

Texas College Preparatory Academies



Ignite Community School - Fallbrook

2026-2027 Campus Improvement Plan

Mission Statement

RESPONSIVE EDUCATION SOLUTIONS

Our Mission is to provide hope for students through educational options that promote a free society and cultivate moral and academic excellence.

IGNITE COMMUNITY SCHOOL

Ignite Community School is on a mission to create a world where every scholar, supported by their families and communities, experiences a joyful and transformative academic journey. Empowered with knowledge, skills, a strong moral compass, and unwavering confidence, these scholars emerge as change agents who thrive to build a more equitable and compassionate society.

Vision

IGNITE COMMUNITY SCHOOL

Our vision is to provide hope for students through educational options that promote a free society and cultivate moral and academic excellence.

FALLBROOK STUDENT CREED

Honor - I will honor those things which are good and true.

Respect - I will show respect to others at all times.

Service - I will do good for others without being asked.

Work - I believe I am a learner and I will work hard to prove it.

Value Statement

IGNITE CORE VALUES

Prioritize Children, Always!

No Excuses, Prove the Possible!

Together We Rise: Team & Family!

Chase Success: Do More Than What is Expected!

Foster Joy Every Day

IGNITE MANTRAS

Quarter 1 - Know Your Impact on our 'Why'

Quarter 2 - Everything That I Say (and Do) Matters

Table of Contents

Comprehensive Needs Assessment	5
Demographics	6
Student Learning	9
School Processes & Programs	12
Perceptions	15
Priority Problem Statements	21
Goals	25
Goal 1 : Strengthen teaching and learning to ensure continuous growth and higher l...	26
Goal 2 : Ensure all students graduate ready for postsecondary opportunities by me...	29
Goal 3 : Maintain or improve school performance ratings by fostering strong leader...	31
Goal 4 : Create supportive and engaging school environments that encourage con...	33
Goal 5 : Build strong relationships with families and communities to meet enrollmen...	35
Goal Tables	39
Targeted Support Strategies	40
Additional Targeted Support Strategies	40



Comprehensive Needs Assessment

Demographics

Summary

Ignite Community School Fallbrook serves students in Kindergarten through 8th grade and opened in 2016. ICS Fallbrook is a Title I campus located inside Fallbrook Church in northwest Houston, Texas. The school began expanding to include high school grade levels in the 2022–2023 school year, adding one grade level each year. The 2023–2024 school year marked the first year with 11th grade. Beginning the 2025–2026 school year, ICS Fallbrook has returned to serving as a K–8 campus.

For the 2025–2026 school year, enrollment was **161 students**, and 155 students as of the PEIMS Snapshot, and fell below the target of 228 scholars. 77.9% of our student population is Economically Disadvantaged.

Student Demographics

- African American: 77.4%
- Hispanic: 17.8%
- White: 1.4%
- Two or more races: 3.4%

Student Support Services

- 89.6% of students are classified as At-Risk
- 8.2% are English Language Learners
- 7.2% receive Special Education services
- 5.9% receive 504 accommodations
- 0.7% are served in the Dyslexia program

Discipline:

- 104 Referrals
- 2 Expulsions
- 9 In-School Suspensions
- 47 Out-of-School Suspensions

The student-to-teacher ratio is **15:1**, and the average daily attendance (ADA) for the 2025–2026 school year was **94.25%**, below the campus goal of **95%**. Enrollment has declined over the past three school years, decreasing from **271 scholars in 2023–2024** to **204 scholars in 2024–2025**, and **155 scholars in 2025–2026**.

Academic Programs and Enrichment

Fridays are now designated as **Spark Days**, providing scholars with enrichment through educational choice, aligned with reading and math instruction. These opportunities aim to foster a love of learning and support whole-child development. Programs at ICS Fallbrook include Title I, ESL, Special Education, Athletics, and Fine Arts.

Staffing and Instruction

The professional staff consists of **21 members**, including a Dean of Instruction, a Dean of Operations, and currently one SPED

aide. The instructional staff is highly qualified, though **none currently holds a Texas Educator's Certificate**. Staff recruitment and retention are a key focus as of August 2024. **53.3% of teachers have five years of experience or less**, and the campus average teacher salary is **\$54,296**, compared to **\$76,600 at Houston ISD**.

Population and Family Engagement

The current campus population is **90.5% African American, 7.3% Hispanic, and 2.2% White**, with **24% male** and **76% female**. ICS Fallbrook families reside in surrounding school districts, including Spring ISD, Aldine ISD, Klein ISD, and Cy-Fair ISD. Parents' professions range from entrepreneurs and professionals to unskilled workers. While families are involved in their children's education, there is a recognized need to increase family engagement. The campus maintains an **Open Door Policy**, encouraging parents to communicate openly with administrators and teachers.

Strengths

- **Diverse and Community-Centered Student Population:** ICS Fallbrook serves a diverse student body of scholars in Kindergarten through 8th grade, with a strong representation of African American (77.4%) and Hispanic (17.8%) scholars. The campus benefits from a culturally rich community with families from surrounding Houston-area school districts, including Spring ISD, Aldine ISD, Klein ISD, and Cy-Fair ISD.
- **Strong Commitment to Supporting At-Risk Scholars:** With **89.6% of scholars identified as At-Risk** and **77.9% identified as Economically Disadvantaged**, ICS Fallbrook demonstrates a strong commitment to providing targeted academic, social-emotional, and enrichment supports to meet the needs of scholars facing additional barriers to success.
- **Established Student Support Systems:** The campus provides a range of specialized services, including **ESL (8.2%), Special Education (7.2%), 504 accommodations (5.9%), and Dyslexia services (0.7%)**, ensuring scholars have access to individualized supports aligned to their academic and developmental needs.
- **Strong Family and Community Connections:** Located within Fallbrook Church, ICS Fallbrook benefits from a unique community partnership and accessible learning environment. The campus maintains an **Open Door Policy** that promotes communication and collaboration between families, teachers, and campus leadership.
- **Whole-Child Development Opportunities:** ICS Fallbrook provides scholars with opportunities beyond core academics through **Spark Days, Athletics, Fine Arts, ESL, Special Education, and Title I programming**, supporting academic growth, enrichment, and the development of the whole child.
- **Favorable Student-to-Teacher Ratio:** With a **15:1 student-to-teacher ratio**, ICS Fallbrook is positioned to provide personalized instruction, small-group support, and targeted interventions to meet individual scholar needs.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1★ Scholars need increased opportunities for recognition, motivation, and engagement to promote positive academic and behavioral outcomes.	The absence of a structured PBIS reward and incentive system has limited opportunities to celebrate scholar success, reinforce desired behaviors, and create consistent motivation for meeting campus expectations.
2★ Increased Discipline Incidents Impacting the Learning Environment ICS Fallbrook recorded 104 discipline referrals, including 47 Out-of-School Suspensions, 9 In-School Suspensions, and 2 expulsions, indicating a need to strengthen proactive behavior supports and student engagement systems.	The campus lacks a fully implemented Positive Behavioral Interventions and Supports (PBIS) framework with consistent schoolwide expectations, incentives, rewards, and recognition systems to reinforce positive scholar behavior and reduce disciplinary incidents.
3★ Enrollment has declined over the past three school years, decreasing from 271 scholars in 2023-2024 to 204 scholars in 2024-2025 and 155 scholars in 2025-2026, falling below the campus enrollment target of 228 scholars.	The campus requires strengthened enrollment and retention strategies, increased opportunities for family engagement, and continued development of programs and initiatives that highlight the value and uniqueness of the ICS Fallbrook experience.
4★ Average Daily Attendance (ADA) for the 2024-2025 school year was 94.25%, below the campus goal of 95%, which impacted consistent scholar access to instruction.	The campus needs additional attendance engagement strategies, including proactive family outreach, scholar incentives, and systems that promote consistent attendance and reduce barriers impacting daily participation.

★ = Priority

Student Learning

Summary

As of July 31, 2026, Ignite Community School – Fallbrook is projected to receive an **“F” Accountability Rating** for the **2025–2026 school year** based on preliminary state accountability data. The campus previously received an official **“D” Accountability Rating** from the Texas Education Agency (TEA) for the **2023–2024 school year** and improved to a **“C” Accountability Rating** for the **2024–2025 school year**. **All STAAR Data is based on Accountability groupings.**

Reading STAAR Data 2025-2026

	DNM	Approaches	Meets	Masters
3rd Grade	30%	70%	17%	0%
4th Grade	44%	56%	25%	0%
5th Grade	41%	59%	36%	14%
6th Grade	54%	46%	23%	0%
7th Grade	26%	74%	39%	13%
8th Grade	12%	88%	63%	25%
Average	35%	66%	34%	9%

Math STAAR Data 2025-2026

	DNM	Approaches	Meets	Masters
3rd Grade	70%	30%	9%	4%
4th Grade	56%	44%	6%	0%
5th Grade	59%	41%	5%	5%
6th Grade	69%	31%	0%	0%
7th Grade	43%	57%	30%	9%
8th Grade	25%	75%	44%	6%
Average	54%	46%	16%	4%

Science STAAR Data 2025-2026

	DNM	Approaches	Meets	Masters
5th Grade	86%	14%	0%	0%
8th Grade	25%	75%	25%	6%
Average	56%	45%	13%	3%

Social Studies STAAR Data 2025-2026

	DNM	Approaches	Meets	Masters
8th Grade	50%	50%	6%	0%
Average	50%	50%	6%	0%

Amplify Data K-2

	Below (Red)	Approaches (Yellow)	Meets (Green)	Masters (Blue)
Kinder	64%	18%	18%	0%
1st Grade	38%	31%	15%	15%
2nd Grade	28%	11%	28%	33%
Average	43%	20%	20%	24%

TELPAS 2025-2026: Data is based on Individual Performance Levels

	Beginner	Intermediate	Advanced	Advanced High
Kindergarten	N/A	N/A	N/A	N/A
1st Grade: 0 Scholars	N/A	N/A	N/A	N/A
2nd Grade: 1 Scholar	N/A	100%	N/A	N/A
3rd Grade: 2 Scholars	N/A	N/A	100%	N/A
4th Grade: 1 Scholar	N/A	N/A	100%	N/A
5th Grade: 0 Scholars	N/A	N/A	N/A	N/A
6th Grade: 1 Scholar	N/A	100%	N/A	N/A
7th Grade: 1 Scholar	N/A	100%	N/A	N/A
8th Grade: 2 Scholars	N/A	50%	N/A	50%
Overall	0%	86%	100%	50%

Strengths

- **Strong Reading Performance Across Middle School Grades:** Reading STAAR data indicates strong performance in upper grades, with **8th grade achieving 88% Approaches, 63% Meets, and 25% Masters**, and **7th grade achieving 74% Approaches, 39% Meets, and 13% Masters**. Overall Reading STAAR performance showed **66% of scholars achieving Approaches or above, 34% achieving Meets or above, and 9% achieving Masters**.
- **Evidence of High Achievement in Reading for Individual Grade Levels:** Several grade levels demonstrated promising academic achievement, including **5th grade Reading with 36% Meets and 14% Masters** and **8th grade Reading with 63% Meets and 25% Masters**, indicating strong instructional practices and scholar mastery in targeted grade levels.
- **Strong Upper Grade Mathematics Growth:** Math STAAR data shows notable performance among 7th and 8th grade scholars, with **7th grade achieving 57% Approaches, 30% Meets, and 9% Masters**, and **8th grade achieving 75% Approaches, 44% Meets, and 6% Masters**. These results demonstrate areas of academic strength and potential for continued growth.
- **Positive Early Literacy Foundations:** K-2 Amplify data reflects emerging literacy strengths, particularly in **2nd grade**, where **28% of scholars scored Meets and 33% scored Masters**, resulting in **61% of scholars performing at or above Meets/Masters levels**. This indicates strong foundational literacy development for a portion of early elementary scholars.
- **Strong TELPAS Performance Among English Learners:** TELPAS results demonstrate positive language acquisition outcomes among participating English Learners. Overall TELPAS data shows **86% of scholars performing at the Intermediate level, 100% of reported scholars demonstrating Advanced performance, and 50% achieving Advanced High performance** in applicable grade levels.
- **Evidence of Scholar Mastery in Specific Content Areas:** Despite overall performance challenges, ICS Fallbrook demonstrated areas of academic success, including **8th grade Science with 75% Approaches and 25% Meets**, and **8th grade Math with 75% Approaches and 44% Meets**, highlighting opportunities to replicate successful instructional strategies across other grade levels and content areas.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1★ Campus-wide mathematics achievement is the greatest area of need. On average, 54% of students Did Not Meet Grade Level, only 46% reached Approaches, 16% met grade level, and only 4% achieved Masters. Performance is especially concerning in Grades 3-6, where DNM rates range from 56% to 70%, indicating that the majority of students are not demonstrating grade-level proficiency.	Inconsistent implementation of Tier I instruction aligned to the rigor of the TEKS and STAAR. Limited use of data-driven small-group instruction and intervention cycles. Insufficient opportunities for students to engage in higher-order problem solving and mathematical reasoning.
2★ While 66% of students achieved Approaches or above in Reading, only 34% met grade level, and 9% reached Masters. Significant achievement gaps exist in Grades 4-6, where Did Not Meet percentages range from 41% to 54%, indicating that many students are unable to transition from basic proficiency to grade-level mastery.	Reading instruction has focused more on foundational comprehension than rigorous text analysis and evidence-based responses. Inconsistent use of progress-monitoring data to provide targeted intervention and enrichment. Limited vertical alignment of reading expectations across grade levels. Students need increased exposure to complex texts, academic vocabulary, and writing about reading.
3★ Science and Social Studies performance indicates significant instructional gaps. In Science, 56% of students Did Not Meet Grade Level, including 86% of 5th-grade students. In Social Studies, 50% of 8th-grade students Did Not Meet, with only 6% meeting grade level.	Limited instructional time and vertical alignment in science and social studies have reduced opportunities for students to develop content knowledge and academic vocabulary. Early literacy interventions are not consistently accelerating students below benchmark to grade-level proficiency. Instructional planning has not consistently prioritized vocabulary development, writing, and critical thinking

★ = Priority

School Processes & Programs

Summary

ADA Summary

	2024-2025	2025-2026	Difference
1st Six Weeks	95.19%	95.28%	+0.09%
2nd Six Weeks	93.84%	93.56%	-0.28%
3rd Six Weeks	97.30%	93.66%	-3.64%
4th Six Weeks	93.78%	94.68%	+0.90%
5th Six Weeks	94.10%	93.78%	-0.32%
6th Six Weeks	93.69%	94.01%	+0.32%
Total	94.65%	94.25%	-.20%

Multi-Tiered Support System (MTSS)

Students have been supported through interventions for numerous years, but for this year, we, for the first time, 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' interest 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 creative, hands-on learning experiences tailored to their interests. Early Release Fridays and Staff PDElective 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 Fallbrook, 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 a variety of sports, clubs, and extra-curricular programs such as:

- Free Aftercare on Fridays
- Aftercare

- Basketball
- Cheer/Dance
- Girls Volleyball

Strengths

Strong Student Attendance

Strength:

The campus maintained a strong average daily attendance rate of **94.25%** during the 2025–2026 school year. Although there was a slight decrease of **0.20%** from the previous year, attendance remained consistently above 93% each six weeks, demonstrating that scholars and families value consistent school attendance and engagement.

- Overall ADA: **94.25%**
- Four six weeks maintained attendance above **94%**
- First Six Weeks attendance improved over the previous year.

Expanded Multi-Tiered System of Supports (MTSS)

Strength:

Ignite Community School Fallbrook has strengthened its MTSS framework by implementing **Tier II and Tier III interventions during Tier I classroom instruction** across all tested subjects. This proactive approach allows scholars to receive immediate, targeted support while core instruction is taking place, reducing learning gaps before they widen.

- Intervention support embedded during daily instruction.
- Summer professional development provided to all teachers on implementation.
- Systematic identification and monitoring of students requiring additional academic support.

Commitment to Extended Learning Opportunities

Strength:

The campus provides multiple opportunities beyond the instructional day to accelerate learning through **Saturday School interventions**, enrichment experiences, and targeted academic support.

- Saturday School offered **five times each semester**.
- Academic intervention combined with enrichment activities.
- Family engagement opportunities incorporated into Saturday programming.
- Community support initiatives for families experiencing hardship.

Strong Commitment to Family and Community Engagement

Strength:

The campus intentionally builds strong partnerships with families by providing resources and support beyond academics. Programs are designed to meet the diverse needs of the Fallbrook community while strengthening relationships between school and home.

- Family support initiatives during Saturday School.
- Assistance provided for single-parent households and families experiencing homelessness.
- Community events celebrating the diverse cultures represented on campus.

Dedicated Professional Learning Culture

Strength:

Weekly Early Release Fridays demonstrate the campus's commitment to continuous improvement by providing protected time for teacher collaboration, coaching, lesson planning, and data analysis.

- Weekly Professional Development every Friday.
- Focus on instructional planning, PLCs, coaching, and student data.
- Continuous professional growth aligned to campus goals.
- Collaborative structures that promote instructional consistency.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1★ Although Ignite Community School Fallbrook maintained an average daily attendance rate of 94.25% during the 2025-2026 school year, attendance declined slightly from the previous year (94.65%) and fluctuated throughout the year, with the largest decrease occurring during the third six weeks (-3.64%). These attendance inconsistencies reduce instructional time and negatively impact student academics.	Attendance monitoring and intervention systems are not fully integrated with behavior and family engagement supports. The campus lacks a comprehensive student engagement and behavior management platform, such as PBIS Rewards and Navigate360, to monitor attendance trends, reinforce positive behaviors, identify at-risk students, and coordinate timely interventions.
2★ While the campus has implemented Tier II and Tier III interventions within core instruction for the first time, the MTSS framework is still in the early stages of implementation. Consistent systems for monitoring intervention fidelity, measuring student growth, and documenting intervention effectiveness are still being developed.	Teachers have received initial training but require continued coaching and support to consistently implement high-quality interventions. The campus lacks integrated progress-monitoring and intervention management tools that streamline documentation, monitor student response to intervention, and support data-based instructional decisions.
3★ The campus has established a positive culture through Elective Fridays, extracurricular programs, Saturday School, and community engagement; however, additional systems are needed to strengthen school climate, improve behavior management, and support students' social-emotional needs in a consistent, data-driven manner.	The campus does not currently have a comprehensive PBIS and social-emotional management system, such as PBIS Rewards and Navigate360, to consistently recognize positive behaviors, track discipline data, implement restorative practices, and monitor students' social-emotional and mental wellness.

★ = Priority

Perceptions

Summary

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:

Respondent Group / Domain	Period 1	Period 2	Change (pts)
Staff (n = 10 → n = 6)			
Collective Efficacy	93.8%	83.2%	-10.6%
School Culture	71.8%	53.4%	-18.4%
School Leadership	72.0%	43.2%	-28.8%
Staff Agency	80.8%	82.8%	+2.0%
School Safety	58.0%	69.4%	+11.4%
Collaborative Practices	80.4%	58.0%	-22.4%
Parent (n = 47 → n = 54)			
School Culture	73.8%	61.4%	-12.4%
Instruction	73.8%	59.4%	-14.4%
Parental Involvement	81.8%	78.0%	-3.8%
School Safety	77.8%	74.2%	-3.6%
School Leadership	69.4%	70.4%	+1.0%
Communication	73.0%	65.6%	-7.4%
Student (n = 25 → n = 94)			
School Culture	50.0%	35.3%	-14.7%
School Engagement	70.0%	60.7%	-9.3%
Teacher Support	72.8%	60.4%	-12.4%
Academic Expectations	86.2%	77.8%	-8.4%
Belonging	61.0%	50.4%	-10.6%
School Safety	63.6%	46.9%	-16.7%

Staff Results:

Domain / Item	n = 10	n = 6	Change (pts)
Collective Efficacy	93.8%	83.2%	-10.6%
Shared Growth Belief	89%	100%	+11%
Challenging Student Success	90%	83%	-7%
Meaningful Impact Confidence	100%	83%	-17%
Collective Improvement Ability	90%	83%	-7%
Unified Learning Support	100%	67%	-33%
School Culture	71.8%	53.4%	-18.4%
Mutual Respect	50%	33%	-17%

Welcoming Environment	78%	67%	-11%
Orderly Environment	75%	67%	-8%
Kindness Among Students	78%	33%	-45%
Culture of Success	78%	67%	-11%
School Leadership	72.0%	43.2%	-28.8%
Trust Decisions	70%	50%	-20%
Encourage Voice	70%	33%	-37%
Effective Communication	70%	33%	-37%
Provide Resources	80%	50%	-30%
Constructive Feedback	70%	50%	-20%
Staff Agency	80.8%	82.8%	+2.0%
Empowered to Solve Challenges	100%	67%	-33%
Decision-Making Opportunities	78%	100%	+22%
Encouraged to Innovate	78%	100%	+22%
Access to Mentorship	78%	80%	+2%
Supported Professional Growth	70%	67%	-3%
School Safety	58.0%	69.4%	+11.4%
Feel Physically Safe	100%	100%	+0%
Rare Bullying Incidents	40%	50%	+10%
Rare Physical Violence	50%	80%	+30%
Rare Disruptive Behavior	22%	17%	-5%
Secure Building	78%	100%	+22%
Collaborative Practices	80.4%	58.0%	-22.4%
Common Practices	88%	60%	-28%
Discuss Practices	75%	40%	-35%
Set School Goals	89%	67%	-22%
Opportunities to Lead	75%	40%	-35%
Expert Knowledge Valued	75%	83%	+8%

Parent Results:

Domain / Item	n = 47	n = 54	Change (pts)
School Culture		61.4%	-12.4%
Culture of Success	83%	70%	-13%
Balances Work and Joy	78%	72%	-6%
Fosters Virtuous Habits	71%	57%	-14%
Orderly Environment	76%	57%	-19%
Kindness Among Students	61%	51%	-10%
Instruction		59.4%	-14.4%
Instructional Quality	75%	61%	-14%
Academic Progress	80%	66%	-14%
School Resources	73%	58%	-15%
Extracurriculars	67%	52%	-15%
Academic Rigor	74%	60%	-14%
Parental Involvement	81.8%	78.0%	-3.8%
Welcomed and Valued	82%	77%	-5%
Volunteer at School	71%	63%	-8%
Empowered to Advocate	84%	81%	-3%

Attend School Events	81%	81%	+0%
Actively Participate	91%	88%	-3%
School Safety	77.8%	74.2%	-3.6%
Secure Building	86%	86%	+0%
Efficient and Safe Car Line	93%	88%	-5%
Controlled Disruptive Behavior	67%	57%	-10%
Address Bullying Behavior	62%	57%	-5%
Prioritize Student Safety	81%	83%	+2%
School Leadership	69.4%	70.4%	+1.0%
Understand Parents' View	69%	65%	-4%
Visible to Community	67%	69%	+2%
Timely Concern Addressing	71%	71%	+0%
Accessible to Parents	71%	76%	+5%
Support Children's Needs	69%	71%	+2%
Communication	73.0%	65.6%	-7.4%
Clear Academic Expectations	80%	71%	-9%
Regular Progress Updates	63%	51%	-12%
Timely Event Updates	66%	66%	+0%
Quick Concern Responses	78%	68%	-10%
Valued Parent Input	78%	72%	-6%

Student Results:

Domain / Item	n = 25	n = 94	Change (pts)
School Culture	50.0%	35.3%	-14.7%
Feel Welcome	62%	54%	-8%
Respectful Staff	45%	29%	-16%
Kindness Among Students	27%	13%	-14%
Students Try to Learn	73%	58%	-15%
Students Follow Rules	43%	22%	-21%
School Engagement	58.6%	60.7%	-9.3%
Ask Questions	75%	79%	+4%
Enjoy Learning Even When Hard	57%	52%	-5%
Participate in Class Discussions	82%	71%	-11%
Talk to Parents About Learning	77%	61%	-16%
Time Passes Quickly	59%	40%	-19%
Teacher Support	72.8%	60.4%	-12.4%
Understand Student View	68%	60%	-8%
Provide Assignment Choices	73%	63%	-10%
Show Patience	73%	48%	-25%
Explain Learning Reasons	73%	58%	-15%
Explain Wrong Answers	77%	74%	-3%
Academic Expectations	86.2%	77.8%	-8.4%
Expect Good Grades	95%	86%	-9%
Understand Material	82%	86%	+4%
Confident with Challenges	91%	72%	-19%
Performing to Potential	95%	80%	-15%

Explain Learned Material	68%	66%	-2%
Belonging	61.0%	50.4%	-10.6%
Feel Connected	50%	55%	+5%
Understood by Peers	64%	49%	-15%
Be Myself	59%	62%	+3%
Respect from Others	41%	34%	-7%
Participate in Clubs / Teams	91%	53%	-38%
School Safety	63.6%	46.9%	-16.7%
Feel Safe	77%	44%	-33%
Bullying Rare	41%	25%	-16%
Disruptive Behavior Rare	32%	27%	-5%
Secure from Intruders	86%	65%	-21%
Adults Care About Safety	82%	73%	-9%

Strengths

Staff Demonstrate a Strong Belief in Student Success and Continuous Improvement

Strength Statement:

Staff continue to demonstrate a strong sense of collective efficacy, believing they can positively impact scholar achievement. Although the overall score declined, **83.2%** of staff continue to report confidence in the campus's ability to improve student outcomes.

- **100%** of staff believe all students can continue to grow and learn.
- **83%** believe they can make a meaningful impact on student success.
- Staff Agency increased from **80.8% to 82.8%**.
- **100%** reported having opportunities to participate in decision-making.
- **100%** feel encouraged to innovate and implement new instructional ideas.

Staff Perceive the Campus as a Safe Learning Environment

Strength Statement:

School safety remains a strength among staff, with perceptions improving by **11.4 percentage points**, reflecting confidence in the physical safety and security of the campus.

- School Safety increased from **58.0% to 69.4%**.
- **100%** of staff report feeling physically safe at school.
- **100%** believe the building is secure.
- Reports of physical violence decreased significantly (+30 percentage-point improvement).

Parents Continue to Demonstrate High Levels of Engagement

Strength Statement:

Parents remain highly engaged in their children's education and continue to value opportunities to partner with the school.

- Parental Involvement remained high at **78%**.
- **88%** actively participate in their child's education.
- **81%** attend school events.
- **81%** feel empowered to advocate for their child.
- Parent participation increased from **47 respondents to 54 respondents**, demonstrating growing family engagement.

Parents Have Confidence in Campus Leadership

Strength Statement:

Parent perceptions of school leadership improved slightly and remain one of the highest-rated domains, indicating confidence in campus leadership and accessibility.

- School Leadership increased from **69.4% to 70.4%**.
- **76%** of parents believe school leaders are accessible.

- **71%** believe leaders support children's needs.
- **71%** report concerns are addressed in a timely manner.

Students Maintain High Academic Expectations

Strength Statement:

Students continue to report high academic expectations, demonstrating that the campus promotes a culture where scholars believe achievement is important.

- Academic Expectations remained the highest-rated student domain at **77.8%**.
- **86%** believe teachers expect them to earn good grades.
- **86%** report understanding what they are learning.
- **80%** believe they are performing close to their potential.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1★ Campus climate survey results indicate a decline in students' sense of belonging, school culture, and overall engagement. Student perceptions of School Culture decreased from 50.0% to 35.3%, Belonging declined from 61.0% to 50.4%, and School Engagement decreased from 70.0% to 60.7%.	The campus has limited structured mentorship opportunities that provide scholars with consistent adult advocates and role models. Opportunities for experiential learning, including educational field trips, career exploration, leadership development, and community partnerships, have been limited, reducing scholars' connection to learning beyond the classroom.
2★ Although parent involvement remains relatively strong (78%), survey results show declines in perceptions of School Culture (-12.4 points), Instruction (-14.4 points), and Communication (-7.4 points). Parents also reported lower ratings for school resources (58%), extracurricular opportunities (52%), and regular academic progress updates (51%).	The campus lacks a formal Parent Ambassador Program to strengthen two-way communication, increase parent leadership, support new families, and expand outreach to underrepresented groups. Family engagement opportunities have primarily centered on school events rather than ongoing leadership, volunteerism, and parent education initiatives.
3★ Staff survey results indicate declines in several organizational climate indicators, including School Leadership (72.0% to 43.2%), Collaborative Practices (80.4% to 58.0%), and School Culture (71.8% to 53.4%). Staff also reported lower perceptions regarding communication, opportunities to collaborate, and access to resources needed to effectively support scholars.	While teachers continue to demonstrate high levels of commitment and innovation, additional systems are needed to strengthen collaboration, communication, and shared leadership across the campus. The campus has limited structured mentoring and leadership development opportunities for both new and veteran staff to build instructional capacity and collaborative practices.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Scholars need increased opportunities for recognition, motivation, and engagement to promote positive academic and behavioral outcomes.

The absence of a structured PBIS reward and incentive system has limited opportunities to celebrate scholar success, reinforce desired behaviors, and create consistent motivation for meeting campus expectations.

2
★

Enrollment has declined over the past three school years, decreasing from 271 scholars in 2023-2024 to 204 scholars in 2024-2025 and 155 scholars in 2025-2026, falling below the campus enrollment target of 228 scholars.

The campus requires strengthened enrollment and retention strategies, increased opportunities for family engagement, and continued development of programs and initiatives that highlight the value and uniqueness of the ICS Fallbrook experience.

3
★

Average Daily Attendance (ADA) for the 2024-2025 school year was 94.25%, below the campus goal of 95%, which impacted consistent scholar access to instruction.

The campus needs additional attendance engagement strategies, including proactive family outreach, scholar incentives, and systems that promote consistent attendance and reduce barriers impacting daily participation.

4
★

Campus-wide mathematics achievement is the greatest area of need. On average, 54% of students Did Not Meet Grade Level, only 46% reached Approaches, 16% met grade level, and only 4% achieved Masters. Performance is especially concerning in Grades 3-6, where DNM rates range from 56% to 70%, indicating that the majority of students are not demonstrating grade-level proficiency.

Inconsistent implementation of Tier I instruction aligned to the rigor of the TEKS and STAAR. Limited use of data-driven small-group instruction and intervention cycles. Insufficient opportunities for students to engage in higher-order problem solving and mathematical reasoning.

5
★

While 66% of students achieved Approaches or above in Reading, only 34% met grade level, and 9% reached Masters. Significant achievement gaps exist in Grades 4-6, where Did Not Meet percentages range from 41% to 54%, indicating that many students are unable to transition from basic proficiency to grade-level mastery.

Reading instruction has focused more on foundational comprehension than rigorous text analysis and evidence-based responses. Inconsistent use of progress-monitoring data to provide targeted intervention and enrichment. Limited vertical alignment of reading expectations across grade levels. Students need increased exposure to complex texts, academic vocabulary, and writing about reading.

6★

Science and Social Studies performance indicates significant instructional gaps. In Science, 56% of students Did Not Meet Grade Level, including 86% of 5th-grade students. In Social Studies, 50% of 8th-grade students Did Not Meet, with only 6% meeting grade level.

Limited instructional time and vertical alignment in science and social studies have reduced opportunities for students to develop content knowledge and academic vocabulary. Early literacy interventions are not consistently accelerating students below benchmark to grade-level proficiency. Instructional planning has not consistently prioritized vocabulary development, writing, and critical thinking

7★

Increased Discipline Incidents Impacting the Learning Environment ICS Fallbrook recorded 104 discipline referrals, including 47 Out-of-School Suspensions, 9 In-School Suspensions, and 2 expulsions, indicating a need to strengthen proactive behavior supports and student engagement systems.

The campus lacks a fully implemented Positive Behavioral Interventions and Supports (PBIS) framework with consistent schoolwide expectations, incentives, rewards, and recognition systems to reinforce positive scholar behavior and reduce disciplinary incidents.

8★

Although Ignite Community School Fallbrook maintained an average daily attendance rate of 94.25% during the 2025-2026 school year, attendance declined slightly from the previous year (94.65%) and fluctuated throughout the year, with the largest decrease occurring during the third six weeks (-3.64%). These attendance inconsistencies reduce instructional time and negatively impact student academics.

Attendance monitoring and intervention systems are not fully integrated with behavior and family engagement supports. The campus lacks a comprehensive student engagement and behavior management platform, such as PBIS Rewards and Navigate360, to monitor attendance trends, reinforce positive behaviors, identify at-risk students, and coordinate timely interventions.

9★

While the campus has implemented Tier II and Tier III interventions within core instruction for the first time, the MTSS framework is still in the early stages of implementation. Consistent systems for monitoring intervention fidelity, measuring student growth, and documenting intervention effectiveness are still being developed.

Teachers have received initial training but require continued coaching and support to consistently implement high-quality interventions. The campus lacks integrated progress-monitoring and intervention management tools that streamline documentation, monitor student response to intervention, and support data-based instructional decisions.

10★

The campus has established a positive culture through Elective Fridays, extracurricular programs, Saturday School, and community engagement; however, additional systems are needed to strengthen school climate, improve behavior management, and support students' social-emotional needs in a consistent, data-driven manner.

The campus does not currently have a comprehensive PBIS and social-emotional management system, such as PBIS Rewards and Navigate360, to consistently recognize positive behaviors, track discipline data, implement restorative practices, and monitor students' social-emotional and mental wellness.

11
★

Staff survey results indicate declines in several organizational climate indicators, including School Leadership (72.0% to 43.2%), Collaborative Practices (80.4% to 58.0%), and School Culture (71.8% to 53.4%). Staff also reported lower perceptions regarding communication, opportunities to collaborate, and access to resources needed to effectively support scholars.

While teachers continue to demonstrate high levels of commitment and innovation, additional systems are needed to strengthen collaboration, communication, and shared leadership across the campus. The campus has limited structured mentoring and leadership development opportunities for both new and veteran staff to build instructional capacity and collaborative practices.

12
★

Although parent involvement remains relatively strong (78%), survey results show declines in perceptions of School Culture (-12.4 points), Instruction (-14.4 points), and Communication (-7.4 points). Parents also reported lower ratings for school resources (58%), extracurricular opportunities (52%), and regular academic progress updates (51%).

The campus lacks a formal Parent Ambassador Program to strengthen two-way communication, increase parent leadership, support new families, and expand outreach to underrepresented groups. Family engagement opportunities have primarily centered on school events rather than ongoing leadership, volunteerism, and parent education initiatives.

13
★

Campus climate survey results indicate a decline in students' sense of belonging, school culture, and overall engagement. Student perceptions of School Culture decreased from 50.0% to 35.3%, Belonging declined from 61.0% to 50.4%, and School Engagement decreased from 70.0% to 60.7%.

The campus has limited structured mentorship opportunities that provide scholars with consistent adult advocates and role models. Opportunities for experiential learning, including educational field trips, career exploration, leadership development, and community partnerships, have been limited, reducing scholars' connection to learning beyond the classroom.

★ = 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 May 2027, the campus will decrease the percentage of scholars performing at the Did Not Meet level in mathematics by 10%.

Evaluation Data Source: STAAR/benchmark data, student work samples, attendance, participation records, teacher feedback, and student and parent surveys.

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Strengthen TEKS-aligned Tier I mathematics instruction campus-wide. Implement a consistent instructional framework emphasizing TEKS alignment, modeling, guided practice, independent application, and checks for understanding. Teachers will internalize lessons and identify the prerequisite skills scholars need before instruction.

Strategy's Expected Result/Impact: Student mastery of grade-level mathematics TEKS will increase by 10% and will monitor implementation through weekly classroom walkthroughs, lesson internalization reviews, student work analysis, common assessment data, and coaching cycles.

Staff Responsible for Monitoring: Campus Director, SAM, Instructional Leader, Teacher, Students and parents

Problem Statements: Student Learning 1 - School Processes & Programs 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

December

February

April

June

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Campus-wide mathematics achievement is the greatest area of need. On average, 54% of students Did Not Meet Grade Level, only 46% reached Approaches, 16% met grade level, and only 4% achieved Masters. Performance is especially concerning in Grades 3-6, where DNM rates range from 56% to 70%, indicating that the majority of students are not demonstrating grade-level proficiency.	Inconsistent implementation of Tier I instruction aligned to the rigor of the TEKS and STAAR. Limited use of data-driven small-group instruction and intervention cycles. Insufficient opportunities for students to engage in higher-order problem solving and mathematical reasoning.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
2 While the campus has implemented Tier II and Tier III interventions within core instruction for the first time, the MTSS framework is still in the early stages of implementation. Consistent systems for monitoring intervention fidelity, measuring student growth, and documenting intervention effectiveness are still being developed.	Teachers have received initial training but require continued coaching and support to consistently implement high-quality interventions. The campus lacks integrated progress-monitoring and intervention management tools that streamline documentation, monitor student response to intervention, and support data-based instructional decisions.

Performance Objective 2 High Priority

By May 2027, the campus will increase the percentage performing at Approaches by 10% through TEKS-aligned, hands-on field experiences and authentic STEM, career, arts, history, and community-based learning opportunities.

Evaluation Data Source: STAAR/benchmark data, student work samples, attendance, participation records, teacher feedback, and student and parent surveys.

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Integrate TEKS-aligned, hands-on learning experiences across content areas to increase academic application and engagement. Teachers will incorporate career connections, field experiences, community-based learning, and authentic problem-solving tasks that require scholars to apply grade-level TEKS in real-world contexts.

Strategy's Expected Result/Impact: The percentage of scholars performing at Approaches will increase by at least 10 percentage points. Scholars will demonstrate increased engagement, conceptual understanding, problem-solving skills, and the ability to apply grade-level concepts to real-world situations.

Staff Responsible for Monitoring: Campus Director, SAM, Instructional Leader, Teacher, Students and parents

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

Formative Reviews

December

February

April

June

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
2 While 66% of students achieved Approaches or above in Reading, only 34% met grade level, and 9% reached Masters. Significant achievement gaps exist in Grades 4-6, where Did Not Meet percentages range from 41% to 54%, indicating that many students are unable to transition from basic proficiency to grade-level mastery.	Reading instruction has focused more on foundational comprehension than rigorous text analysis and evidence-based responses. Inconsistent use of progress-monitoring data to provide targeted intervention and enrichment. Limited vertical alignment of reading expectations across grade levels. Students need increased exposure to complex texts, academic vocabulary, and writing about reading.

Goal 2

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

Performance Objective 1 High Priority

Increase scholar participation in leadership, college and career awareness, extracurricular activities, and service-learning experiences that develop future-ready skills.

Evaluation Data Source: Student leadership participation data, student portfolios, goal-tracking data, student-led conference records, stakeholder surveys, and classroom walkthrough data.

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Implement the Leader in Me framework campus-wide to develop scholar leadership through the Leader in Me, leadership notebooks, goal setting, data tracking, student-led conferences, leadership roles, public speaking, service learning, college and career readiness, and classroom leadership opportunities.

Strategy's Expected Result/Impact: Increase scholar leadership, engagement, academic ownership, and efficacy while strengthening college, career, and future-ready skills.

Staff Responsible for Monitoring: Campus Director, SAM, Instructional Leader, Teacher, Students and parents

Problem Statements: Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, 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 5: Effective Instruction

Formative Reviews

December

February

April

June

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Campus climate survey results indicate a decline in students' sense of belonging, school culture, and overall engagement. Student perceptions of School Culture decreased from 50.0% to 35.3%, Belonging declined from 61.0% to 50.4%, and School Engagement decreased from 70.0% to 60.7%.

The campus has limited structured mentorship opportunities that provide scholars with consistent adult advocates and role models. Opportunities for experiential learning, including educational field trips, career exploration, leadership development, and community partnerships, have been limited, reducing scholars' connection to learning beyond the classroom.

Goal 3

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

Performance Objective 1

Develop a campus-wide culture of leadership, accountability, and continuous improvement through evidence-based systems that improve scholar outcomes

Evaluation Data Source: Navigate 360, Skyward behavior and attendance data, MTSS records, discipline referrals, campus climate surveys, and PBIS implementation data.

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Implement PBIS through Navigate 360 to monitor behavior, provide targeted interventions and SEL supports, recognize positive behavior, strengthen attendance and school climate, and reduce discipline referrals.

Strategy's Expected Result/Impact: Increase scholar leadership, engagement, academic ownership, and efficacy while strengthening college, career, and future-ready skills.

Staff Responsible for Monitoring: Campus Director, SAM, Instructional Leader, Teacher, Students and parents

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

Formative Reviews

December

February

April

June

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
2 Increased Discipline Incidents Impacting the Learning Environment ICS Fallbrook recorded 104 discipline referrals, including 47 Out-of-School Suspensions, 9 In-School Suspensions, and 2 expulsions, indicating a need to strengthen proactive behavior supports and student engagement systems.	The campus lacks a fully implemented Positive Behavioral Interventions and Supports (PBIS) framework with consistent schoolwide expectations, incentives, rewards, and recognition systems to reinforce positive scholar behavior and reduce disciplinary incidents.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Although Ignite Community School Fallbrook maintained an average daily attendance rate of 94.25% during the 2025-2026 school year, attendance declined slightly from the previous year (94.65%) and fluctuated throughout the year, with the largest decrease occurring during the third six weeks (-3.64%). These attendance inconsistencies reduce instructional time and negatively impact student academics.	Attendance monitoring and intervention systems are not fully integrated with behavior and family engagement supports. The campus lacks a comprehensive student engagement and behavior management platform, such as PBIS Rewards and Navigate360, to monitor attendance trends, reinforce positive behaviors, identify at-risk students, and coordinate timely interventions.
3 The campus has established a positive culture through Elective Fridays, extracurricular programs, Saturday School, and community engagement; however, additional systems are needed to strengthen school climate, improve behavior management, and support students' social-emotional needs in a consistent, data-driven manner.	The campus does not currently have a comprehensive PBIS and social-emotional management system, such as PBIS Rewards and Navigate360, to consistently recognize positive behaviors, track discipline data, implement restorative practices, and monitor students' social-emotional and mental wellness.

Goal 4

Create supportive and engaging school environments that encourage consistent attendance, student satisfaction, and long-term commitment to the school community.

Performance Objective 1 High Priority

Provide counseling support to 100% of referred scholars within one week of referral with biweekly follow-ups up to 6 Weeks to support student well-being, academic progress, and personal growth.

Evaluation Data Source: Skyward Q referral and consent data, counselor trackers, student/family surveys, counseling participation data, and external service referral records. Additionally, tracking scholars through Panorama and Navigate 360.

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Utilize regional counselors and mental health specialists 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 will receive counseling within one week and biweekly follow-ups up to 6 weeks resulting in improved student stability, academic progress, social-emotional skills, and access to needed support services.

Staff Responsible for Monitoring: Campus Directors, SAM, SPED, Counselors, CNA Committee, Teachers, Scholars, and Parents.

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

Title I: 2.5.1, 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 5: Effective Instruction

Formative Reviews

December	February	April	June
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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Scholars need increased opportunities for recognition, motivation, and engagement to promote positive academic and behavioral outcomes.	The absence of a structured PBIS reward and incentive system has limited opportunities to celebrate scholar success, reinforce desired behaviors, and create consistent motivation for meeting campus expectations.
2	Increased Discipline Incidents Impacting the Learning Environment ICS Fallbrook recorded 104 discipline referrals, including 47 Out-of-School Suspensions, 9 In-School Suspensions, and 2 expulsions, indicating a need to strengthen proactive behavior supports and student engagement systems.	The campus lacks a fully implemented Positive Behavioral Interventions and Supports (PBIS) framework with consistent schoolwide expectations, incentives, rewards, and recognition systems to reinforce positive scholar behavior and reduce disciplinary incidents.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Although Ignite Community School Fallbrook maintained an average daily attendance rate of 94.25% during the 2025-2026 school year, attendance declined slightly from the previous year (94.65%) and fluctuated throughout the year, with the largest decrease occurring during the third six weeks (-3.64%). These attendance inconsistencies reduce instructional time and negatively impact student academics.	Attendance monitoring and intervention systems are not fully integrated with behavior and family engagement supports. The campus lacks a comprehensive student engagement and behavior management platform, such as PBIS Rewards and Navigate360, to monitor attendance trends, reinforce positive behaviors, identify at-risk students, and coordinate timely interventions.
3	The campus has established a positive culture through Elective Fridays, extracurricular programs, Saturday School, and community engagement; however, additional systems are needed to strengthen school climate, improve behavior management, and support students' social-emotional needs in a consistent, data-driven manner.	The campus does not currently have a comprehensive PBIS and social-emotional management system, such as PBIS Rewards and Navigate360, to consistently recognize positive behaviors, track discipline data, implement restorative practices, and monitor students' social-emotional and mental wellness.

Goal 5 Build strong relationships with families and communities to meet enrollment targets and support sustainable growth.

Performance Objective 1 High Priority

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 Targeted Support Strategy Additional Targeted Support Strategy

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, SAM, Instructional Leader, Teacher, Students and parents

Problem Statements: Perceptions 2

Title I: 2.5.1, 2.5.2

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

Formative Reviews

December

February

April

June

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
2 Although parent involvement remains relatively strong (78%), survey results show declines in perceptions of School Culture (-12.4 points), Instruction (-14.4 points), and Communication (-7.4 points). Parents also reported lower ratings for school resources (58%), extracurricular opportunities (52%), and regular academic progress updates (51%).	The campus lacks a formal Parent Ambassador Program to strengthen two-way communication, increase parent leadership, support new families, and expand outreach to underrepresented groups. Family engagement opportunities have primarily centered on school events rather than ongoing leadership, volunteerism, and parent education initiatives.

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.

Evaluation Data Source: Stakeholder survey data, participation rates, survey results, and campus climate/perception data.

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 Directors, SAM, SPED, PFE, Counselors, CNA Committee, Teachers, Scholars, and Parents.

Problem Statements: Demographics 1, 2, 3, 4 - Perceptions 1, 2

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

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

Formative Reviews

December	February	April	June
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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Scholars need increased opportunities for recognition, motivation, and engagement to promote positive academic and behavioral outcomes.	The absence of a structured PBIS reward and incentive system has limited opportunities to celebrate scholar success, reinforce desired behaviors, and create consistent motivation for meeting campus expectations.
2	Increased Discipline Incidents Impacting the Learning Environment ICS Fallbrook recorded 104 discipline referrals, including 47 Out-of-School Suspensions, 9 In-School Suspensions, and 2 expulsions, indicating a need to strengthen proactive behavior supports and student engagement systems.	The campus lacks a fully implemented Positive Behavioral Interventions and Supports (PBIS) framework with consistent schoolwide expectations, incentives, rewards, and recognition systems to reinforce positive scholar behavior and reduce disciplinary incidents.
3	Enrollment has declined over the past three school years, decreasing from 271 scholars in 2023-2024 to 204 scholars in 2024-2025 and 155 scholars in 2025-2026, falling below the campus enrollment target of 228 scholars.	The campus requires strengthened enrollment and retention strategies, increased opportunities for family engagement, and continued development of programs and initiatives that highlight the value and uniqueness of the ICS Fallbrook experience.
4	Average Daily Attendance (ADA) for the 2024-2025 school year was 94.25%, below the campus goal of 95%, which impacted consistent scholar access to instruction.	The campus needs additional attendance engagement strategies, including proactive family outreach, scholar incentives, and systems that promote consistent attendance and reduce barriers impacting daily participation.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Campus climate survey results indicate a decline in students' sense of belonging, school culture, and overall engagement. Student perceptions of School Culture decreased from 50.0% to 35.3%, Belonging declined from 61.0% to 50.4%, and School Engagement decreased from 70.0% to 60.7%.	The campus has limited structured mentorship opportunities that provide scholars with consistent adult advocates and role models. Opportunities for experiential learning, including educational field trips, career exploration, leadership development, and community partnerships, have been limited, reducing scholars' connection to learning beyond the classroom.

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Although parent involvement remains relatively strong (78%), survey results show declines in perceptions of School Culture (-12.4 points), Instruction (-14.4 points), and Communication (-7.4 points). Parents also reported lower ratings for school resources (58%), extracurricular opportunities (52%), and regular academic progress updates (51%).

The campus lacks a formal Parent Ambassador Program to strengthen two-way communication, increase parent leadership, support new families, and expand outreach to underrepresented groups. Family engagement opportunities have primarily centered on school events rather than ongoing leadership, volunteerism, and parent education initiatives.



Goal Tables

Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
1	1	1	Strengthen TEKS-aligned Tier I mathematics instruction campus-wide. Implement a consistent instructional framework emphasizing TEKS alignment, modeling, guided practice, independent application, and checks for understanding. Teachers will internalize lessons and identify the prerequisite skills scholars need before instruction.
1	2	1	Integrate TEKS-aligned, hands-on learning experiences across content areas to increase academic application and engagement. Teachers will incorporate career connections, field experiences, community-based learning, and authentic problem-solving tasks that require scholars to apply grade-level TEKS in real-world contexts.
2	1	1	Implement the Leader in Me framework campus-wide to develop scholar leadership through the Leader in Me, leadership notebooks, goal setting, data tracking, student-led conferences, leadership roles, public speaking, service learning, college and career readiness, and classroom leadership opportunities.
3	1	1	Implement PBIS through Navigate 360 to monitor behavior, provide targeted interventions and SEL supports, recognize positive behavior, strengthen attendance and school climate, and reduce discipline referrals.
4	1	1	Utilize regional counselors and mental health specialists 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.
5	1	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.

Additional Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
1	1	1	Strengthen TEKS-aligned Tier I mathematics instruction campus-wide. Implement a consistent instructional framework emphasizing TEKS alignment, modeling, guided practice, independent application, and checks for understanding. Teachers will internalize lessons and identify the prerequisite skills scholars need before instruction.
1	2	1	Integrate TEKS-aligned, hands-on learning experiences across content areas to increase academic application and engagement. Teachers will incorporate career connections, field experiences, community-based learning, and authentic problem-solving tasks that require scholars to apply grade-level TEKS in real-world contexts.
2	1	1	Implement the Leader in Me framework campus-wide to develop scholar leadership through the Leader in Me, leadership notebooks, goal setting, data tracking, student-led conferences, leadership roles, public speaking, service learning, college and career readiness, and classroom leadership opportunities.

3	1	1	Implement PBIS through Navigate 360 to monitor behavior, provide targeted interventions and SEL supports, recognize positive behavior, strengthen attendance and school climate, and reduce discipline referrals.
4	1	1	Utilize regional counselors and mental health specialists 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.
5	1	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.