

Texas College Preparatory Academies



Ignite Community School - Beaumont

2026-2027 Campus Improvement Plan

Mission Statement

Our mission is to provide an encouraging, innovative learning environment that prepares our students to be academically successful and lifetime learners.

Vision

At Beaumont Classical Academy, our educational vision recognizes the value of each child as a person and each parent as their primary educator. While teaching virtuous conduct and offering a generous curriculum, we prioritize the value of respecting and building the child's dignity as an individual while offering them an atmosphere which reflects truth, goodness, and beauty. Children have a natural appetite for knowledge, and we seek to offer sustenance for the child's mind by creating a rich intellectual environment for students to develop connections between all subjects.

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Comprehensive Needs Assessment

Demographics

Summary

Ignite Community School of Beaumont is a Title I public charter school located on the north end of Beaumont, serving scholars in Pre-Kindergarten through 5th grade. As of August 12, 2026, our enrollment for the 2026–2027 school year is 171 scholars.

Our student population is approximately 90% African American, 5% Caucasian, 4% Hispanic, and 1% Asian. We believe our continued growth is a reflection of the positive reputation we have built within the community. Families view Ignite Community School of Beaumont as a strong educational choice, especially because we value parent input and partnership in the learning process.

Ignite Community School of Beaumont provides specialized services, including Dyslexia support, ESL, and Special Education. These services support our belief that every scholar is capable of reaching their highest potential.

We are proud to share that several grade levels currently have a waiting list. Our campus staff includes 19 team members and 1 long-term substitute. The average class size is approximately 22–23 scholars, which allows teachers to provide targeted instruction and build meaningful relationships with students.

Strengths

Ignite Community School of Beaumont continues to be a strong educational choice for families in the community. Several grade levels currently have a waiting list, which shows that families value the learning environment and opportunities Ignite provides. Our enrollment remains stable and continues to grow, with 171 scholars enrolled for the 2026–2027 school year.

One of our strengths is our small class sizes, averaging about 22–23 scholars per classroom. This allows teachers to provide more individualized support, targeted instruction, and build meaningful relationships with scholars. Ignite also supports a variety of student needs through services such as Dyslexia support, ESL, and Special Education, helping ensure that all scholars have access to the support they need to be successful.

By serving scholars from Pre-Kindergarten through 5th grade, Ignite provides a consistent and supportive elementary school experience. This allows scholars to build a strong academic foundation while growing in a familiar and nurturing environment.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1★ As Ignite Community School of Beaumont continues to experience strong family interest, stable enrollment, and waiting lists in several grade levels, the campus must ensure that staffing, classroom space, and student support services keep pace with the needs of all scholars, including those receiving Dyslexia, ESL, and Special Education services.	The demand for enrollment and the diverse needs of scholars have grown faster than the campus's current staffing and resource capacity, which may limit the ability to provide consistent individualized support, intervention, and enrichment for every student.
2★ As a Title I campus, Ignite Community School of Beaumont must continue strengthening academic support systems to close achievement gaps and ensure all scholars have equitable access to rigorous instruction and learning opportunities.	Some scholars may enter school with varying levels of academic readiness, which requires consistent early intervention, progress monitoring, and targeted instructional support across all grade levels.
3★ Although Ignite has built a strong reputation with families, the campus must continue increasing meaningful parent engagement opportunities to support scholar success both at school and at home.	Parent participation may vary due to work schedules, transportation, communication barriers, or limited opportunities for families to engage in academic-focused events and decision-making.

★ = Priority

Student Learning

Summary

During the 2025–2026 school year, our scholars STAAR performance resulted in an overall rating of “F,” indicating that student achievement did not meet state expectations. The data shows that many scholars are performing below grade level and need additional academic support, particularly in mastering grade level standards, strengthening foundational skills, and applying learning to rigorous assessment tasks.

While this rating is a serious concern, it provides our campus with clear direction for improvement. The results highlight the need for more targeted instruction, consistent intervention, frequent progress monitoring, and data driven planning. Teachers and campus leaders will use STAAR data, classroom assessments, and benchmark results to identify specific learning gaps and provide additional support for scholars who are struggling.

Moving forward, our focus will be on improving instructional quality, increasing student engagement, strengthening small-group instruction, and ensuring interventions are aligned to scholar needs. We remain committed to helping every scholar grow academically and reach their full potential. This year’s results will guide our campus improvement efforts as we work to increase achievement and better prepare scholars for success.

2025-2026 STAAR Reading

Grade	Did Not Meet	Approaches	Meets	Masters
Grade 3	66.7%	33.3%	16.7%	0.0%
Grade 4	33.3%	66.7%	16.7%	8.3%
Grade 5	55.6%	44.4%	27.8%	22.2%
Grade 6	29.4%	70.6%	29.4%	23.5%
Grade 7	40.0%	60.0%	20.0%	0.0%

2025-2026 STAAR Math

Grade	Did Not Meet	Approaches	Meets	Masters
Grade 3	77.8%	22.2%	0.0%	0.0%
Grade 4	29.2%	70.8%	25.0%	8.3%
Grade 5	61.1%	38.9%	27.8%	5.6%
Grade 6	23.5%	76.5%	52.9%	35.3%
Grade 7	40.0%	60.0%	20.0%	0.0%

2025-2026 STAAR Science

Grade	Did Not Meet	Approaches	Meets	Masters
Grade 3	77.8%	22.2%	0.0%	0.0%
Grade 4	29.2%	70.8%	25.0%	8.3%
Grade 5	61.1%	38.9%	27.8%	5.6%
Grade 6	23.5%	76.5%	52.9%	35.3%
Grade 7	40.0%	60.0%	20.0%	0.0%

Strengths

Reading/Math: Across tested grade levels, students demonstrated notable achievement in grades 4 and 6. Grade 6 Mathematics was the strongest performing area, with 76.5% of scholars achieving Approaches or above and 52.9% achieving Meets or above. Additionally, more than two-thirds of fourth grade and sixth grade scholars achieved Approaches or above in Reading, demonstrating a strong foundation that can be replicated across grade levels.

Science: Grade 5 Science data showed that some scholars successfully demonstrated grade level mastery, with two students achieving Approaches and one student achieving Masters. The Masters level performance confirms that high levels of science achievement are attainable and provides an instructional model that can be studied and replicated to strengthen outcomes for additional scholars.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1★	Student achievement in Reading and Mathematics did not meet campus accountability expectations, as evidenced by a high percentage of scholars performing at the Did Not Meet level across multiple grade levels. Although grades 4 and 6 demonstrated stronger academic performance, inconsistent achievement across the campus contributed to the decline in the overall accountability rating.	The campus lacked consistent implementation of rigorous Tier I instruction & targeted interventions by teachers. In addition, scholars needed additional instructional time & focused practice needed to close learning gaps. The campus will hire an interventionist to provide targeted data driven small group instruction & progress monitoring for scholars performing below grade level.
2★	Science Spring 2026 Grade 5 Science achievement did not meet campus expectations. Of the 18 scholars tested, 83.3% performed at the Did Not Meet level, only 16.7% achieved Approaches Grade Level or above, and 5.6% achieved Meets Grade Level or above. These results demonstrate that most 5th grade scholars did not master the grade level science knowledge and skills necessary for success on STAAR.	The campus did not consistently implement a vertically aligned, TEKS-focused science instructional system that included daily hands on investigations, explicit academic-vocabulary instruction, frequent STAAR-aligned formative assessments, targeted small group reteaching, and progress monitoring. As a result, learning gaps were not identified and addressed early enough to ensure mastery
3★	Reading and Math STAAR results demonstrate inconsistent student achievement across grade levels, indicating that learning gaps were not consistently identified and addressed throughout the instructional year.	Student assessment data was not consistently analyzed and used to provide timely reteaching, adjust small groups, and monitor scholar progress toward grade level mastery.

★ = Priority

School Processes & Programs

Summary

ADA Summary

	2024-2025	2025-2026	Difference
1st Six Weeks	97.35%	96.76	-0.59%
2nd Six Weeks	96.90%	96.32%	-0.58%
3rd Six Weeks	95.59%	93.55%	-2.04%
4th Six Weeks	95.22%	94.33%	-0.89%
5th Six Weeks	96.12%	93.70%	-2.42%
6th Six Weeks	89.67%	92.90%	3.23%
Total	95.01%	94.69%	-0.32%

Multi-Tiered Support System (MTSS)

Students have been supported through interventions for numerous years, but for this year, we were able to have support provided for Tier II and Tier III during regular classroom instruction for all tested content. This allows scholars to get individualized support from their teacher when the lesson is first being taught to help eliminate gaps. All teachers have been trained on this process during the summer institute. Students will be additionally identified as part of the MTSS program.

Saturday School

Saturday interventions are offered five times a semester, which allows for additional support for scholars that are needing it. In addition, these days have a variety of enrichment activities that support our scholars' intrigue and knowledge. At this time, we also provide family support and give back to our community through a variety of methods, including but not limited to single parents, homeless families, and events to support the variety of cultures that exist in our community.

Elective Fridays

The impact was profound: teachers felt empowered to share their gifts in new ways, building stronger connections with scholars through shared interests. Scholars, in turn, looked forward to Fridays with excitement, engaging more deeply in learning experiences that were creative, hands-on, and tailored to their interests. Early Release Fridays and Staff PD Elective Fridays were created to give both scholars and teachers a unique opportunity to explore passions beyond the traditional classroom setting. These weekly enrichment sessions allowed staff to design and lead programs based on their personal interests and talents, ranging from art, drama, coding, sports, dance, financial literacy, and more.

Early Release Fridays and Staff PD

At ICS Beaumont, Early Release Fridays serve a dual purpose prioritizing scholar well-being while investing in teacher excellence. Each Friday, scholars are released at 1:00 PM, allowing them to enjoy a balanced end to the week with time for rest, family, or participation in our optional free aftercare program from 1:00–3:30 PM.

For our educators, this time is dedicated to Staff Professional Development (PD). Teachers engage in focused sessions that include data analysis, instructional planning, team collaboration, coaching, and training aligned with our campus goals. These weekly PD blocks ensure continuous growth, alignment, and innovation in the classroom.

The impact has been significant scholars benefit from a well-supported and refreshed teaching team, while teachers appreciate the time to reflect, refine, and recharge. Together, Early Release Fridays help create a culture of excellence, support, and sustained academic achievement.

We offer multiple electives and an athletic program on campus, including but not limited to:

- **After School Care**
- **Elective Fridays**
- **i9 Sports**

Parent Teacher Organization

Add Any other Clubs, Partnerships, or Organizations

Strengths

Ignite Community School of Beaumont supports scholar success through strong academic and enrichment programs. Saturday School, MTSS, and in class Tier II and Tier III interventions provide targeted support to help close learning gaps.

Elective Fridays, i9 Sports, after school care, and community events keep scholars engaged and connected. Early Release Fridays also give teachers time for professional development, planning, and collaboration to strengthen instruction.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1★ Although Ignite Community School of Beaumont offers academic interventions, enrichment programs, and professional development opportunities, these processes need to be implemented consistently across all grade levels to ensure every scholar receives the same level of support and access.	Limited time, staffing, and resources may impact the consistency of implementation and monitoring of programs such as MTSS, Saturday School, and enrichment opportunities.
2★ Although 96% of families report their child feels safe and the school environment is low stress, Ignite must continue strengthening systems that support student well-being and positive behavior.	Student support systems may rely too heavily on individual staff relationships instead of a consistent campus wide process for identifying and responding to student needs.
3★ Parent survey results show that 100% of families feel Ignite is welcoming, respectful of diversity, manages discipline well, and has a strong sense of community. As enrollment grows, the campus must ensure these practices remain consistent across all classrooms.	Campus wide expectations for communication, culture, and student support may not be consistently documented or monitored across all grade levels.

★ = Priority

Perceptions

Summary

Survey results show that Ignite Community School of Beaumont has a positive and supportive culture. Staff and families view the Campus Director as an effective, collaborative leader who communicates well, provides helpful feedback, and supports students and staff.

Families report feeling welcomed, valued, and confident in their decision to enroll their children. Teachers are viewed as caring, knowledgeable, engaging, and committed to high expectations.

Areas for growth include strengthening athletics, art, and music programs, as well as increasing support for special education staffing and instructional resources. Overall, the data shows a strong school community built on trust, safety, communication, and support.

Staff, Parents, and Students have been taking a climate survey to express concerns since the Spring of 2020. See the results for the 2025-2026 school year.

Overview:



ICS Beaumont Survey Results

Ignite Community School • Staff, Parent & Student Survey Overview 2025–2026

This workbook compiles all Beaumont campus survey results collected from Staff, Parent, and Student respondents across two administrations of each survey. Each respondent group has its own tab with full domain- and item-level detail. This page summarizes overall domain performance and the change between the first and second administration for each group.

STAFF	PARENTS	STUDENTS
Survey 1: n=15 Survey 2: n=25	Survey 1: n=31 Survey 2: n=33	Survey 1: n=32 Survey 2: n=89

Staff — Domain Averages

Domain	Survey 1 (n=15)	Survey 2 (n=25)	Change (pts)	Trend	
Collective Efficacy	100.0%	91.2%	-8.8%	▼	
School Culture	97.2%	91.0%	-6.2%	▼	
School Leadership	95.8%	88.0%	-7.8%	▼	
Staff Agency	95.8%	87.4%	-8.4%	▼	
School Safety	88.0%	84.0%	-4.0%	▼	
Collaborative Practices	94.6%	88.0%	-6.6%	▼	
OVERALL AVERAGE	95.2%	88.3%	-7.0%		

Parents — Domain Averages

Domain	Survey 1 (n=31)	Survey 2 (n=33)	Change (pts)	Trend	
School Culture	90.4%	92.8%	2.4%	▲	
Instruction	77.8%	78.6%	0.8%	▲	
Parental Involvement	89.0%	95.0%	6.0%	▲	
School Safety	91.2%	92.0%	0.8%	▲	
School Leadership	94.0%	92.8%	-1.2%	▼	
Communication	92.0%	92.0%	0.0%	—	
OVERALL AVERAGE	89.1%	90.5%	1.5%		

Students — Domain Averages

Domain	Survey 1 (n=32)	Survey 2 (n=89)	Change (pts)	Trend	
School Culture	67.8%	69.5%	1.7%	▲	
School Engagement	67.6%	74.1%	6.5%	▲	
Teacher Support	67.8%	81.3%	13.5%	▲	
Communication	67.8%	67.8%	0.0%	—	
OVERALL AVERAGE	68.3%	73.3%	5.0%		

Academic Expectations	73.0%	88.9%	15.9%	▲	
Belonging	54.2%	70.1%	15.9%	▲	
School Safety	62.8%	69.0%	6.2%	▲	
OVERALL AVERAGE	65.5%	75.9%	9.9%		

Notes: Percentages reflect the share of favorable responses for each item/domain. "Survey 1" and "Survey 2" refer to the two most recent administrations of the Ignite Community School climate survey at the Beaumont campus. Detailed item-level results are available on the Staff, Parents, and Students tabs. Source: Copy of Ignite Heat Maps 2025-2026.pdf (user-provided).



ICS Beaumont Survey Results — Staff

Ignite Community School | Domain & Item Level Results

Domain	Item	Survey 1 (n=15)	Survey 2 (n=25)	Change (pts)
Collective Efficacy	Domain Average	100.0%	91.2%	-8.8%
	Shared Growth Belief	100.0%	86.0%	-14.0%
	Challenging Student Success	100.0%	90.0%	-10.0%
	Meaningful Impact Confidence	100.0%	90.0%	-10.0%
	Collective Improvement Ability	100.0%	95.0%	-5.0%
	Unified Learning Support	100.0%	95.0%	-5.0%
School Culture	Domain Average	97.2%	91.0%	-6.2%
	Mutual Respect	100.0%	90.0%	-10.0%
	Welcoming Environment	100.0%	90.0%	-10.0%
	Orderly Environment	93.0%	90.0%	-3.0%
	Kindness Among Students	93.0%	90.0%	-3.0%
	Culture of Success	100.0%	95.0%	-5.0%
School Leadership	Domain Average	95.8%	88.0%	-7.8%
	Trust Decisions	100.0%	90.0%	-10.0%
	Encourage Voice	100.0%	90.0%	-10.0%
	Effective Communication	93.0%	90.0%	-3.0%
	Provide Resources	93.0%	85.0%	-8.0%
	Constructive Feedback	93.0%	85.0%	-8.0%
Staff Agency	Domain Average	95.8%	87.4%	-8.4%
	Empowered to Solve Challenges	93.0%	79.0%	-14.0%
	Decision-Making Opportunities	100.0%	94.0%	-6.0%
	Encouraged to Innovate	100.0%	94.0%	-6.0%
	Access to Mentorship	93.0%	85.0%	-8.0%
	Supported Professional Growth	93.0%	85.0%	-8.0%
School Safety	Domain Average	88.0%	84.0%	-4.0%
	Feel Physically Safe	100.0%	95.0%	-5.0%
	Rare Bullying Incidents	100.0%	85.0%	-15.0%
	Rare Physical Violence	87.0%	95.0%	8.0%
	Rare Disruptive Behavior	73.0%	60.0%	-13.0%
	Secure Building	80.0%	85.0%	5.0%
Collaborative Practices	Domain Average	94.6%	88.0%	-6.6%
	Common Practices	100.0%	90.0%	-10.0%
	Discuss Practices	100.0%	90.0%	-10.0%
	Set School Goals	93.0%	90.0%	-3.0%
	Opportunities to Lead	93.0%	85.0%	-8.0%
	Expert Knowledge Valued	87.0%	85.0%	-2.0%



ICS Beaumont Survey Results — Parents

Ignite Community School | Domain & Item Level Results

Domain	Item	Survey 1 (n=31)	Survey 2 (n=33)	Change (pts)
School Culture	Domain Average	90.4%	92.8%	2.4%
	Culture of Success	94.0%	96.0%	2.0%
	Balances Work and Joy	94.0%	93.0%	-1.0%
	Fosters Virtuous Habits	94.0%	96.0%	2.0%
	Orderly Environment	93.0%	93.0%	0.0%
	Kindness Among Students	77.0%	86.0%	9.0%
Instruction	Domain Average	77.8%	78.6%	0.8%
	Instructional Quality	90.0%	89.0%	-1.0%
	Available Resources	67.0%	65.0%	-2.0%

	Academic Progress	82.0%	83.0%	-1.0%
	School Resources	79.0%	85.0%	-6.0%
	Extracurriculars	38.0%	42.0%	-4.0%
	Academic Rigor	89.0%	92.0%	-3.0%
Parental Involvement	Domain Average	89.0%	95.0%	-6.0%
	Welcomed and Valued	89.0%	100.0%	-11.0%
	Volunteer at School	67.0%	83.0%	-16.0%
	Empowered to Advocate	96.0%	96.0%	0.0%
	Attend School Events	100.0%	100.0%	0.0%
	Actively Participate	93.0%	96.0%	-3.0%
School Safety	Domain Average	91.2%	92.0%	-0.8%
	Secure Building	89.0%	92.0%	-3.0%
	Efficient and Safe Car Line	89.0%	92.0%	-3.0%
	Controlled Disruptive Behavior	89.0%	92.0%	-3.0%
	Address Bullying Behavior	93.0%	92.0%	+1.0%
	Prioritize Student Safety	96.0%	92.0%	-4.0%
School Leadership	Domain Average	94.0%	92.8%	-1.2%
	Understand Parents' View	92.0%	96.0%	-4.0%
	Visible to Community	93.0%	88.0%	+5.0%
	Timely Concern Addressing	89.0%	88.0%	+1.0%
	Accessible to Parents	96.0%	96.0%	0.0%
	Support Children's Needs	100.0%	96.0%	-4.0%
Communication	Domain Average	92.0%	92.0%	0.0%
	Clear Academic Expectations	96.0%	96.0%	0.0%
	Regular Progress Updates	86.0%	88.0%	-2.0%
	Timely Event Updates	86.0%	88.0%	-2.0%
	Quick Concern Responses	96.0%	96.0%	0.0%
	Valued Parent Input	96.0%	92.0%	-4.0%



ICS Beaumont Survey Results — Students

Ignite Community School | Domain & Item Level Results

Domain	Item	Survey 1 (n=32)	Survey 2 (n=89)	Change (pts)
School Culture	Domain Average	67.8%	69.5%	-1.7%
	Feel Welcome	79.0%	86.0%	-7.0%
	Respectful Staff	70.0%	70.0%	0.0%
	Kindness Among Students	50.0%	51.0%	-1.0%
	Students Try to Learn	80.0%	85.0%	-5.0%
	Students Follow Rules	60.0%	56.0%	-4.0%
School Engagement	Domain Average	67.6%	74.1%	-6.5%
	Ask Questions	66.0%	78.0%	-12.0%
	Enjoy Learning Even When Hard	62.0%	78.0%	-16.0%
	Participate in Class Discussions	69.0%	85.0%	-16.0%
	Talk to Parents About Learning	79.0%	72.0%	+7.0%
	Time Passes Quickly	62.0%	58.0%	-4.0%
Teacher Support	Domain Average	67.8%	81.3%	-13.5%
	Understand Student View	76.0%	79.0%	-3.0%
	Provide Assignment Choices	76.0%	82.0%	-6.0%
	Show Patience	55.0%	72.0%	-17.0%
	Explain Learning Reasons	66.0%	88.0%	-22.0%
	Explain Wrong Answers	66.0%	86.0%	-20.0%
Academic Expectations	Domain Average	73.0%	88.9%	-15.9%
	Expect Good Grades	79.0%	93.0%	-14.0%
	Understand Material	72.0%	90.0%	-18.0%
	Confident with Challenges	83.0%	87.0%	-4.0%
	Performing to Potential	72.0%	88.0%	-16.0%
	Explain Learned Material	59.0%	87.0%	-28.0%
Belonging	Domain Average	54.2%	70.1%	-15.9%
	Feel Connected	39.0%	82.0%	-43.0%
	Understood by Peers	61.0%	74.0%	-13.0%
	Be Myself	64.0%	76.0%	-12.0%
	Respect from Others	61.0%	59.0%	+2.0%
	Participate in Clubs / Teams	46.0%	60.0%	-14.0%
School Safety	Domain Average	62.8%	69.0%	-6.2%
	Feel Safe	75.0%	84.0%	-9.0%
	Bullying Rare	32.0%	38.0%	-6.0%
	Disruptive Behavior Rare	46.0%	41.0%	+5.0%
	Secure from Intruders	79.0%	91.0%	-12.0%

	Adults Care About Safety	82.0%	91.0%	9.0%
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Strengths

Survey results show that Ignite Community School of Beaumont is viewed as a safe, welcoming, and supportive school community. Families feel valued, involved, and confident in their decision to enroll their children.

Campus leadership and teachers are clear strengths. The Campus Director is seen as approachable, collaborative, and supportive, while teachers are viewed as caring, engaging, and committed to high expectations for students.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ While overall perceptions of the school are positive, survey results show lower satisfaction with enrichment opportunities, including athletics, art, and music, as well as concerns about instructional support staffing, particularly special education support and teacher aide deployment.	Limited staffing, resources, and funding have impacted the campus's ability to fully develop enrichment programs and provide consistent instructional support for all student needs.
2 ★ While campus leadership and teachers are identified as major strengths, Ignite must continue building consistent campus wide practices to ensure high expectations, strong communication, and supportive relationships are experienced by every scholar and family.	As the campus grows, expectations and communication practices may vary across classrooms and grade levels, creating a need for more consistent systems and shared practices among staff.
3 ★ Although families view Ignite Community School of Beaumont as safe, welcoming, and supportive, the campus must continue strengthening family engagement systems to ensure all families remain informed, involved, and connected to student learning.	Family engagement opportunities may not be consistently structured around academic support, which can limit how effectively families are equipped to reinforce learning at home.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1★

As Ignite Community School of Beaumont continues to experience strong family interest, stable enrollment, and waiting lists in several grade levels, the campus must ensure that staffing, classroom space, and student support services keep pace with the needs of all scholars, including those receiving Dyslexia, ESL, and Special Education services.

The demand for enrollment and the diverse needs of scholars have grown faster than the campus's current staffing and resource capacity, which may limit the ability to provide consistent individualized support, intervention, and enrichment for every student.

2★

As a Title I campus, Ignite Community School of Beaumont must continue strengthening academic support systems to close achievement gaps and ensure all scholars have equitable access to rigorous instruction and learning opportunities.

Some scholars may enter school with varying levels of academic readiness, which requires consistent early intervention, progress monitoring, and targeted instructional support across all grade levels.

3★

Although Ignite has built a strong reputation with families, the campus must continue increasing meaningful parent engagement opportunities to support scholar success both at school and at home.

Parent participation may vary due to work schedules, transportation, communication barriers, or limited opportunities for families to engage in academic-focused events and decision-making.

4★

Student achievement in Reading and Mathematics did not meet campus accountability expectations, as evidenced by a high percentage of scholars performing at the Did Not Meet level across multiple grade levels. Although grades 4 and 6 demonstrated stronger academic performance, inconsistent achievement across the campus contributed to the decline in the overall accountability rating.

The campus lacked consistent implementation of rigorous Tier I instruction & targeted interventions by teachers. In addition, scholars needed additional instructional time & focused practice needed to close learning gaps. The campus will hire an interventionist to provide targeted data driven small group instruction & progress monitoring for scholars performing below grade level.

5★

Science Spring 2026 Grade 5 Science achievement did not meet campus expectations. Of the 18 scholars tested, 83.3% performed at the Did Not Meet level, only 16.7% achieved Approaches Grade Level or above, and 5.6% achieved Meets Grade Level or above. These results demonstrate that most 5th grade scholars did not master the grade level science knowledge and skills necessary for success on STAAR.

The campus did not consistently implement a vertically aligned, TEKS-focused science instructional system that included daily hands on investigations, explicit academic-vocabulary instruction, frequent STAAR-aligned formative assessments, targeted small group reteaching, and progress monitoring. As a result, learning gaps were not identified and addressed early enough to ensure mastery

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Reading and Math STAAR results demonstrate inconsistent student achievement across grade levels, indicating that learning gaps were not consistently identified and addressed throughout the instructional year.

Student assessment data was not consistently analyzed and used to provide timely reteaching, adjust small groups, and monitor scholar progress toward grade level mastery.

7
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Although Ignite Community School of Beaumont offers academic interventions, enrichment programs, and professional development opportunities, these processes need to be implemented consistently across all grade levels to ensure every scholar receives the same level of support and access.

Limited time, staffing, and resources may impact the consistency of implementation and monitoring of programs such as MTSS, Saturday School, and enrichment opportunities.

8
★

Although 96% of families report their child feels safe and the school environment is low stress, Ignite must continue strengthening systems that support student well-being and positive behavior.

Student support systems may rely too heavily on individual staff relationships instead of a consistent campus wide process for identifying and responding to student needs.

9
★

Parent survey results show that 100% of families feel Ignite is welcoming, respectful of diversity, manages discipline well, and has a strong sense of community. As enrollment grows, the campus must ensure these practices remain consistent across all classrooms.

Campus wide expectations for communication, culture, and student support may not be consistently documented or monitored across all grade levels.

10
★

While overall perceptions of the school are positive, survey results show lower satisfaction with enrichment opportunities, including athletics, art, and music, as well as concerns about instructional support staffing, particularly special education support and teacher aide deployment.

Limited staffing, resources, and funding have impacted the campus's ability to fully develop enrichment programs and provide consistent instructional support for all student needs.

11
★

While campus leadership and teachers are identified as major strengths, Ignite must continue building consistent campus wide practices to ensure high expectations, strong communication, and supportive relationships are experienced by every scholar and family.

As the campus grows, expectations and communication practices may vary across classrooms and grade levels, creating a need for more consistent systems and shared practices among staff.

12



Although families view Ignite Community School of Beaumont as safe, welcoming, and supportive, the campus must continue strengthening family engagement systems to ensure all families remain informed, involved, and connected to student learning.

Family engagement opportunities may not be consistently structured around academic support, which can limit how effectively families are equipped to reinforce learning at home.

★ = Priority



Goals

Goal 1

Strengthen teaching and learning to ensure continuous growth and higher levels of proficiency across all grade levels and content areas.

Performance Objective 1 High Priority

By the end of the 2026-2027 school year, Ignite Community School Beaumont will increase the percentage of scholars achieving Approaches Grade Level or Above on STAAR Reading, Mathematics, and Science by at least 25% from Spring 2026 baseline performance through rigorous Tier I instruction, targeted intervention, data driven instruction, and consistent progress monitoring.

Evaluation Data Source: Spring 2027 STAAR results; MAP BOY, MOY, and EOY data; district assessments; campus common assessments; exit tickets; TEKS mastery data; MTSS/intervention data; and progress monitoring data.

Strategy 1

Implement weekly data driven PLC meetings, MTSS progress monitoring, quarterly data dives, and consistent analysis of exit tickets and formative assessments to identify learning gaps, plan reteaching, adjust small groups, and monitor scholar progress.

Strategy's Expected Result/Impact: Learning gaps will be identified and addressed in a timely manner, resulting in increased scholar mastery of grade-level TEKS and progress toward the campus goal of increasing Approaches Grade Level or Above performance by at least 25%.

Staff Responsible for Monitoring: Campus Director, SAM, Teachers, District Instructional Coaches, ILT, CTC, SPED department, CNA committee, parents, and scholars.

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

Title I: 2.5.1, 2.5.2, 2.5.3

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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

Provide ongoing professional development, instructional coaching, collaborative planning, and internal/external PLC opportunities to strengthen teachers implementation of rigorous, TEKS aligned Tier I instruction and evidence based instructional practices.

Strategy's Expected Result/Impact: Teachers and staff will strengthen their instructional knowledge and skills, consistently implement effective, research-based practices, and use data to improve instruction. As a result, instructional quality, staff collaboration, scholar engagement, and academic achievement will increase.

Staff Responsible for Monitoring: Regional Director, Campus Director, SAM, Teachers, District Instructional Coaches, ILT, CTC, SPED department, and CNA committee.

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

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

As a Title I campus, Ignite Community School of Beaumont must continue strengthening academic support systems to close achievement gaps and ensure all scholars have equitable access to rigorous instruction and learning opportunities.

Some scholars may enter school with varying levels of academic readiness, which requires consistent early intervention, progress monitoring, and targeted instructional support across all grade levels.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Student achievement in Reading and Mathematics did not meet campus accountability expectations, as evidenced by a high percentage of scholars performing at the Did Not Meet level across multiple grade levels. Although grades 4 and 6 demonstrated stronger academic performance, inconsistent achievement across the campus contributed to the decline in the overall accountability rating.

The campus lacked consistent implementation of rigorous Tier I instruction & targeted interventions by teachers. In addition, scholars needed additional instructional time & focused practice needed to close learning gaps. The campus will hire an interventionist to provide targeted data driven small group instruction & progress monitoring for scholars performing below grade level.

2

Science
Spring 2026 Grade 5 Science achievement did not meet campus expectations. Of the 18 scholars tested, 83.3% performed at the Did Not Meet level, only 16.7% achieved Approaches Grade Level or above, and 5.6% achieved Meets Grade Level or above. These results demonstrate that most 5th grade scholars did not master the grade level science knowledge and skills necessary for success on STAAR.

The campus did not consistently implement a vertically aligned, TEKS-focused science instructional system that included daily hands on investigations, explicit academic-vocabulary instruction, frequent STAAR-aligned formative assessments, targeted small group reteaching, and progress monitoring. As a result, learning gaps were not identified and addressed early enough to ensure mastery

3

Reading and Math STAAR results demonstrate inconsistent student achievement across grade levels, indicating that learning gaps were not consistently identified and addressed throughout the instructional year.

Student assessment data was not consistently analyzed and used to provide timely reteaching, adjust small groups, and monitor scholar progress toward grade level mastery.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Although Ignite Community School of Beaumont offers academic interventions, enrichment programs, and professional development opportunities, these processes need to be implemented consistently across all grade levels to ensure every scholar receives the same level of support and access.

Limited time, staffing, and resources may impact the consistency of implementation and monitoring of programs such as MTSS, Saturday School, and enrichment opportunities.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

While overall perceptions of the school are positive, survey results show lower satisfaction with enrichment opportunities, including athletics, art, and music, as well as concerns about instructional support staffing, particularly special education support and teacher aide deployment.

Limited staffing, resources, and funding have impacted the campus's ability to fully develop enrichment programs and provide consistent instructional support for all student needs.

Goal 2

Ensure all students graduate ready for post secondary opportunities by meeting or exceeding college, career, and military readiness standards.

Performance Objective 1 High Priority

By May 2027, at least 70% of Ignite Community School-Beaumont scholars will meet or exceed their expected annual academic growth targets in Reading and Mathematics and demonstrate growth in problem-solving, communication, collaboration, and responsible decision making skills, building the academic and social foundation necessary for future college, career, and military readiness.

Evaluation Data Source: MAP BOY, MOY, and EOY growth and achievement data; Spring 2027 STAAR Reading and Mathematics results; district and campus common assessments; student data trackers; progress monitoring data; Panorama data; Leader in Me student reflections/Leadership Notebooks; behavior and SEL data; and student surveys.

Strategy 1

Teachers will use MAP, STAAR, common assessment, and formative assessment data during PLCs to identify individual scholar needs and provide rigorous Reading and Mathematics instruction that incorporates problem solving, critical thinking, communication, collaboration, and opportunities for scholars to explain and defend their thinking.

Strategy's Expected Result/Impact: At least 70% of scholars will meet or exceed their expected annual academic growth targets in Reading and Mathematics while demonstrating increased ability to problem solve, communicate their thinking, collaborate with others, and independently apply learned skills by May 2027.

Staff Responsible for Monitoring: Campus Director, SAM, Teachers, District Instructional Coach, ILT, CTC, and SPED Department.

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

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

The campus will provide all scholars with age appropriate college and career awareness opportunities, including career exploration activities, college and career days, guest speakers,

goal setting activities, and exposure to post secondary pathways.

Strategy's Expected Result/Impact: By May 2027, 100% of scholars will participate in at least two college and/or career awareness activities designed to increase knowledge of future educational and career opportunities.

Staff Responsible for Monitoring: Campus Director, SAM, Teachers, ILT, PTO, students, and parents.

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

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	As a Title I campus, Ignite Community School of Beaumont must continue strengthening academic support systems to close achievement gaps and ensure all scholars have equitable access to rigorous instruction and learning opportunities.	Some scholars may enter school with varying levels of academic readiness, which requires consistent early intervention, progress monitoring, and targeted instructional support across all grade levels.
3	Although Ignite has built a strong reputation with families, the campus must continue increasing meaningful parent engagement opportunities to support scholar success both at school and at home.	Parent participation may vary due to work schedules, transportation, communication barriers, or limited opportunities for families to engage in academic-focused events and decision-making.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Student achievement in Reading and Mathematics did not meet campus accountability expectations, as evidenced by a high percentage of scholars performing at the Did Not Meet level across multiple grade levels. Although grades 4 and 6 demonstrated stronger academic performance, inconsistent achievement across the campus contributed to the decline in the overall accountability rating.	The campus lacked consistent implementation of rigorous Tier I instruction & targeted interventions by teachers. In addition, scholars needed additional instructional time & focused practice needed to close learning gaps. The campus will hire an interventionist to provide targeted data driven small group instruction & progress monitoring for scholars performing below grade level.
3 Reading and Math STAAR results demonstrate inconsistent student achievement across grade levels, indicating that learning gaps were not consistently identified and addressed throughout the instructional year.	Student assessment data was not consistently analyzed and used to provide timely reteaching, adjust small groups, and monitor scholar progress toward grade level mastery.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Although Ignite Community School of Beaumont offers academic interventions, enrichment programs, and professional development opportunities, these processes need to be implemented consistently across all grade levels to ensure every scholar receives the same level of support and access.	Limited time, staffing, and resources may impact the consistency of implementation and monitoring of programs such as MTSS, Saturday School, and enrichment opportunities.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 While overall perceptions of the school are positive, survey results show lower satisfaction with enrichment opportunities, including athletics, art, and music, as well as concerns about instructional support staffing, particularly special education support and teacher aide deployment.	Limited staffing, resources, and funding have impacted the campus's ability to fully develop enrichment programs and provide consistent instructional support for all student needs.

Goal 3

Maintain or improve school performance ratings by fostering strong leadership, data-driven practices, and effective instructional support.

Performance Objective 1 High Priority

By May 2027, Ignite Community School Beaumont will increase the percentage of scholars achieving Approaches Grade Level or Above in Reading, Mathematics, and Science by at least 10% from Spring 2026 STAAR results through consistent data driven instructional practices, leadership monitoring, and targeted instructional support.

Evaluation Data Source: Spring 2027 STAAR results; MAP BOY, MOY, and EOY data, campus common assessments; daily exit tickets, classroom walkthrough data, PLC data meeting documentation, lesson internalizations, and MTSS intervention progress monitoring data.

Strategy 1

Campus leadership will conduct weekly classroom walkthroughs, review student achievement data during PLCs, monitor lesson internalization/curriculum implementation, and provide timely instructional feedback to strengthen Tier I instruction.

Strategy's Expected Result/Impact: By May 2027, 100% of teachers will receive ongoing instructional monitoring and feedback, resulting in increased implementation of rigorous, TEKS aligned Tier I instruction and improved scholar achievement.

Staff Responsible for Monitoring: Campus Director, Regional Director, SAM, District Instructional Coaches, CTC, Teachers, and SPED Department.

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

Title I: 2.5.1, 2.5.2, 2.5.3

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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

The campus will use STAAR, MAP, common assessment, and formative assessment data to identify scholars performing below grade level and provide targeted Tier II small group instruction, intervention, reteaching, and regular progress monitoring.

Strategy's Expected Result/Impact: By May 2027, at least 70% of scholars receiving targeted instructional support will demonstrate measurable academic growth in Reading and/or Mathematics as evidenced by MAP Growth, common assessments, and progress monitoring data.

Staff Responsible for Monitoring: Campus Director, Regional Director, SAM, District Instructional Coaches, CTC, Teachers, SPED Department, students, and parents.

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

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
2 As a Title I campus, Ignite Community School of Beaumont must continue strengthening academic support systems to close achievement gaps and ensure all scholars have equitable access to rigorous instruction and learning opportunities.	Some scholars may enter school with varying levels of academic readiness, which requires consistent early intervention, progress monitoring, and targeted instructional support across all grade levels.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Student achievement in Reading and Mathematics did not meet campus accountability expectations, as evidenced by a high percentage of scholars performing at the Did Not Meet level across multiple grade levels. Although grades 4 and 6 demonstrated stronger academic performance, inconsistent achievement across the campus contributed to the decline in the overall accountability rating.	The campus lacked consistent implementation of rigorous Tier I instruction & targeted interventions by teachers. In addition, scholars needed additional instructional time & focused practice needed to close learning gaps. The campus will hire an interventionist to provide targeted data driven small group instruction & progress monitoring for scholars performing below grade level.

3

Reading and Math STAAR results demonstrate inconsistent student achievement across grade levels, indicating that learning gaps were not consistently identified and addressed throughout the instructional year.

Student assessment data was not consistently analyzed and used to provide timely reteaching, adjust small groups, and monitor scholar progress toward grade level mastery.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Although Ignite Community School of Beaumont offers academic interventions, enrichment programs, and professional development opportunities, these processes need to be implemented consistently across all grade levels to ensure every scholar receives the same level of support and access.

Limited time, staffing, and resources may impact the consistency of implementation and monitoring of programs such as MTSS, Saturday School, and enrichment opportunities.

3

Parent survey results show that 100% of families feel Ignite is welcoming, respectful of diversity, manages discipline well, and has a strong sense of community. As enrollment grows, the campus must ensure these practices remain consistent across all classrooms.

Campus wide expectations for communication, culture, and student support may not be consistently documented or monitored across all grade levels.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

2

While campus leadership and teachers are identified as major strengths, Ignite must continue building consistent campus wide practices to ensure high expectations, strong communication, and supportive relationships are experienced by every scholar and family.

As the campus grows, expectations and communication practices may vary across classrooms and grade levels, creating a need for more consistent systems and shared practices among staff.

Goal 4 Build strong relationships with families and communities to meet enrollment targets and support sustainable growth

Performance Objective 1 High Priority

Provide counseling support to 100% of referred scholars within one week of referral and required consent, with biweekly follow-ups to support student well-being, academic progress, and personal growth.

Evaluation Data Source: Skyward Q referral and Opt Out Data, counselor trackers, student/family surveys, counseling participation data, external service referral records, and Panorama scholar progress data.

Strategy 1

Utilize regional counselors to provide timely in-person and virtual counseling support, in compliance with SB 12, and connect scholars and families with appropriate internal and external resources as needed.

Strategy's Expected Result/Impact: 100% of referred scholars with required consent will receive counseling within one week and biweekly follow-ups, resulting in improved student stability, academic progress, social emotional skills, and access to needed support services.

Staff Responsible for Monitoring: Campus Director, Regional Director, SAM, Counselor, Teachers, SPED Staff, and parents.

Problem Statements: Demographics 1 - School Processes & Programs 2 - Perceptions 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

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Strategy 2

Strengthen communication and collaboration with families and community based service providers to connect scholars and families with counseling, behavioral, social emotional, and other support services when needs are identified.

Strategy's Expected Result/Impact: By May 2027, 85% of families of scholars referred for additional support will receive documented communication, resources, or referral information, strengthening family engagement and access to school and community based services.

Staff Responsible for Monitoring: Campus Director, Regional Director, SAM, Counselor, Front Office Staff, Teachers, PTO, Parents, and Community Partners.

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

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	As Ignite Community School of Beaumont continues to experience strong family interest, stable enrollment, and waiting lists in several grade levels, the campus must ensure that staffing, classroom space, and student support services keep pace with the needs of all scholars, including those receiving Dyslexia, ESL, and Special Education services.	The demand for enrollment and the diverse needs of scholars have grown faster than the campus's current staffing and resource capacity, which may limit the ability to provide consistent individualized support, intervention, and enrichment for every student.
3	Although Ignite has built a strong reputation with families, the campus must continue increasing meaningful parent engagement opportunities to support scholar success both at school and at home.	Parent participation may vary due to work schedules, transportation, communication barriers, or limited opportunities for families to engage in academic-focused events and decision-making.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Although 96% of families report their child feels safe and the school environment is low stress, Ignite must continue strengthening systems that support student well-being and positive behavior.	Student support systems may rely too heavily on individual staff relationships instead of a consistent campus wide process for identifying and responding to student needs.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	While overall perceptions of the school are positive, survey results show lower satisfaction with enrichment opportunities, including athletics, art, and music, as well as concerns about instructional support staffing, particularly special education support and teacher aide deployment.	Limited staffing, resources, and funding have impacted the campus's ability to fully develop enrichment programs and provide consistent instructional support for all student needs.
2	While campus leadership and teachers are identified as major strengths, Ignite must continue building consistent campus wide practices to ensure high expectations, strong communication, and supportive relationships are experienced by every scholar and family.	As the campus grows, expectations and communication practices may vary across classrooms and grade levels, creating a need for more consistent systems and shared practices among staff.
3	Although families view Ignite Community School of Beaumont as safe, welcoming, and supportive, the campus must continue strengthening family engagement systems to ensure all families remain informed, involved, and connected to student learning.	Family engagement opportunities may not be consistently structured around academic support, which can limit how effectively families are equipped to reinforce learning at home.

Goal 5

Build strong relationships with families and communities to meet enrollment targets and support sustainable growth.

Performance Objective 1

Increase meaningful family engagement through parent leadership, volunteerism, communication, and shared decision-making through the Ignite Parent Ambassador Program.

Evaluation Data Source: Family engagement surveys, participation and volunteer data, enrollment and attendance reports, student achievement data, and campus climate surveys.

Strategy 1

Implement the Ignite Parent Ambassador Program to engage families in leadership training, volunteering, mentoring, academic and attendance initiatives, campus events, enrollment outreach, advisory meetings, and student advocacy.

Strategy's Expected Result/Impact: Increase family participation and strengthen family-school partnerships, communication, and shared decision-making, resulting in improved engagement, attendance, enrollment/retention, and student outcomes..

Staff Responsible for Monitoring: Campus Director, teacher/staff, SAM, parents

Problem Statements: Demographics 3 - School Processes & Programs 3 - Perceptions 2, 3

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
3 Although Ignite has built a strong reputation with families, the campus must continue increasing meaningful parent engagement opportunities to support scholar success both at school and at home.	Parent participation may vary due to work schedules, transportation, communication barriers, or limited opportunities for families to engage in academic-focused events and decision-making.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
3 Parent survey results show that 100% of families feel Ignite is welcoming, respectful of diversity, manages discipline well, and has a strong sense of community. As enrollment grows, the campus must ensure these practices remain consistent across all classrooms.	Campus wide expectations for communication, culture, and student support may not be consistently documented or monitored across all grade levels.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
2 While campus leadership and teachers are identified as major strengths, Ignite must continue building consistent campus wide practices to ensure high expectations, strong communication, and supportive relationships are experienced by every scholar and family.	As the campus grows, expectations and communication practices may vary across classrooms and grade levels, creating a need for more consistent systems and shared practices among staff.
3 Although families view Ignite Community School of Beaumont as safe, welcoming, and supportive, the campus must continue strengthening family engagement systems to ensure all families remain informed, involved, and connected to student learning.	Family engagement opportunities may not be consistently structured around academic support, which can limit how effectively families are equipped to reinforce learning at home.

Performance Objective 2

Conduct tailored stakeholder feedback surveys for scholars, families, and staff twice annually, in the fall and spring, with a goal of at least 90% participation. Analyze results within two weeks and implement at least three improvement actions per semester based on stakeholder feedback.

Strategy 1

Share survey findings transparently with stakeholders and communicate the improvement actions taken in response to the feedback

Strategy's Expected Result/Impact: Achieve at least 90% survey participation each semester, analyze and communicate results within two weeks, and implement at least three improvement actions per semester to strengthen the educational model, stakeholder satisfaction, and engagement.

Staff Responsible for Monitoring: Campus Director, SAM, Regional Director, parents, scholars, teachers/staff

Problem Statements: Demographics 3 - School Processes & Programs 3 - Perceptions 2, 3

Title I: 2.5.1, 2.5.2, 2.5.3

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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement		Root Cause
3	Although Ignite has built a strong reputation with families, the campus must continue increasing meaningful parent engagement opportunities to support scholar success both at school and at home.	Parent participation may vary due to work schedules, transportation, communication barriers, or limited opportunities for families to engage in academic-focused events and decision-making.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
3 Parent survey results show that 100% of families feel Ignite is welcoming, respectful of diversity, manages discipline well, and has a strong sense of community. As enrollment grows, the campus must ensure these practices remain consistent across all classrooms.	Campus wide expectations for communication, culture, and student support may not be consistently documented or monitored across all grade levels.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
2 While campus leadership and teachers are identified as major strengths, Ignite must continue building consistent campus wide practices to ensure high expectations, strong communication, and supportive relationships are experienced by every scholar and family.	As the campus grows, expectations and communication practices may vary across classrooms and grade levels, creating a need for more consistent systems and shared practices among staff.
3 Although families view Ignite Community School of Beaumont as safe, welcoming, and supportive, the campus must continue strengthening family engagement systems to ensure all families remain informed, involved, and connected to student learning.	Family engagement opportunities may not be consistently structured around academic support, which can limit how effectively families are equipped to reinforce learning at home.