Duncanville Independent School District

Merrifield Elementary School

2025-2026 Campus Improvement Plan

Accountability Rating: F

Board Approval Date: October 20, 2025
Public Presentation Date: October 9, 2025

Mission Statement

Duncanville ISD: We engage, equip, and empower all scholars to achieve their unique potential.

Vision

Duncanville ISD: Where dreams are inspired and excellence is achieved.

Value Statement

We are D'Ville...

P - Professionalism

A - Accountability and excellence

N - Nurturing, safe environments

T - Transparent communication

H - Honesty, integrity, and ethics

E - Everyone contributing to student success

R - Relationships, equity, and inclusion

S - Students as our top priority

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Comprehensive Needs Assessment

Revised/Approved: July 28, 2025

Needs Assessment Overview

Needs Assessment Overview Summary

Summary of Identified Needs

- Strengthen **attendance systems** and family follow-up to reduce chronic absenteeism.
- Improve **teacher capacity** in TEKS-aligned lesson internalization and small-group instruction.
- Establish **systematic student progress monitoring** using trackers, exit tickets, and intervention binders.
- Increase **intentional subgroup support** for African American, EB, and SPED students.
- Reinforce **data-driven professional learning** focused on student growth rather than compliance.
- Tighten **campus procedures and accountability systems** to sustain improvement and build stakeholder trust.

Demographics

Demographics Summary

Merrifield Elementary serves a diverse population of **60% Hispanic, 35% African American, and 5% combined other subgroups**. Economically disadvantaged students represent nearly **75%** of enrollment, with **15% Special Education** and **32% Bilingual**. Over **54% are At Risk**, and the school struggles with a **21% chronic absenteeism rate**. While the school has strong cultural representation and bilingual enrichment opportunities, inconsistent parent value of daily attendance and mobility challenges contribute to lost instructional time. Staffing is unstable from year to year and teacher expertise in aligning HQIM to TEKS remains an area of growth.

Demographics Strengths

Strengths

- Large bilingual population with potential for dual-language cultural enrichment.
- Balanced gender representation.
- Strong presence of Hispanic and African American communities allows for culturally responsive teaching opportunities.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Merrifield had a 21% chronic absenteeism rate in the 2024-2025 school year, which exceeded the state target and limited student learning opportunities.
Root Cause: Inconsistent monitoring and follow-up systems for attendance, coupled with limited family engagement in attendance improvement initiatives led to chronic absenteeism.

Student Learning

Student Learning Summary

In 2025 STAAR performance, only **52% of students scored Approaches**, **26% Meets**, and **8% Masters**. Reading outperformed Math (61% vs. 43% Approaches). Subgroup analysis shows African American students, EB, and SpEd students performing significantly below campus averages. Student growth was not intentionally tracked, limiting acceleration and intervention effectiveness. Teachers often implemented HQIM resources without ensuring **TEKS alignment**, contributing to gaps in mastery of readiness standards. Student growth tracking and progress monitoring (exit tickets, intervention binders, trackers) were inconsistent, reducing the school's ability to adjust instruction in real time.

Student Learning Strengths

Strengths

- Reading/Language Arts slightly stronger than Math, with 61% Approaches.
- Gifted/Talented and EB Monitored students demonstrate higher performance bands.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Only 26% of all students reached Meets and 8% reached Masters on STAAR
Root Cause: Inconsistent implementation of HQIM, limited lesson internalization, and lack of rigorous checks for understanding during Tier 1 instruction caused the low performance at the Meets and Masters level.

Problem Statement 2 (Prioritized): Math underperformed RLA significantly (43% Approaches vs. 61%), with weaknesses in computation, numeracy, and multi-step problem-solving.
Root Cause: Professional development emphasis was more on curriculum implementation than on using data to drive student growth.

Problem Statement 3 (Prioritized): Subgroup gaps persist--African American students (20% Meets vs. 31% Hispanic), SpEd (15% Approaches), and EB students perform below peers.
Root Cause: Insufficient subgroup-specific interventions, data-driven progress monitoring, and limited alignment of supports to TEKS mastery led to the gaps in subgroup performance.

School Processes & Programs

School Processes & Programs Summary

Merrifield uses HQIM (Bluebonnet) and intervention structures (WIN Time) to support students. Campus-wide initiatives such as **Mission Possible** and **Panther PRIDE** promote a positive culture. Attendance incentive programs exist but have not reduced absenteeism due to weak accountability and family follow-up systems. Professional learning is provided, but emphasis was more on curriculum implementation than on using data to drive student growth. As a result, procedures and monitoring systems lack the tightness needed for sustained improvement.

School Processes & Programs Strengths

Strengths

- Established HQIM curriculum resources.
- Intervention structures (WIN Time) embedded in the master schedule.
- Campus-wide cultural initiatives (Mission Possible, Panther PRIDE for PBIS) promoting climate and expectations.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Small group instruction was not effectively planned or monitored with fidelity.
Root Cause: Weak planning/monitoring systems for intervention binders and data tracking led to ineffective WIN time and small group instruction.

Problem Statement 2 (Prioritized): Student growth was not intentionally tracked, limiting the campus's ability to accelerate learning and close performance gaps.
Root Cause: Lack of systematic data tracking tools, inconsistent use of progress-monitoring systems (e.g., intervention binders, exit tickets, trackers), and limited accountability for ensuring teachers analyze and act on growth data consistently led to limited student growth.

Problem Statement 3 (Prioritized): Students lack early and intentional exposure to college and career readiness skills, benchmarks, and opportunities.
Root Cause: Professional development and support on CCMR implementation are limited at the elementary level.

Perceptions

Perceptions Summary

The campus received an **"F" accountability rating in 2024**, possibly impacting trust among parents, staff, and the wider community. Stakeholders describe the school as caring and committed. Some staff show uneven buy-in to turnaround practices despite the school's accountability rating. A cultural strength lies in family participation in events (PTA, Hispanic Heritage, PRIDE celebrations), but chronic absenteeism suggests some families do not value attendance as critical to learning. Teachers feel stressed under accountability pressure, but also supported by campus leadership communication.

Perceptions Strengths

- Strong cultural identity and community engagement (PTA, Hispanic Heritage events, PRIDE celebrations).
- Staff committed to student well-being.
- Visible leadership urgency and communication.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Merrifield earned an "F" accountability rating in 2024, possibly lowering community trust in the school.
Root Cause: Teachers focused heavily on implementing HQIM resources without prioritizing alignment to the TEKS, resulting in gaps in tested readiness standards.

Problem Statement 2 (Prioritized): Teacher turnover from year to year impacts continuity of systems and academic strategies from year to year.
Root Cause: The high number of uncertified teachers negatively impacts continuously enrolled students.

Priority Problem Statements

Problem Statement 1: Merrifield had a 21% chronic absenteeism rate in the 2024-2025 school year, which exceeded the state target and limited student learning opportunities.

Root Cause 1: Inconsistent monitoring and follow-up systems for attendance, coupled with limited family engagement in attendance improvement initiatives led to chronic absenteeism.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Only 26% of all students reached Meets and 8% reached Masters on STAAR

Root Cause 2: Inconsistent implementation of HQIM, limited lesson internalization, and lack of rigorous checks for understanding during Tier 1 instruction caused the low performance at the Meets and Masters level.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Math underperformed RLA significantly (43% Approaches vs. 61%), with weaknesses in computation, numeracy, and multi-step problem-solving.

Root Cause 3: Professional development emphasis was more on curriculum implementation than on using data to drive student growth.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Subgroup gaps persist--African American students (20% Meets vs. 31% Hispanic), SpEd (15% Approaches), and EB students perform below peers.

Root Cause 4: Insufficient subgroup-specific interventions, data-driven progress monitoring, and limited alignment of supports to TEKS mastery led to the gaps in subgroup performance.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Small group instruction was not effectively planned or monitored with fidelity.

Root Cause 5: Weak planning/monitoring systems for intervention binders and data tracking led to ineffective WIN time and small group instruction.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Student growth was not intentionally tracked, limiting the campus's ability to accelerate learning and close performance gaps.

Root Cause 6: Lack of systematic data tracking tools, inconsistent use of progress-monitoring systems (e.g., intervention binders, exit tickets, trackers), and limited accountability for ensuring teachers analyze and act on growth data consistently led to limited student growth.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Merrifield earned an "F" accountability rating in 2024, possibly lowering community trust in the school.

Root Cause 7: Teachers focused heavily on implementing HQIM resources without prioritizing alignment to the TEKS, resulting in gaps in tested readiness standards.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Teacher turnover from year to year impacts continuity of systems and academic strategies from year to year.
Root Cause 8: The high number of uncertified teachers negatively impacts continuously enrolled students.
Problem Statement 8 Areas: Perceptions

Problem Statement 9: Students lack early and intentional exposure to college and career readiness skills, benchmarks, and opportunities.
Root Cause 9: Professional development and support on CCMR implementation are limited at the elementary level.
Problem Statement 9 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Priorities

Revised/Approved: October 6, 2025

Priority 1: Student Academic Success

Goal 1: By June 2026, student achievement on the third-grade state assessment in Reading at the "Meets" performance level or above will increase from 38% to 45% on the STAAR test.

High Priority

HB3 Priority

Metrics:

Review Date	Data Source	Expected % to Goal	Actual % to Goal
December 2025	STAAR Benchmark	40% Meets	
March 2026	STAAR Benchmark	42% Meets	
June 2026	STAAR Test	45% Meets	

Evaluation Data Sources: Reading STAAR Test

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June

Strategy 1: 100% of teachers will consistently use the SustainED Reading PLC protocol during weekly PLCs to deeply internalize upcoming units. This will include unpacking standards, anticipating student misconceptions, creating "Know and Show" charts, and preparing exemplar responses. Implementation will be measured through PLC agendas/artifacts, administrator walkthroughs, and teacher reflections, with evidence showing all grade-level teams applying the protocol with fidelity.

Strategy's Expected Result/Impact: Increase STAAR scores to meet Domains 1, 2, and 3 goals

Staff Responsible for Monitoring: Brigett Freeman, Aleisha Dolls, Dr. Tanya B. Jones, Brittany Williams

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Facilitate weekly PLCs using the SustainED protocol to internalize upcoming units and prepare "Know and Show" charts and exemplar responses.	Claire Andrews, Carina Gonzales, Brigett Freeman, Aleisha Dolls, Dr. Tanya B. Jones, Brittany Williams, Coressa Youngblood	Weekly on Tuesdays from August 26- May 12

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: Student Learning 1 - School Processes & Programs 1

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2: 100% of core STAAR teachers will implement student trackers aligned to TEKS in Reading. Teachers and students will update trackers weekly based on district formative assessments, exit tickets, and i-Ready data. Students will use trackers to set personal goals, monitor progress, and reflect during teacher-student conferences.

Strategy's Expected Result/Impact: Increase STAAR scores to meet Domains 1, 2, and 3 goals

Staff Responsible for Monitoring: Brigett Freeman, Aleisha Dolls, Dr. Tanya B. Jones, Coressa Youngblood, Brittany Williams

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Train all core STAAR teachers on creating and maintaining student data trackers aligned to TEKS and district assessments.	Dr. Tanya B. Jones, Brittany Williams, Brigett Freeman, Claire Andrews, Tyla Ellis, Jordan Stearn, Carina Gonzales	October 10, 2025 - PD Training

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability
Problem Statements: Student Learning 1, 3 - School Processes & Programs 2

No Progress Accomplished Continue/Modify Discontinue

Goal 1 Problem Statements:

Student Learning

Problem Statement 1: Only 26% of all students reached Meets and 8% reached Masters on STAAR **Root Cause**: Inconsistent implementation of HQIM, limited lesson internalization, and lack of rigorous checks for understanding during Tier 1 instruction caused the low performance at the Meets and Masters level.

Problem Statement 3: Subgroup gaps persist--African American students (20% Meets vs. 31% Hispanic), SpEd (15% Approaches), and EB students perform below peers. **Root Cause**: Insufficient subgroup-specific interventions, data-driven progress monitoring, and limited alignment of supports to TEKS mastery led to the gaps in subgroup performance.

School Processes & Programs

Problem Statement 1: Small group instruction was not effectively planned or monitored with fidelity. **Root Cause**: Weak planning/monitoring systems for intervention binders and data tracking led to ineffective WIN time and small group instruction.

Problem Statement 2: Student growth was not intentionally tracked, limiting the campus's ability to accelerate learning and close performance gaps. **Root Cause**: Lack of systematic data tracking tools, inconsistent use of progress-monitoring systems (e.g., intervention binders, exit tickets, trackers), and limited accountability for ensuring teachers analyze and act on growth data consistently led to limited student growth.

Priority 1: Student Academic Success

Goal 2: By June 2026, student achievement on the 1st grade iReady Reading testing will increase from 61% to 81% at the 50th percentile.

High Priority

Metrics:

Review Date	Data Source	Expected % to Goal	Actual % to Goal
January 2026	iReady Diagnostic Assessment - MOY	71% at the 50th percentile	
June 2026	iReady Diagnostic Assessment-EOY	81% at the 50th percentile	

Evaluation Data Sources: iReady Diagnostic Assessment - 1st Grade Reading

Strategy 1 Details

Strategy 1: 100% of 1st Grade teachers will utilize iReady to create intentional small groups and provide individualized instructional plans during WIN time.

Strategy's Expected Result/Impact: First graders will show measurable growth in foundational reading skills as identified by i-Ready diagnostics and progress monitoring.

Staff Responsible for Monitoring: Rhonda McCarthy, Delani Weaver, Rosalba Fernandez, Aleisha Dolls, Brigett Freeman, Coressa Youngblood, Dr. Tanya B. Jones, Brittany Williams

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Provide professional learning on interpreting iReady diagnostic and instructional data to form targeted small groups and design individualized plans.	iReady Consultant, Dr. Tanya B. Jones, Brittany Williams, Brigett Freeman	October 7, 2025
2	Implement targeted small-group lessons during WIN Time focused on priority TEKS and skill deficits identified through iReady.	Rhonda McCarthy, Delani Weaver, Rosalba Fernandez, Aleisha Dolls, Brigett Freeman, Coressa Youngblood, Dr. Tanya B. Jones, Brittany Williams	October 20-May 15 (daily)

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: School Processes & Programs 1, 2

Reviews

Formative			Summative
Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2: 100% of campus administrators will conduct a minimum of five classroom walkthroughs per week to provide timely coaching and feedback to teachers. Evidence of implementation will be documented in walkthrough logs and campus coaching tracker with progress monitored during bi-weekly leadership check-ins.

Strategy's Expected Result/Impact: Timely coaching will increase teacher capacity to use iReady data for small-group planning, progress monitoring, and differentiated instruction, resulting in stronger Tier 1 and Tier 2 practices.

Staff Responsible for Monitoring: Dr. Tanya B. Jones, Brittany Williams

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Provide teachers with immediate, actionable feedback and follow-up support based on walkthrough data using the Get Better Faster waterfall and documented in the walkthroughs	Dr. Tanya B. Jones, Brittany Williams	October 20-May 15 (weekly)

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: School Processes & Programs 1

No Progress Accomplished Continue/Modify Discontinue

Goal 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Small group instruction was not effectively planned or monitored with fidelity. **Root Cause**: Weak planning/monitoring systems for intervention binders and data tracking led to ineffective WIN time and small group instruction.
Problem Statement 2: Student growth was not intentionally tracked, limiting the campus's ability to accelerate learning and close performance gaps. **Root Cause**: Lack of systematic data tracking tools, inconsistent use of progress-monitoring systems (e.g., intervention binders, exit tickets, trackers), and limited accountability for ensuring teachers analyze and act on growth data consistently led to limited student growth.

Priority 1: Student Academic Success

Goal 3: By June 2026, student achievement on the 2nd grade iReady Reading testing will increase from 34% to 55% at the 50th percentile.

High Priority

Metrics:

Review Date	Data Source	Expected % to Goal	Actual % to Goal
January 2026	iReady Diagnostic Assessment - MOY	45% at the 50th percentile	
June 2026	iReady Diagnostic Assessment -EOY	55% at the 50th percentile	

Evaluation Data Sources: iReady Diagnostic Assessment - 2nd Grade Reading

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June

Strategy 1: 100% of core teachers will utilize iReady to create intentional small groups and provide individualized instructional plans during WIN time.

Strategy's Expected Result/Impact: Second graders will show measurable growth in foundational reading skills as identified by iReady diagnostics and progress monitoring.

Staff Responsible for Monitoring: Cheryl Williams, Safieh Abdelhadi, Saray Velasquez, Maritza Hernandez, Aleisha Dolls, Brigett Freeman, Coressa Youngblood, Dr. Tanya B. Jones, Brittany Williams

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Provide professional learning on interpreting iReady diagnostic and instructional data to form targeted small groups and design individualized plans.	iReady Consultant, Dr. Tanya B. Jones, Brittany Williams, Brigett Freeman	October 7, 2025
2	Implement targeted small-group instruction during WIN Time focused on priority TEKS and specific skills identified through i-Ready.	Cheryl Williams, Safieh Abdelhadi, Saray Velasquez, Maritza Hernandez, Aleisha Dolls, Brigett Freeman, Coressa Youngblood, Dr. Tanya B. Jones, Brittany Williams	October 20, 2025-May 12, 2025 (Daily)

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability
Problem Statements: School Processes & Programs 1, 2

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2: 100% of campus administrators will conduct a minimum of five classroom walkthroughs per week to provide timely coaching and feedback to teachers. Evidence of implementation will be documented in walkthrough logs and campus coaching tracker with progress monitored during weekly leadership check-ins.

Strategy's Expected Result/Impact: Timely coaching will increase teacher capacity to use I-Ready data for small-group planning, progress monitoring, and differentiated instruction, resulting in stronger Tier 1 and Tier 2 practices.

Staff Responsible for Monitoring: Dr. Tanya B. Jones, Brittany Williams

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Provide teachers with immediate, actionable feedback and follow-up support based on walkthrough data using the Get Better Faster waterfall and documented in the walkthroughs	Dr. Tanya B. Jones, Brittany Williams	October 20-May 15 (weekly)

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability
Problem Statements: Student Learning 1 - Perceptions 2

No Progress Accomplished Continue/Modify Discontinue

Goal 3 Problem Statements:

Student Learning
Problem Statement 1: Only 26% of all students reached Meets and 8% reached Masters on STAAR **Root Cause**: Inconsistent implementation of HQIM, limited lesson internalization, and lack of rigorous checks for understanding during Tier 1 instruction caused the low performance at the Meets and Masters level.

School Processes & Programs
Problem Statement 1: Small group instruction was not effectively planned or monitored with fidelity. **Root Cause**: Weak planning/monitoring systems for intervention binders and data tracking led to ineffective WIN time and small group instruction.
Problem Statement 2: Student growth was not intentionally tracked, limiting the campus's ability to accelerate learning and close performance gaps. **Root Cause**: Lack of systematic data tracking tools, inconsistent use of progress-monitoring systems (e.g., intervention binders, exit tickets, trackers), and limited accountability for ensuring teachers analyze and act on growth data consistently led to limited student growth.

Perceptions

Problem Statement 2: Teacher turnover from year to year impacts continuity of systems and academic strategies from year to year. **Root Cause**: The high number of uncertified teachers negatively impacts continuously enrolled students.

Priority 1: Student Academic Success

Goal 4: By June 2026, student achievement on the third-grade state assessment in Math at the "Meets" performance level or above will increase from 33% to 45% on the STAAR test.

High Priority

Metrics:

Review Date	Data Source	Expected % to Goal	Actual % to Goal
December 2025	STAAR Benchmark	35% Meets	
March 2026	STAAR Benchmark	40% Meets	
June 2026	STAAR Test	45% Meets	

Evaluation Data Sources: STAAR Test

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June

Strategy 1: 100% of teachers will consistently use the SustainED Reading PLC protocol during weekly PLCs to deeply internalize upcoming units. This will include unpacking standards, anticipating student misconceptions, creating "Know and Show" charts, and preparing exemplar responses. Implementation will be measured through PLC agendas/artifacts, administrator walkthroughs, and teacher reflections, with evidence showing all grade-level teams applying the protocol with fidelity.

Strategy's Expected Result/Impact: Increase STAAR scores to meet Domains 1, 2, and 3 goals

Staff Responsible for Monitoring: Dr. Tanya B. Jones, Brittany Williams, Brigett Freeman

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Facilitate weekly PLCs using the SustainED protocol to internalize upcoming units and prepare "Know and Show" charts and exemplar responses.	Victoria Lewis, Angie Gonzalez-Roland, Brigett Freeman, Kelecia Jackson, Dr. Tanya B. Jones, Brittany Williams, Coressa Youngblood	Weekly on Tuesdays from August 26- May 12

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability
Problem Statements: Demographics 1 - Student Learning 2 - Perceptions 1

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2: 100% of core STAAR teachers will implement student trackers aligned to TEKS in Math. Teachers and students will update trackers weekly based on district formative assessments, exit tickets, and iReady data. Students will use trackers to set personal goals, monitor progress, and reflect during teacher-student conferences.

Strategy's Expected Result/Impact: Increase STAAR scores to meet Domains 1, 2, and 3 goals

Staff Responsible for Monitoring: Victoria Lewis, Wayne Dixon, Dr. Caren Ishmael, Brigett Freeman, Kelecia Jackson, Dr. Tanya B. Jones, Brittany Williams, Coressa Youngblood, Angie Gonzalez-Roland

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Train all core STAAR teachers on creating and maintaining student data trackers aligned to TEKS and district assessments.	Brigett Freeman, Kelecia Jackson, Dr. Tanya B. Jones, Brittany Williams, Coressa Youngblood	October 10, 2025 - PD Training

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: Student Learning 2

No Progress Accomplished Continue/Modify Discontinue

Goal 4 Problem Statements:

Demographics
Problem Statement 1: Merrifield had a 21% chronic absenteeism rate in the 2024-2025 school year, which exceeded the state target and limited student learning opportunities. **Root Cause**: Inconsistent monitoring and follow-up systems for attendance, coupled with limited family engagement in attendance improvement initiatives led to chronic absenteeism.
Student Learning
Problem Statement 2: Math underperformed RLA significantly (43% Approaches vs. 61%), with weaknesses in computation, numeracy, and multi-step problem-solving. **Root Cause**: Professional development emphasis was more on curriculum implementation than on using data to drive student growth.
Perceptions
Problem Statement 1: Merrifield earned an "F" accountability rating in 2024, possibly lowering community trust in the school. **Root Cause**: Teachers focused heavily on implementing HQIM resources without prioritizing alignment to the TEKS, resulting in gaps in tested readiness standards.

Priority 1: Student Academic Success

Goal 5: By June 2026, student achievement on the 1st grade iReady Math testing will increase from 72% to 85% at the 50th percentile.

High Priority

Metrics:

Review Date	Data Source	Expected % to Goal	Actual % to Goal
January 2026	iReady Diagnostic Assessment - MOY	79% at 50th percentile	
Jume 2026	iReady Diagnostic Assessment -EOY	85% at the 50th percentile	

Evaluation Data Sources: iRready Diagnostic Assessment - 1st Grade Math

Strategy 1 Details

Strategy 1: 100% of core teachers will utilize iReady to create intentional small groups and provide individualized instructional plans during WIN time.

Strategy's Expected Result/Impact: First graders will show measurable growth in math skills as identified by iReady diagnostics and progress monitoring.

Staff Responsible for Monitoring: Rhonda McCarthy, Delani Weaver, Rosalba Fernandez, Kelecia Jackson, Brigett Freeman, Coressa Youngblood, Dr. Tanya B. Jones, Brittany Williams

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Provide professional learning on interpreting iReady diagnostic and instructional data to form targeted small groups and design individualized plans.	iReady Consultant, Dr. Tanya B. Jones, Brittany Williams, Brigett Freeman	October 7, 2025
2	Implement targeted small-group lessons during WIN Time focused on priority TEKS and skill deficits identified through iReady.	Rhonda McCarthy, Delani Weaver, Rosalba Fernandez, Aleisha Dolls, Brigett Freeman, Coressa Youngblood, Dr. Tanya B. Jones, Brittany Williams	October 20-May 15 (daily)

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: School Processes & Programs 1, 2

Reviews

Formative			Summative
Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2: 100% of campus administrators will conduct a minimum of five classroom walkthroughs per week to provide timely coaching and feedback to teachers. Evidence of implementation will be documented in walkthrough logs and campus coaching tracker with progress monitored during weekly leadership check-ins.

Strategy's Expected Result/Impact: Timely coaching will increase teacher capacity to use I-Ready data for small-group planning, progress monitoring, and differentiated instruction, resulting in stronger Tier 1 and Tier 2 practices.

Staff Responsible for Monitoring: Dr. Tanya B. Jones, Brittany Williams

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Provide teachers with immediate, actionable feedback and follow-up support based on walkthrough data using the Get Better Faster waterfall and documented in the walkthroughs	Dr. Tanya B. Jones, Brittany Williams	October 20-May 15 (weekly)

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: School Processes & Programs 1, 2

No Progress Accomplished Continue/Modify Discontinue

Goal 5 Problem Statements:

School Processes & Programs
Problem Statement 1: Small group instruction was not effectively planned or monitored with fidelity. **Root Cause**: Weak planning/monitoring systems for intervention binders and data tracking led to ineffective WIN time and small group instruction.
Problem Statement 2: Student growth was not intentionally tracked, limiting the campus's ability to accelerate learning and close performance gaps. **Root Cause**: Lack of systematic data tracking tools, inconsistent use of progress-monitoring systems (e.g., intervention binders, exit tickets, trackers), and limited accountability for ensuring teachers analyze and act on growth data consistently led to limited student growth.

Priority 1: Student Academic Success

Goal 6: By June 2026, student achievement on the 2nd grade iReady Math testing will increase from 39% to 60% at the 50th percentile.

High Priority

Metrics:

Review Date	Data Source	Expected % to Goal	Actual % to Goal
January 2026	iReady Diagnostic Assessment - MOY	50% at the 50th percentile	
June 2026	iReady Diagnostic Assessment - EOY	60% at the 50th percentile	

Evaluation Data Sources: iReady Assessment Data - 2nd Grade Math

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June

Strategy 1: 100% of core teachers will utilize iReady to create intentional small groups and provide individualized instructional plans during WIN time.

Strategy's Expected Result/Impact: Second graders will show measurable growth in math as identified by i-Ready diagnostics and progress monitoring.

Staff Responsible for Monitoring: Cheryl Williams, Safieh Abdelhadi, Saray Velasquez, Maritza Hernandez, Kelecia Jackson, Brigett Freeman, Coressa Youngblood, Dr. Tanya B. Jones, Brittany Williams

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Provide professional learning on interpreting iReady diagnostic and instructional data to form targeted small groups and design individualized plans.	iReady Consultant, Dr. Tanya B. Jones, Brittany Williams, Brigett Freeman	October 7, 2025
2	Implement targeted small-group lessons during WIN Time focused on priority TEKS and skill deficits identified through iReady.	Cheryl Williams, Safieh Abdelhadi, Saray Velasquez, Maritza Hernandez, Kelecia Jackson, Brigett Freeman, Coressa Youngblood, Dr. Tanya B. Jones, Brittany Williams	October 20-May 15 (daily)

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: School Processes & Programs 1

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2: 100% of campus administrators will conduct a minimum of five classroom walkthroughs per week to provide timely coaching and feedback to teachers. Evidence of implementation will be documented in walkthrough logs and campus coaching tracker with progress monitored during weekly leadership check-ins.

Strategy's Expected Result/Impact: Timely coaching will increase teacher capacity to use iReady data for small-group planning, progress monitoring, and differentiated instruction, resulting in stronger Tier 1 and Tier 2 practices.

Staff Responsible for Monitoring: Dr. Tanya B. Jones, Brittany Williams

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Provide teachers with immediate, actionable feedback and follow-up support based on walkthrough data using the Get Better Faster waterfall and documented in the walkthroughs	Dr. Tanya B. Jones, Brittany Williams	October 20-May 15 (weekly)

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Learning 2 - School Processes & Programs 1, 2

No Progress Accomplished Continue/Modify Discontinue

Goal 6 Problem Statements:

Student Learning
Problem Statement 2: Math underperformed RLA significantly (43% Approaches vs. 61%), with weaknesses in computation, numeracy, and multi-step problem-solving. **Root Cause**: Professional development emphasis was more on curriculum implementation than on using data to drive student growth.

School Processes & Programs
Problem Statement 1: Small group instruction was not effectively planned or monitored with fidelity. **Root Cause**: Weak planning/monitoring systems for intervention binders and data tracking led to ineffective WIN time and small group instruction.
Problem Statement 2: Student growth was not intentionally tracked, limiting the campus's ability to accelerate learning and close performance gaps. **Root Cause**: Lack of systematic data tracking tools, inconsistent use of progress-monitoring systems (e.g., intervention binders, exit tickets, trackers), and limited accountability for ensuring teachers analyze and act on growth data consistently led to limited student growth.

Priority 1: Student Academic Success

Goal 7: By June 2026, student achievement on the state assessments in Reading will increase at approaches from 61% to 75%, meets from 29% to 45%, and masters from 10% to 15% on the STAAR test.

High Priority

Metrics:

Review Date	Data Source	Expected % to Goal	Actual % to Goal
December 2025	STAAR Benchmark	App - 67% Meets - 35% Masters - 12%	
March 2026	STAAR Benchmark	App -73% Meets - 42% Masters- 14%	
June 2026	STAAR Test	App - 75% Meets - 45% Masters -15%	

Evaluation Data Sources: STAAR Test

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June

Strategy 1: 100% of core teachers and campus administrators will implement targeted after-school and Saturday tutorials for students identified through Domain I (Student Achievement), Domain II (School Progress), and Domain III (Closing the Gaps) indicators. Student groups will be identified after each benchmark and interim assessment, with tutorial plans documented and adjusted quarterly.

Strategy's Expected Result/Impact: Increase STAAR scores to meet Domains 1, 2, and 3 goals

Staff Responsible for Monitoring: Claire Andrews, Jordan Stearn, Tyla Ellis, Carina Gonzales, Brigett Freeman, Aleisha Dolls, Dr. Tanya B. Jones, Brittany Williams, Coressa Youngblood

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Implement after-school and Saturday tutorials focused on readiness standards and individual student skill gaps based on projected performance bands.	Claire Andrews, Jordan Stearn, Tyla Ellis, Carina Gonzales, Brigett Freeman, Aleisha Dolls, Dr. Tanya B. Jones, Brittany Williams, Coressa Youngblood	October 20, 2025-April 12, 2026

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability
Problem Statements: Student Learning 1, 3 - School Processes & Programs 2
Funding Sources: Tutoring Payroll - 289 Title I - 289.11.6117.00.103.30.000 - $1,340.50

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2: 100% of core STAAR teachers will implement student trackers aligned to TEKS in Reading. Teachers will update trackers weekly based on district formative assessments, exit tickets, and i-Ready data. Students will use trackers to set personal goals, monitor progress, and reflect during teacher-student conferences.

Strategy's Expected Result/Impact: Increase STAAR scores to meet Domains 1, 2, and 3 goals

Staff Responsible for Monitoring: Claire Andrews, Carina Gonzales, Brigett Freeman, Aleisha Dolls, Dr. Tanya B. Jones, Brittany Williams, Coressa Youngblood

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Train all core STAAR teachers on creating and maintaining student data trackers aligned to TEKS and district assessments.	Brigett Freeman, Dr. Tanya B. Jones, Brittany Williams, Coressa Youngblood	October 10, 2025

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: Student Learning 1, 3 - School Processes & Programs 2 - Perceptions 1

No Progress Accomplished Continue/Modify Discontinue

Goal 7 Problem Statements:

Student Learning

Problem Statement 1: Only 26% of all students reached Meets and 8% reached Masters on STAAR **Root Cause**: Inconsistent implementation of HQIM, limited lesson internalization, and lack of rigorous checks for understanding during Tier 1 instruction caused the low performance at the Meets and Masters level.

Problem Statement 3: Subgroup gaps persist--African American students (20% Meets vs. 31% Hispanic), SpEd (15% Approaches), and EB students perform below peers. **Root Cause**: Insufficient subgroup-specific interventions, data-driven progress monitoring, and limited alignment of supports to TEKS mastery led to the gaps in subgroup performance.

School Processes & Programs

Problem Statement 2: Student growth was not intentionally tracked, limiting the campus's ability to accelerate learning and close performance gaps. **Root Cause**: Lack of systematic data tracking tools, inconsistent use of progress-monitoring systems (e.g., intervention binders, exit tickets, trackers), and limited accountability for ensuring teachers analyze and act on growth data consistently led to limited student growth.

Perceptions

Problem Statement 1: Merrifield earned an "F" accountability rating in 2024, possibly lowering community trust in the school. **Root Cause**: Teachers focused heavily on implementing HQIM resources without prioritizing alignment to the TEKS, resulting in gaps in tested readiness standards.

Priority 1: Student Academic Success

Goal 8: By June 2026, student achievement on the state assessments in Math will increase at approaches from 43% to 75%, meets from 22% to 45%, and masters from 7% to 15% on the STAAR test.

High Priority

Metrics:

Review Date	Data Source	Expected % to Goal	Actual % to Goal
December 2025	STAAR Benchmark	App - 56% Meets - 30% Masters - 10%	
March 2026	STAAR Benchmark	App - 67% Meets - 38% Masters -13%	
June 2026	STAAR Test	App - 75% Meets - 45% Mast - 15%	

Evaluation Data Sources: Math STAAR Test

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June

Strategy 1: 100% of core teachers and campus administrators will implement targeted after-school and Saturday tutorials for students identified through Domain I (Student Achievement), Domain II (School Progress), and Domain III (Closing the Gaps) indicators. Student groups will be identified after each benchmark and interim assessment, with tutorial plans documented and adjusted quarterly.

Strategy's Expected Result/Impact: Increase STAAR scores to meet Domains 1, 2, and 3 goals

Staff Responsible for Monitoring: Victoria Lewis, Angie Gonzalez-Roland, Wayne Dixon, Dr. Caren Ishmael, Brigett Freeman, Kelecia Jackson, Dr. Tanya B. Jones, Brittany Williams, Coressa Youngblood

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Implement after-school and Saturday tutorials focused on readiness standards and individual student skill gaps based on projected performance bands.	Victoria Lewis, Angie Gonzalez-Roland, Wayne Dixon, Dr. Caren Ishmael, Brigett Freeman, Kelecia Jackson, Dr. Tanya B. Jones, Brittany Williams, Coressa Youngblood	October 20, 2025-April 12, 2026

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: Student Learning 1, 2, 3

Funding Sources: STAAR Resources and Snacks - 289 Title I - 289.13.6117.00.103.30.000 - $1,340.50

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2: 100% of core STAAR teachers will implement student trackers aligned to TEKS in Math. Teachers will update trackers weekly based on district formative assessments, exit tickets, and i-Ready data. Students will use trackers to set personal goals, monitor progress, and reflect during teacher-student conferences.

Strategy's Expected Result/Impact: Increase STAAR scores to meet Domains 1, 2, and 3 goals

Staff Responsible for Monitoring: Victoria Lewis, Angie Gonzalez-Roland, Wayne Dixon, Dr. Caren Ishmael, Brigett Freeman, Kelecia Jackson, Dr. Tanya B. Jones, Brittany Williams, Coressa Youngblood

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Train all core STAAR teachers on creating and maintaining student data trackers aligned to TEKS and district assessments.	Brigett Freeman, Kelecia Jackson, Dr. Tanya B. Jones, Brittany Williams, Coressa Youngblood	October 10, 2025 - PD Training

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 2

No Progress Accomplished Continue/Modify Discontinue

Goal 8 Problem Statements:

Student Learning

Problem Statement 1: Only 26% of all students reached Meets and 8% reached Masters on STAAR **Root Cause**: Inconsistent implementation of HQIM, limited lesson internalization, and lack of rigorous checks for understanding during Tier 1 instruction caused the low performance at the Meets and Masters level.

Problem Statement 2: Math underperformed RLA significantly (43% Approaches vs. 61%), with weaknesses in computation, numeracy, and multi-step problem-solving. **Root Cause**: Professional development emphasis was more on curriculum implementation than on using data to drive student growth.

Problem Statement 3: Subgroup gaps persist--African American students (20% Meets vs. 31% Hispanic), SpEd (15% Approaches), and EB students perform below peers. **Root Cause**: Insufficient subgroup-specific interventions, data-driven progress monitoring, and limited alignment of supports to TEKS mastery led to the gaps in subgroup performance.

School Processes & Programs

Problem Statement 2: Student growth was not intentionally tracked, limiting the campus's ability to accelerate learning and close performance gaps. **Root Cause**: Lack of systematic data tracking tools, inconsistent use of progress-monitoring systems (e.g., intervention binders, exit tickets, trackers), and limited accountability for ensuring teachers analyze and act on growth data consistently led to limited student growth.

Priority 1: Student Academic Success

Goal 9: By June 2026, student achievement on the state assessments in Science will score approaches at 70%, meets at 30%, and masters at 15% on the STAAR test.

High Priority

Metrics:

Review Date	Data Source	Expected % to Goal	Actual % to Goal
December 2025	STAAR Benchmark	App- 55% Meets - 22% Masters - 9%	
March 2026	STAAR Benchmark	App - 63% Meets - 26% Masters - 12%	
June 2026	STAAR Test	App - 70% Meets - 30% Masters - 15%	

Evaluation Data Sources: STAAR Test

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June

Strategy 1: 100% of core STAAR teachers will participate in a structured quarterly data conference cycle to review student performance data from district assessments, and iReady, identify priority standards and gaps in student mastery, and develop reteach and enrichment plans tailored to student needs.

Strategy's Expected Result/Impact: Students will meet the goals for Domain 1.

Staff Responsible for Monitoring: Claire Andrews, Victoria Lewis, Carina Gonzalez, Angie Gonzalez-Roland, Wayne Dixon, Jordan Stearn, Tyla Ellis, Dr. Caren Ishmael, Kimberly Douglas, Kelecia Jackson, Brigett Freeman, Moises Torales, Dr. Tanya B. Jones, Brittany Williams

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Campus leaders will facilitate quarterly data conferences with all core STAAR teachers to analyze performance data, identify root causes of student misconceptions, and collaboratively design reteach and enrichment action plans aligned to priority TEKS.	Dr. Tanya B. Jones, Brittany Williams	Quarterly - October, January, March, May

TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability
Problem Statements: Student Learning 3 - Perceptions 1

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2: Implement a data-driven, inquiry-based Science instructional framework that strengthens teacher content knowledge, ensures alignment to Science TEKS, and engages students in hands-on investigations that build conceptual understanding and academic vocabulary.

Strategy's Expected Result/Impact: Timely coaching will increase teacher capacity to teach science TEKS to prepare students to pass the science STAAR test.

Staff Responsible for Monitoring: Dr. Tanya B. Jones, Brittany Williams, Kimberly Douglas, Moises Torales, Kelecia Jackson

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Campus administrators and instructional leaders will conduct bi-weekly science coaching sessions and classroom walkthroughs to observe Science TEKS implementation, provide feedback within 48 hours, and support reteach planning during PLCs.	Dr. Tanya B. Jones, Brittany Williams, Brigett Freeman	Bi-Weekly starting October 20

TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability
Problem Statements: Student Learning 3

No Progress Accomplished Continue/Modify Discontinue

Goal 9 Problem Statements:

Student Learning
Problem Statement 3: Subgroup gaps persist--African American students (20% Meets vs. 31% Hispanic), SpEd (15% Approaches), and EB students perform below peers. **Root Cause**: Insufficient subgroup-specific interventions, data-driven progress monitoring, and limited alignment of supports to TEKS mastery led to the gaps in subgroup performance.
Perceptions
Problem Statement 1: Merrifield earned an "F" accountability rating in 2024, possibly lowering community trust in the school. **Root Cause**: Teachers focused heavily on implementing HQIM resources without prioritizing alignment to the TEKS, resulting in gaps in tested readiness standards.

Priority 2: Students, Families, and Community

Goal 1: By June 2026, stakeholder's beliefs as measured on the Spring Climate Survey "in our commitment to prepare our students for college career readiness" will increase from 88% to 95%.

Metrics:

Review Date	Data Source	Expected % to Goal	Actual % to Goal
March 2026	Panorama Survey	100%	

Evaluation Data Sources: Panorama Survey Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June

Strategy 1: Hosting quarterly College & Career Readiness Nights (e.g., career fairs, college spirit days, parent workshops).

Strategy's Expected Result/Impact: Stakeholders will report stronger confidence in the school's commitment to preparing students for college and career readiness, reflected by at least a 7% increase (88% - 95%) on the Spring Climate Survey.

Staff Responsible for Monitoring: Laretha Davis, Dr. Tanya B. Jones, Brittany Williams

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Highlight CCMR activities (career days, spirit weeks, college days, parent workshops) in campus newsletters and social media posts.	Dr. Tanya B. Jones, Laretha Davis, Brittany Williams	Quarterly -

TEA Priorities:
Connect high school to career and college

- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: School Processes & Programs 3

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2: Embedding CCR language and practices in campus communications (e.g., "college talk," goal-setting, student data binders).

Strategy's Expected Result/Impact: Students will be able to articulate their academic and career goals, demonstrate progress toward readiness skills, and participate in CCR activities.

Staff Responsible for Monitoring: Laretha Davis, Dr. Tanya B. Jones, Brittany Williams

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Campus leadership and teachers will intentionally integrate CCR-aligned language, visuals, and goal-setting practices into campus communications, classroom routines, and student materials to promote a culture of postsecondary readiness.	Laretha Davis, Dr. Tanya B. Jones, Brittany Williams	Quarterly

Problem Statements: School Processes & Programs 3

No Progress Accomplished Continue/Modify Discontinue

Goal 1 Problem Statements:

School Processes & Programs
Problem Statement 3: Students lack early and intentional exposure to college and career readiness skills, benchmarks, and opportunities. **Root Cause**: Professional development and support on CCMR implementation are limited at the elementary level.

Priority 2: Students, Families, and Community

Goal 2: By June 2026, ADA will increase from 93% to 96%.

High Priority

Metrics:

Review Date	Data Source	Expected % to Goal	Actual % to Goal
October 2025	Skyward Attendance Report	93.5%	
December 2025	Skyward Attendance Report	94%	
March 2026	Skyward Attendance Report	95%	
May 2026	Skyward Attendance Report	96%	

Evaluation Data Sources: Skyward Daily Attendance

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June

Strategy 1: Implement monthly attendance celebrations (class trophies, Panther PRIDE store rewards, pep rallies).

Strategy's Expected Result/Impact: ADA will rise toward 96% as a result of improved student and family engagement.

Staff Responsible for Monitoring: Brittany Johnson, Laretha Davis, Brittany Williams, Dr. Tanya B. Jones

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Use a daily attendance tracker to monitor daily attendance and generate weekly ADA reports to display on bulletin board.	Brittany Johnson, Laretha Davis, Dr. Tanya B. Jones, Brittany Williams	Daily
2	Implement tiered attendance interventions (Tier 1: recognition; Tier 2: parent calls; Tier 3: conferences/ home visits).	Brittany Johnson, Laretha Davis, Dr. Tanya B. Jones, Brittany Williams	Daily

TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability
Problem Statements: Demographics 1

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2: Communicate attendance goals and celebrations in newsletters, phone calls, and social media to build excitement.

Strategy's Expected Result/Impact: ADA will rise toward 96% as a result of improved student and family engagement.

Staff Responsible for Monitoring: Brittany Johnson, Laretha Davis, Brittany Williams, Dr. Tanya B. Jones

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Celebrate and reward classrooms reaching or maintaining 96% or higher attendance via announcements and social media posts.	Brittany Johnson, Laretha Davis, Brittany Williams, Dr. Tanya B. Jones	Ongoing

TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability
Problem Statements: Demographics 1

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2 Problem Statements:

Demographics
Problem Statement 1: Merrifield had a 21% chronic absenteeism rate in the 2024-2025 school year, which exceeded the state target and limited student learning opportunities. **Root Cause**: Inconsistent monitoring and follow-up systems for attendance, coupled with limited family engagement in attendance improvement initiatives led to chronic absenteeism.

Priority 3: Personnel and Professional Development

Goal 1: By June 2026, the number of teachers meeting "accomplished" or higher on T-TESS in dimension 2.1 will increase from 17% to 35% by June 2026.

Evaluation Data Sources: TTESS Summative Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Coaching feedback will include actionable next steps and modeling of strategies that raise instructional expectations for all learners. **Strategy's Expected Result/Impact:** More teachers will demonstrate mastery of Dimension 2.1 indicators, moving from "Proficient" to "Accomplished." **Staff Responsible for Monitoring:** Dr. Tanya B. Jones, Brittany Williams, Brigett Freeman **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1, 2, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: Use PLCs to anticipate misconceptions, align exemplars, and prepare scaffolds to ensure lessons are rigorous and student-centered. **Strategy's Expected Result/Impact:** More teachers will demonstrate mastery of Dimension 2.1 indicators, moving from "Proficient" to "Accomplished." **Staff Responsible for Monitoring:** Dr. Tanya B. Jones, Brittany Williams, Brigett Freeman **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1, 2, 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1 Problem Statements:

Student Learning
Problem Statement 1: Only 26% of all students reached Meets and 8% reached Masters on STAAR **Root Cause**: Inconsistent implementation of HQIM, limited lesson internalization, and lack of rigorous checks for understanding during Tier 1 instruction caused the low performance at the Meets and Masters level.
Problem Statement 2: Math underperformed RLA significantly (43% Approaches vs. 61%), with weaknesses in computation, numeracy, and multi-step problem-solving. **Root Cause**: Professional development emphasis was more on curriculum implementation than on using data to drive student growth.
Problem Statement 3: Subgroup gaps persist--African American students (20% Meets vs. 31% Hispanic), SpEd (15% Approaches), and EB students perform below peers. **Root Cause**: Insufficient subgroup-specific interventions, data-driven progress monitoring, and limited alignment of supports to TEKS mastery led to the gaps in subgroup performance.

Priority 3: Personnel and Professional Development

Goal 2: The retention rate of "certified teachers" will increase from 85% to 88% by 2028.

Evaluation Data Sources: HR Staffing Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Provide ongoing professional development aligned to teacher needs, including classroom management, instructional strategies, and work-life balance. **Strategy's Expected Result/Impact:** Certified teachers will remain at Merrifield Elementary. **Staff Responsible for Monitoring:** Dr. Tanya B. Jones, Britttany Williams, Brigett Freeman **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Perceptions 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: Implement differentiated coaching cycles and mentoring for new and developing teachers. **Strategy's Expected Result/Impact:** Certified teachers will remain at Merrifield Elementary. **Staff Responsible for Monitoring:** Dr. Tanya B. Jones, Britttany Williams, Brigett Freeman **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Perceptions 2				

No Progress Accomplished Continue/Modify Discontinue

Goal 2 Problem Statements:

Perceptions

Problem Statement 1: Merrifield earned an "F" accountability rating in 2024, possibly lowering community trust in the school. **Root Cause**: Teachers focused heavily on implementing HQIM resources without prioritizing alignment to the TEKS, resulting in gaps in tested readiness standards.

Problem Statement 2: Teacher turnover from year to year impacts continuity of systems and academic strategies from year to year. **Root Cause**: The high number of uncertified teachers negatively impacts continuously enrolled students.

Priority 4: Fiscal Stewardship and Operational Excellence

Goal 1: The campus will support the district goal regarding the amount of funds spent on "instructional expenditures (Function 11)" to increase from 52.74% to 60% by 2028.

High Priority

Evaluation Data Sources: Skyward Budget

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: The campus principal will regularly review campus budget expenditures by Function Code 11 to ensure maximum allocation toward instruction once a month. **Strategy's Expected Result/Impact:** Regular monthly reviews of Function Code 11 expenditures will ensure that the majority of campus funds are directed toward instructional priorities. **Staff Responsible for Monitoring:** Dr. Tanya B. Jones, Charlotte Hernandez **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 1 Problem Statements:

Student Learning
Problem Statement 1: Only 26% of all students reached Meets and 8% reached Masters on STAAR **Root Cause**: Inconsistent implementation of HQIM, limited lesson internalization, and lack of rigorous checks for understanding during Tier 1 instruction caused the low performance at the Meets and Masters level.

Priority 4: Fiscal Stewardship and Operational Excellence

Goal 2: The campus will support the district goal of improving the School FIRST rating from an A-90 to A-94 by 2028.

Evaluation Data Sources: Skyward Budget Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: The principal will build staff awareness of fiscal compliance through campus training on purchasing and budget procedures twice a year. **Strategy's Expected Result/Impact:** Campus staff will be trained on purchasing and budgeting procedures **Staff Responsible for Monitoring:** Charlotte Hernandez, Dr. Tanya B. Jones **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 2 Problem Statements:

Student Learning
Problem Statement 1: Only 26% of all students reached Meets and 8% reached Masters on STAAR **Root Cause**: Inconsistent implementation of HQIM, limited lesson internalization, and lack of rigorous checks for understanding during Tier 1 instruction caused the low performance at the Meets and Masters level.

Priority 4: Fiscal Stewardship and Operational Excellence

Goal 3: The campus will support the district goal in reducing the payroll expenditures by 5% from 85.36% to 80.36% by 2028.

Evaluation Data Sources: Skyward Budget Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: The principal will work with Human Resources to prioritize campus staffing based on student needs and instructional priorities to reduce expenditures at campus leveling and the district budgeting at district level and the district annual budget review. **Strategy's Expected Result/Impact:** Campus will have reduced staffing **Staff Responsible for Monitoring:** Dr. Tanya B. Jones **TEA Priorities:** Improve low-performing schools **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 3 Problem Statements:

Student Learning
Problem Statement 1: Only 26% of all students reached Meets and 8% reached Masters on STAAR **Root Cause**: Inconsistent implementation of HQIM, limited lesson internalization, and lack of rigorous checks for understanding during Tier 1 instruction caused the low performance at the Meets and Masters level.

RDA Strategies

Priority	Goal	Strategy	Description
1	1	1	100% of teachers will consistently use the SustainED Reading PLC protocol during weekly PLCs to deeply internalize upcoming units. This will include unpacking standards, anticipating student misconceptions, creating "Know and Show" charts, and preparing exemplar responses. Implementation will be measured through PLC agendas/artifacts, administrator walkthroughs, and teacher reflections, with evidence showing all grade-level teams applying the protocol with fidelity.
1	1	2	100% of core STAAR teachers will implement student trackers aligned to TEKS in Reading. Teachers and students will update trackers weekly based on district formative assessments, exit tickets, and i-Ready data. Students will use trackers to set personal goals, monitor progress, and reflect during teacher-student conferences.
1	2	1	100% of 1st Grade teachers will utilize iReady to create intentional small groups and provide individualized instructional plans during WIN time.
1	2	2	100% of campus administrators will conduct a minimum of five classroom walkthroughs per week to provide timely coaching and feedback to teachers. Evidence of implementation will be documented in walkthrough logs and campus coaching tracker with progress monitored during bi-weekly leadership check-ins.
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1	6	1	100% of core teachers will utilize iReady to create intentional small groups and provide individualized instructional plans during WIN time.
1	7	1	100% of core teachers and campus administrators will implement targeted after-school and Saturday tutorials for students identified through Domain I (Student Achievement), Domain II (School Progress), and Domain III (Closing the Gaps) indicators. Student groups will be identified after each benchmark and interim assessment, with tutorial plans documented and adjusted quarterly.

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1	9	1	100% of core STAAR teachers will participate in a structured quarterly data conference cycle to review student performance data from district assessments, and iReady, identify priority standards and gaps in student mastery, and develop reteach and enrichment plans tailored to student needs.
1	9	2	Implement a data-driven, inquiry-based Science instructional framework that strengthens teacher content knowledge, ensures alignment to Science TEKS, and engages students in hands-on investigations that build conceptual understanding and academic vocabulary.
2	1	1	Hosting quarterly College & Career Readiness Nights (e.g., career fairs, college spirit days, parent workshops).
2	2	1	Implement monthly attendance celebrations (class trophies, Panther PRIDE store rewards, pep rallies).
2	2	2	Communicate attendance goals and celebrations in newsletters, phone calls, and social media to build excitement.
3	1	1	Coaching feedback will include actionable next steps and modeling of strategies that raise instructional expectations for all learners.
3	1	2	Use PLCs to anticipate misconceptions, align exemplars, and prepare scaffolds to ensure lessons are rigorous and student-centered.
3	2	1	Provide ongoing professional development aligned to teacher needs, including classroom management, instructional strategies, and work-life balance.
3	2	2	Implement differentiated coaching cycles and mentoring for new and developing teachers.
4	1	1	The campus principal will regularly review campus budget expenditures by Function Code 11 to ensure maximum allocation toward instruction once a month.
4	2	1	The principal will build staff awareness of fiscal compliance through campus training on purchasing and budget procedures twice a year.
4	3	1	The principal will work with Human Resources to prioritize campus staffing based on student needs and instructional priorities to reduce expenditures at campus leveling and the district budgeting at district level and the district annual budget review.

Targeted Support Strategies

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State Compensatory

Budget for Merrifield Elementary School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

We do not have any SCE funds.

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

Please see Title1Crate for the following documentation.

1.2: Location for Evidence of Multiple Meetings Held

Please see Title1Crate for the following documentation.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Please see Title1Crate for the following documentation.

2.2: Stakeholders 1114(b)(2)

Please see Title1Crate for the following documentation.

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

The Campus Improvement Plan are made available to the public via our campus and district website. It will be made available in print upon request and it will also be made available in Spanish.

2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

Our plan is coordinated with Federal, State, and local programs, integrating resources to support students' academic, behavioral, and social-emotional needs, especially in schools with Comprehensive or Targeted Support and Improvement activities.

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

Embedded in the plan.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

Embedded in the Formative Review

Title I Personnel

Name	Position	Program	FTE
Aleisha Dolls	Teacher	Title 1	1
Brigett Freeman	Instructional Coach	Title 1	1
Doashannon Cousar	Pre K Aide	Title 1	1
Kelecia Jackson	Teacher	Title 1	1
Margarete Youree	Pre K Aide	Title 1	1
Tommie Cavalier	Instructional Aide	Title 1	1

Campus Funding Summary

289 Title I					
Priority	**Goal**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	7	1	Tutoring Payroll	289.11.6117.00.103.30.000	$1,340.50
1	8	1	STAAR Resources and Snacks	289.13.6117.00.103.30.000	$1,340.50
				Sub-Total	$2,681.00
				Budgeted Fund Source Amount	$2,681.00
				+/- Difference	$0.00
				Grand Total Budgeted	$2,681.00
				Grand Total Spent	$2,681.00
				+/- Difference	$0.00