

Texas College Preparatory Academies



Ignite Community School - Fort Worth

2026-2027 Campus Improvement Plan

Mission Statement

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

Vision

Our vision is to rise above all obstacles to ensure we provide quality instruction to all scholars with love, honesty, integrity, and inspiration that will embolden them to be change agents of the 21st Century.

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Comprehensive Needs Assessment

Demographics

Summary

IGNITE Community School – Fort Worth opened in 2021 and proudly serves scholars in Kindergarten through 8th grade. Our campus is currently located on in east Fort Worth on East Berry St serving predominately Black and Brown scholars.

Our student population is composed of approximately 52.7% African American, 28.6% Hispanic, 12.8% White, 4.4% identifying as two or more races, and 1.5% other. The gender breakdown is nearly even, with 52.265% male and 47.735% female students. As a Title I campus, approximately 97.90% of our students are economically disadvantaged.

Of the current student population:

- 8% receive Emergent Bilingual (EB) services,
- 9.1% receive Special Education services,
- 2.10% receive Dyslexia services, and
- Approximately 32.10% are identified as At-Risk.
- Economically Disadvantage 97.90%
- .07% scholars in foster care

(Note: These figures are subject to change as we are actively enrolling scholars for the 2026–2027 school year.)

Our campus is supported by a dedicated team of highly qualified staff members, including:

- 1 Campus Director
 - 1 School Administration Manager
 - 1 Reading interventionists
 - 1 Mental Health Aide
 - 18 General Education Teachers (Grades K–8),
 - 2 Specials Teachers in P.E., Art, Esports, and Content Creation
 - 4 Instructional Aides, one of whom is specifically assigned to support Special Education scholars.
- Additionally, we have assigned mentor teachers to support and guide new educators throughout the school year.

Class sizes average 20 students per classroom, at district's recommended student-teacher ratio, providing our scholars with more personalized instruction and support.

Disclaimer

During the 2025–2026 academic school year we transitioned into the previous Rocketship Dennis Dunkins Elementary School. The school received an F accountability score for 3 consecutive years. Many of those scholars joined in the school merger.

Strengths

- Campus reflects a rich, diverse learning environment. Multicultural settings offer powerful opportunities for culturally responsive teaching, diverse peer learning, and strong community engagement.
- Despite **97.9% of students being Economically Disadvantaged** and **32.1% identified as At-Risk**, scholars are demonstrating high-level mastery in key areas (e.g., 7th Grade Reading and 8th Grade Science), proving that high expectations and targeted instruction yield exceptional results regardless of socioeconomic barriers.

- Managed specialized ratios mean push-in/pull-out support structures can be tightly aligned with Tier 1 instruction to close gaps rapidly.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1★	With 32.10% of scholars identified as At-Risk, 9.1% receiving Special Education services, and 2.1% receiving Dyslexia support, IGNITE Community School's staffing model relies on a single Reading Interventionist	A single reading interventionist spread across grades K-8 can logistically manage only a fraction of eligible At-Risk scholars, leaving middle-grade reading gaps unaddressed.
2★	As a Title I campus serving a student body where 97.90% of scholars are economically disadvantaged and 32.10% are identified as At-Risk, the school currently employs only one Mental Health Aide to support the social, emotional, and behavioral needs of the entire K-8 population.	The non-academic barriers associated with concentrated poverty (e.g., housing instability, trauma, food insecurity) exceed the clinical and support capacity of a single mental health professional.
3★	As a Title I campus serving a student body where 97.90% of scholars are economically disadvantaged and 32.10% are identified as At-Risk, the school currently employs only one Mental Health Aide to support the social, emotional, and behavioral needs of the entire K-8 population.	Classroom teachers may spend a disproportionate amount of instructional time managing behavioral/emotional distress due to a lack of immediate crisis-de-escalation personnel.
4★	While 8% of scholars receive Emergent Bilingual (EB) services and 28.6% identify as Hispanic, language-acquisition strategies are not backed by a dedicated ESL/Bilingual intervention specialist on campus.	General education teachers (Grades K-8) may lack specialized ESL certifications or sustained professional development in language-acquisition strategies.

★ = Priority

Student Learning

Summary

Our projected school accountability score of 41 (F) reflects the urgent need to accelerate academic growth across our campus. While this projection highlights significant performance gaps, it also provides a clear call to action and an opportunity to implement focused, data-driven strategies that improve teaching and learning. Through intentional instructional planning, collaborative leadership, consistent progress monitoring, and a relentless focus on student achievement, we are confident that we can improve outcomes and move our campus toward sustained academic success.

Reading STAAR Data 2025-2026

Grade Levels	Do Not Meet	Approaches	Meets	Masters
3rd	44.19%	13.95%	32.56%	9.30%
4th	51.22%	17.07%	29.27%	2.44%
5th	36%	36%	17%	11%
6th	57%	26%	14%	3%
7th	9%	64%	27%	18%
8th	37%	50%	13%	0%

Math STAAR Data 2025-2026

Grade	Do Not Meet	Approaches	Meets	Masters
3rd	58.97%	30.77%	7.69%	2.56%
4th	78.95%	15.79%	0.00%	5.26%
5th	82.86%	11.43%	2.86%	2.86%
6th	76.47%	17.65%	5.88%	0.00%
7th	90.91%	0.00%	9.09%	0.00%
8th	62.50%	37.50%	0.00%	0.00%

Science STAAR Data 2025-2026

Grade	Do Not Meet	Approaches	Meets	Masters
5th	81%	19%	0%	0%
8th	12%	88%	75%	0%

Social Studies STAAR 2025-2026

Grade	Do Not Meet	Approaches	Meets	Masters
8th	50%	50%	13%	0%

STAAR Alt 2 2025-2026

Grade 8 ALT Math	Level II: Satisfactory
Grade 8 ALT Reading	Level III: Accomplished
Grade 8 ALT Science	
Grade 8 ALT Social Studies	Level II: Satisfactory

Amplify Data K-2

Grade	Below	Approaches	Meets	Masters
Kinder	59%	22%	8%	11%
1st	53%	16%	13%	18%
2nd	59%	10%	28%	3%

TELPAS 2025-2026

Grade	Beginner	Intermediate	Advanced	Advanced High
Kindergarten	100%	0%	0%	0%
1st	100%	0%	0%	0%
2nd	50%	50%	50%	50%
3rd	25%	0%	50%	25%
4th	0%	50%	50%	0%
5th	33%	33%	33%	0%
6th	33%	33%	33%	0%
7th	0%	50%	0%	50%

Strengths

- Reading continues to outperform mathematics in several grade levels. Classrooms in 3rd, 4th, 5th, and especially 7th grade demonstrated higher accountability scores than their math counterparts, indicating stronger literacy instruction and student comprehension.
- Several classrooms produced students performing at the Meets and Masters levels, demonstrating that many scholars are capable of mastering rigorous grade-level standards.
 - 3rd Grade Reading produced multiple Meets and Masters scholars.
 - 4th Grade Reading had students reaching Meets and Masters.
 - 5th Grade Reading demonstrated four Masters-level scholars.
 - 7th Grade Reading had four Masters-level scholars, the highest concentration shown in the report.
- The strongest accountability performance in the report is 7th Grade Reading, with an accountability score of 43.8. Students demonstrated the highest percentage of advanced performance, indicating strong comprehension, analysis, and critical thinking skills.
- Although 5th Grade Science accountability was low, 8th Grade Science earned a 45% accountability score, demonstrating that middle school students are developing stronger scientific reasoning, problem-solving, and application skills as they progress through the grades.
- Across multiple grade levels, reading classrooms consistently had more students reaching Meets and Masters than corresponding mathematics classrooms. This suggests that instructional practices in literacy can serve as a model for strengthening Tier I instruction across other content areas.
- Even in grades with lower overall proficiency, each elementary grade contains scholars who achieved Meets or Masters performance. This demonstrates that grade-level mastery is attainable and provides opportunities for teachers to analyze successful instructional practices and replicate them across classrooms.
- Several classrooms have a significant number of students performing at the Approaches level. These scholars are positioned to move into Meets with targeted intervention, frequent progress monitoring, and strong Tier I instruction, representing an opportunity to accelerate campus achievement

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 ★ Across 165 math student assessments (Grades 3-8), 74.5% failed to meet standard (DNM).	Severe learning gaps in precursor standards (e.g., place value, fractions, basic operations) carry forward unchecked from elementary (Grades 3-5) to middle school (Grades 6-8)
2 ★ Only 6.7% achieved Meets Grade Level or Masters, indicating a critical lack of foundational math proficiency school-wide.	Lack of structured, small-group intervention blocks to remediate prerequisite skills before introducing grade-level TEKS.
3 ★ 91% of 5th-grade students scored Did Not Meet	Essential 5th-grade science standards and required hands-on lab investigations were likely under-taught, omitted, or misaligned with STAAR assessment timelines.
4 ★ 91% of 5th-grade students scored Did Not Meet	Lack of content-area domain mastery, pedagogical training, or instructional coaching for the assigned science teacher.
5 ★ Grade 5 (81.9% DNM) and Grade 6 (75.0% DNM) significantly underperformed Grade 8 (46.9% DNM) and Grade 3 (53.2% DNM)	Low reading proficiency in 5th Grade Reading (62.9% DNM) directly impacts students' ability to comprehend complex, word-heavy math and science STAAR questions.

6



Inconsistent implementation of standard lesson plans, leading individual teachers to create unvetted instructional materials.

Absence of targeted, individualized coaching plans tailored to specific teacher needs and content areas.

 = **Priority**

School Processes & Programs

Summary

ADA Summary

	2024-2025	2025-2026	Difference
1st Six Weeks	94.10%	96.16	+2.06%
2nd Six Weeks	91.96%	92.61	+0.65%
3rd Six Weeks	92.56%	92.72	+0.16%
4th Six Weeks	92.25%	91.94	-0.31%
5th Six Weeks	93.36%	91.90	-1.46%
6th Six Weeks	92.00%	89.32	+2.68%
Total	92.78%	91.72	-1.06%

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' 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 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 Fort Worth, 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 clubs and athletics programs on campus, including but not limited to:

- After School Care
- Extracurricular activities (Girls Volleyball, Boys and Girls Basketball, Co-Ed Flag Football)
- Step Team
- Hip-Hop Dance Club
- Community Outreach program
- Art Club
- Esports

Parent Teacher Organization

Although ICS Fort Worth did not have an official PTO, we successfully cultivated several meaningful partnerships with local businesses and nonprofit organizations to support fundraising and community engagement. Some of our valued partners included CiCi's Pizza, Raising Cane's, McDonald's, Kona Ice, FLON, Moms of Murdered Angels, Panda Express, and the Fort Worth Stockyards National School Choice Week School Fair, among others. These collaborations played a vital role in enhancing our school culture and expanding community involvement.

Strengths

- **In-Class Tier II & III Intervention Model:** For the first time, Tier II and Tier III intervention supports are integrated directly into regular classroom instruction for all tested subjects, allowing teachers to address learning gaps immediately as material is first taught.
- **Protected Weekly PD Time:** Early Release Fridays (1:00 PM dismissal) secure dedicated weekly time for teachers to conduct data analysis, instructional planning, peer collaboration, and coaching aligned with campus goals
- **Innovative "Elective Fridays":** Scholar-centered enrichment sessions allow teachers to share personal passions (e.g., coding, financial literacy, drama, sports) and give scholars hands-on, creative learning experiences to look forward to each week.
- **Robust Athletics & Extracurricular Options:** The campus offers diverse student clubs and athletics—including Flag Football, Volleyball, Basketball, Step Team, Hip-Hop Dance, Art Club, and Esports—fostering strong school culture and student retention.
- **Free Extended-Day Aftercare:** Providing optional free aftercare from 1:00 PM to 3:30 PM on Fridays supports working families while offering a safe, structured environment for scholars.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1★ While the campus started strong in the 1st Six Weeks with a peak ADA of 96.16%, attendance steadily declined throughout the year, dropping to a low of 89.32% in the 6th Six Weeks. Overall year-over-year ADA declined by 1.06% (falling from 92.78% to 91.72%).	Academic Fatigue & High-Stakes Testing Burnout: As state testing (STAAR) approaches in the 5th and 6th Six Weeks, academic pressure increases, which can lead to higher chronic absenteeism, test avoidance, or school fatigue.
2★ The campus's cumulative ADA of 91.72% falls well below the standard Texas state target of 95.0% ADA. This gap directly reduces state funding allocations (which are tied to daily attendance) and creates significant learning loss across content areas	With a high population of economically disadvantaged and at-risk scholars, families may face transportation challenges, housing instability, or lack of backup childcare for sick siblings.
3★ The campus's cumulative ADA of 91.72% falls well below the standard Texas state target of 95.0% ADA. This gap directly reduces state funding allocations (which are tied to daily attendance) and creates significant learning loss across content areas.	Lack of Tier 2/3 Truancy & Attendance Intervention Systems: While the campus has implemented robust academic MTSS for Tier 2/3 instruction, there may be a lack of an equally structured, real-time Attendance MTSS framework (e.g., automated daily outreach, home visits, attendance incentives).
4★ Despite high-value culture initiatives designed to boost scholar engagement--such as Elective Fridays, Saturday School (5x/semester), and multiple sports/clubs--these offerings have not translated into sustained core school-day attendance.	Inconsistent Attendance Incentives: Participation in popular extracurriculars (sports, step team, dance) or Friday electives may not be strictly tied to maintaining minimum daily attendance thresholds.

★ = Priority

Perceptions

Summary

Domains & Items	Fort Worth
	<i>n = 14</i>
Collective Efficacy	98.6%
Shared Growth Belief	100%
Challenging Student Success	93%
Meaningful Impact Confidence	100%
Collective Improvement Ability	100%
Unified Learning Support	100%
School Culture	91.4%
Mutual Respect	85%
Welcoming Environment	93%
Orderly Environment	100%
Kindness Among Students	86%
Culture of Success	93%
School Leadership	92.8%
Trust Decisions	92%
Encourage Voice	93%
Effective Communication	93%
Provide Resources	93%
Constructive Feedback	93%
Staff Agency	92.6%
Empowered to Solve Challenges	93%
Decision-Making Opportunities	92%
Encouraged to Innovate	93%
Access to Mentorship	92%
Supported Professional Growth	93%
School Safety	71.4%
Feel Physically Safe	93%
Rare Bullying Incidents	64%
Rare Physical Violence	64%
Rare Disruptive Behavior	43%
Secure Building	93%
Collaborative Practices	100.0%
Common Practices	100%
Discuss Practices	100%
Set School Goals	100%
Opportunities to Lead	100%
Expert Knowledge Valued	100%
Domains & Items	Fort Worth

	<i>n</i> = 32
Collective Efficacy	93.4%
Shared Growth Belief	87%
Challenging Student Success	93%
Meaningful Impact Confidence	97%
Collective Improvement Ability	97%
Unified Learning Support	93%
School Culture	81.6%
Mutual Respect	66%
Welcoming Environment	93%
Orderly Environment	90%
Kindness Among Students	66%
Culture of Success	93%
School Leadership	94.0%
Trust Decisions	93%
Encourage Voice	93%
Effective Communication	97%
Provide Resources	90%
Constructive Feedback	97%
Staff Agency	93.8%
Empowered to Solve Challenges	90%
Decision-Making Opportunities	100%
Encouraged to Innovate	97%
Access to Mentorship	89%
Supported Professional Growth	93%
School Safety	71.8%
Feel Physically Safe	93%
Rare Bullying Incidents	59%
Rare Physical Violence	69%
Rare Disruptive Behavior	38%
Secure Building	100%
Collaborative Practices	91.8%
Common Practices	97%
Discuss Practices	79%
Set School Goals	93%
Opportunities to Lead	97%
Expert Knowledge Valued	93%

Domains & Items	Fort Worth
	<i>n</i> = 50
School Culture	84.6%
Culture of Success	93%
Balances Work and Joy	90%
Fosters Virtuous Habits	88%
Orderly Environment	91%
Kindness Among Students	61%

Instruction	81.8%
Instructional Quality	81%
Academic Progress	86%
School Resources	76%
Extracurriculars	83%
Academic Rigor	83%
Parental Involvement	84.0%
Welcomed and Valued	87%
Volunteer at School	65%
Empowered to Advocate	95%
Attend School Events	84%
Actively Participate	89%
School Safety	84.0%
Secure Building	95%
Efficient and Safe Car Line	92%
Controlled Disruptive Behavior	73%
Address Bullying Behavior	68%
Prioritize Student Safety	92%
School Leadership	81.6%
Understand Parents' View	79%
Visible to Community	82%
Timely Concern Addressing	79%
Accessible to Parents	84%
Support Children's Needs	84%
Communication	82.6%
Clear Academic Expectations	86%
Regular Progress Updates	75%
Timely Event Updates	83%
Quick Concern Responses	83%
Valued Parent Input	86%

Strengths

- **Effective Communication & Constructive Feedback:** An incredible **97%** of Fort Worth staff agree that leadership communicates effectively and provides constructive feedback.
- **Trust & Voice:** **93%** of staff trust leadership decisions and feel encouraged to use their voice within the school community.
- **Resource Allocation:** **90%** feel well-supported with the necessary instructional resources.
- **Meaningful Impact Confidence & Continuous Improvement:** **97%** of Fort Worth educators feel confident in their ability to make a meaningful impact on scholars and lead collective improvement.
- **High Standards & Shared Growth:** **93%** believe in challenging student success and maintaining unified learning support, while **87%** share a core belief in continuous student growth.
- **Universal Input in Decision-Making:** **100%** of respondents in both Fort Worth and Fallbrook feel they have meaningful decision-making opportunities.
- **Culture of Innovation:** **97%** of Fort Worth staff (and **100%** in Fallbrook) feel encouraged to innovate in their roles.
- **Problem Solving & Professional Growth:** **90%** of Fort Worth educators feel empowered to solve school challenges, and **93%** feel supported in their ongoing professional growth.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 Chronic Peer Misbehavior, Bullying, and Classroom Disruptions	Inconsistent campus-wide implementation of Positive Behavioral Interventions and Supports (PBIS) in non-instructional spaces (cafeteria, hallways, recess) and during instructional transitions.
2 Low Rule Compliance and Peer-Level Respect Deficits	Variance in how individual teachers and staff enforce behavioral expectations, creating ambiguity and allowing minor infractions to go unchecked.
3 Disengagement During Instructional Time and Limited Home-School Academic Dialogue	A absence of formal, ongoing home-school communication tools (e.g., weekly learning logs, family academic nights, student-led conferences) to prompt scholars to discuss their daily learning at home.
4 Disconnect Between High Expectations and Peer Understanding / Academic Explanation	Lessons may push for high expectations and correct answers without giving scholars adequate processing time to master explaining the why behind their learning.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

With 32.10% of scholars identified as At-Risk, 9.1% receiving Special Education services, and 2.1% receiving Dyslexia support, IGNITE Community School's staffing model relies on a single Reading Interventionist

A single reading interventionist spread across grades K-8 can logistically manage only a fraction of eligible At-Risk scholars, leaving middle-grade reading gaps unaddressed.

2
★

As a Title I campus serving a student body where 97.90% of scholars are economically disadvantaged and 32.10% are identified as At-Risk, the school currently employs only one Mental Health Aide to support the social, emotional, and behavioral needs of the entire K-8 population.

The non-academic barriers associated with concentrated poverty (e.g., housing instability, trauma, food insecurity) exceed the clinical and support capacity of a single mental health professional.

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While 8% of scholars receive Emergent Bilingual (EB) services and 28.6% identify as Hispanic, language-acquisition strategies are not backed by a dedicated ESL/Bilingual intervention specialist on campus.

General education teachers (Grades K-8) may lack specialized ESL certifications or sustained professional development in language-acquisition strategies.

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Across 165 math student assessments (Grades 3-8), 74.5% failed to meet standard (DNM).

Severe learning gaps in precursor standards (e.g., place value, fractions, basic operations) carry forward unchecked from elementary (Grades 3-5) to middle school (Grades 6-8)

6
★

Only 6.7% achieved Meets Grade Level or Masters, indicating a critical lack of foundational math proficiency school-wide.

Lack of structured, small-group intervention blocks to remediate prerequisite skills before introducing grade-level TEKS.

7
★

91% of 5th-grade students scored Did Not Meet

Essential 5th-grade science standards and required hands-on lab investigations were likely under-taught, omitted, or misaligned with STAAR assessment timelines.

8
★

91% of 5th-grade students scored Did Not Meet

Lack of content-area domain mastery, pedagogical training, or instructional coaching for the assigned science teacher.

9
★

Grade 5 (81.9% DNM) and Grade 6 (75.0% DNM) significantly underperformed Grade 8 (46.9% DNM) and Grade 3 (53.2% DNM)

Low reading proficiency in 5th Grade Reading (62.9% DNM) directly impacts students' ability to comprehend complex, word-heavy math and science STAAR questions.

10
★

Inconsistent implementation of standard lesson plans, leading individual teachers to create unvetted instructional materials.

Absence of targeted, individualized coaching plans tailored to specific teacher needs and content areas.

11
★

While the campus started strong in the 1st Six Weeks with a peak ADA of 96.16%, attendance steadily declined throughout the year, dropping to a low of 89.32% in the 6th Six Weeks. Overall year-over-year ADA declined by 1.06% (falling from 92.78% to 91.72%).

Academic Fatigue & High-Stakes Testing Burnout: As state testing (STAAR) approaches in the 5th and 6th Six Weeks, academic pressure increases, which can lead to higher chronic absenteeism, test avoidance, or school fatigue.

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The campus's cumulative ADA of 91.72% falls well below the standard Texas state target of 95.0% ADA. This gap directly reduces state funding allocations (which are tied to daily attendance) and creates significant learning loss across content areas

With a high population of economically disadvantaged and at-risk scholars, families may face transportation challenges, housing instability, or lack of backup childcare for sick siblings.

13



The campus's cumulative ADA of 91.72% falls well below the standard Texas state target of 95.0% ADA. This gap directly reduces state funding allocations (which are tied to daily attendance) and creates significant learning loss across content areas.

Lack of Tier 2/3 Truancy & Attendance Intervention Systems: While the campus has implemented robust academic MTSS for Tier 2/3 instruction, there may be a lack of an equally structured, real-time Attendance MTSS framework (e.g., automated daily outreach, home visits, attendance incentives).

14



Despite high-value culture initiatives designed to boost scholar engagement--such as Elective Fridays, Saturday School (5x/semester), and multiple sports/clubs--these offerings have not translated into sustained core school-day attendance.

Inconsistent Attendance Incentives: Participation in popular extracurriculars (sports, step team, dance) or Friday electives may not be strictly tied to maintaining minimum daily attendance thresholds.

★ = 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 improve the quality and consistency of Tier 1 instruction across all grade levels and content areas by achieving at least 90% fidelity to identified instructional expectations, as measured through weekly learning walks, formal observations, lesson plan reviews, and PLC evidence.

Evaluation Data Source: TTESS/Formal observation data, weekly learning walks, lesson plan/internalization review, PLC documentation, Interim assessments, MAP and STAAR data, Intervention and MTSS data

Strategy 1

Implement a campus-wide Tier 1 Instructional Excellence Cycle that establishes a small set of non-negotiable instructional expectations, provides ongoing teacher development and coaching, and uses weekly learning walks, formal observations, lesson plan reviews, and PLC evidence to monitor implementation, identify gaps, and provide timely feedback and support.

Strategy's Expected Result/Impact: Data reviews will identify at least three priority areas within two weeks of each assessment, and targeted interventions will improve scholar TEKS mastery and overall achievement.

Staff Responsible for Monitoring: Regional Director, Campus Director, Teacher Leaders, Reading Interventionist.

Problem Statements: Student Learning 1, 2, 3, 4, 5, 6

Title I: 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

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 Student Learning

Problem Statement	Root Cause
1 Across 165 math student assessments (Grades 3-8), 74.5% failed to meet standard (DNM).	Severe learning gaps in precursor standards (e.g., place value, fractions, basic operations) carry forward unchecked from elementary (Grades 3-5) to middle school (Grades 6-8)
2 Only 6.7% achieved Meets Grade Level or Masters, indicating a critical lack of foundational math proficiency school-wide.	Lack of structured, small-group intervention blocks to remediate prerequisite skills before introducing grade-level TEKS.
3 91% of 5th-grade students scored Did Not Meet	Essential 5th-grade science standards and required hands-on lab investigations were likely under-taught, omitted, or misaligned with STAAR assessment timelines.
4 91% of 5th-grade students scored Did Not Meet	Lack of content-area domain mastery, pedagogical training, or instructional coaching for the assigned science teacher.
5 Grade 5 (81.9% DNM) and Grade 6 (75.0% DNM) significantly underperformed Grade 8 (46.9% DNM) and Grade 3 (53.2% DNM)	Low reading proficiency in 5th Grade Reading (62.9% DNM) directly impacts students' ability to comprehend complex, word-heavy math and science STAAR questions.
6 Inconsistent implementation of standard lesson plans, leading individual teachers to create unvetted instructional materials.	Absence of targeted, individualized coaching plans tailored to specific teacher needs and content areas.

Performance Objective 2

By May 2027, the campus will use student achievement data to identify and address learning gaps through high-quality reteach, small-group instruction, intervention, and progress monitoring, resulting in at least 75% of scholars demonstrating measurable growth from beginning-of-year to end-of-year assessments and a minimum 10-percentage-point increase in the number of scholars demonstrating mastery of identified priority standards across grade levels and content areas.

Evaluation Data Source: BOY, MOY, and EOY assessment data, MAP data, Interim assessments, small group

Strategy 1 Targeted Support Strategy

Implement a consistent Data-to-Action Cycle across all grade levels and content areas in which teachers regularly analyze student achievement data, identify priority standards and learning gaps, group scholars according to specific needs, provide targeted reteach and small-group intervention, and monitor progress to ensure instructional responses result in measurable academic growth.

Strategy's Expected Result/Impact: Teachers will move beyond simply reviewing assessment data and will consistently use evidence of scholar learning to make specific instructional decisions about what to teach, who needs additional support, and which strategies are most likely to accelerate learning.

Staff Responsible for Monitoring: Regional Director, Campus Director, Teacher Leaders, Reading Interventionist, Instructional coaches

Problem Statements: Student Learning 1, 2, 3, 4, 5, 6

Title I: 2.5.2, 2.5.3

TEA Priorities: 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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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Across 165 math student assessments (Grades 3-8), 74.5% failed to meet standard (DNM).	Severe learning gaps in precursor standards (e.g., place value, fractions, basic operations) carry forward unchecked from elementary (Grades 3-5) to middle school (Grades 6-8)
2	Only 6.7% achieved Meets Grade Level or Masters, indicating a critical lack of foundational math proficiency school-wide.	Lack of structured, small-group intervention blocks to remediate prerequisite skills before introducing grade-level TEKS.

3

91% of 5th-grade students scored Did Not Meet

Essential 5th-grade science standards and required hands-on lab investigations were likely under-taught, omitted, or misaligned with STAAR assessment timelines.

4

91% of 5th-grade students scored Did Not Meet

Lack of content-area domain mastery, pedagogical training, or instructional coaching for the assigned science teacher.

5

Grade 5 (81.9% DNM) and Grade 6 (75.0% DNM) significantly underperformed Grade 8 (46.9% DNM) and Grade 3 (53.2% DNM)

Low reading proficiency in 5th Grade Reading (62.9% DNM) directly impacts students' ability to comprehend complex, word-heavy math and science STAAR questions.

6

Inconsistent implementation of standard lesson plans, leading individual teachers to create unvetted instructional materials.

Absence of targeted, individualized coaching plans tailored to specific teacher needs and content areas.

Performance Objective 3 High Priority

By May 2027, the campus will strengthen teacher instructional capacity through targeted professional development, job-embedded coaching, collaborative PLCs, and feedback cycles, resulting in at least 90% of teachers demonstrating growth in identified high-leverage instructional practices and at least 85% of teachers consistently implementing campus instructional expectations, as measured by learning walks, observations, coaching data, and instructional artifacts.

Evaluation Data Source: TTESS/formal observation data, Weekly learning walk data, Teacher coaching logs and feedback cycles, Professional development attendance and implementation evidence, PLC agendas, notes, and action plans, Lesson plan/internalization reviews, Teacher self-assessments, Student achievement data, Teacher instructional practice rubrics, Campus instructional fidelity tracker

Strategy 1 Targeted Support Strategy

Implement a consistent Professional Learning, Coaching, and Feedback Cycle that identifies each teacher's highest-leverage instructional needs, provides targeted professional development and job-embedded coaching, and uses PLCs, learning walks, observations, and instructional artifacts to monitor implementation and measure teacher growth.

Strategy's Expected Result/Impact: Rather than providing one-size-fits-all professional development, teachers will receive support based on their specific instructional needs, with ongoing coaching and feedback designed to move practice from learning to implementation.

Staff Responsible for Monitoring: Regional Director, Campus Director, Teacher Leaders, Reading Interventionist, Instructional coaches

Problem Statements: Student Learning 1, 2, 3, 4, 5, 6

Title I: 2.5.2

TEA Priorities: 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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Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Across 165 math student assessments (Grades 3-8), 74.5% failed to meet standard (DNM).

Severe learning gaps in precursor standards (e.g., place value, fractions, basic operations) carry forward unchecked from elementary (Grades 3-5) to middle school (Grades 6-8)

2

Only 6.7% achieved Meets Grade Level or Masters, indicating a critical lack of foundational math proficiency school-wide.

Lack of structured, small-group intervention blocks to remediate prerequisite skills before introducing grade-level TEKS.

3

91% of 5th-grade students scored Did Not Meet

Essential 5th-grade science standards and required hands-on lab investigations were likely under-taught, omitted, or misaligned with STAAR assessment timelines.

4

91% of 5th-grade students scored Did Not Meet

Lack of content-area domain mastery, pedagogical training, or instructional coaching for the assigned science teacher.

5

Grade 5 (81.9% DNM) and Grade 6 (75.0% DNM) significantly underperformed Grade 8 (46.9% DNM) and Grade 3 (53.2% DNM)

Low reading proficiency in 5th Grade Reading (62.9% DNM) directly impacts students' ability to comprehend complex, word-heavy math and science STAAR questions.

6

Inconsistent implementation of standard lesson plans, leading individual teachers to create unvetted instructional materials.

Absence of targeted, individualized coaching plans tailored to specific teacher needs and content areas.

Performance Objective 4 High Priority

By May 2027, the campus will improve the quality and consistency of Tier 1 instruction across all grade levels and content areas by achieving at least 90% fidelity to identified instructional expectations, as measured through weekly learning walks, formal observations, lesson plan reviews, and PLC evidence.

Evaluation Data Source: TTESS/Formal observation data, weekly learning walks, lesson plan/internalization review, PLC documentation, Interim assessments, MAP and STAAR data, Intervention and MTSS data

Strategy 1

Teachers will receive ongoing professional development, coaching, and collaborative planning support focused on standards-aligned lesson internalization, rigorous grade-level instruction, effective questioning, checks for understanding, scholar engagement, differentiation, and responsive instructional adjustments. Campus leaders will use weekly learning walks, formal observations, lesson plan reviews, and PLC evidence to monitor implementation and identify trends.

Strategy's Expected Result/Impact: This strategy will strengthen teacher capacity, instructional consistency, and scholar achievement by creating a continuous system of professional learning, coaching, implementation monitoring, and feedback.

Staff Responsible for Monitoring: Regional Director, Instructional coaches, Campus Director, Lead Teachers, Reading interventionist.

Problem Statements: Student Learning 1, 2, 3, 4, 5, 6

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

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Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Across 165 math student assessments (Grades 3-8), 74.5% failed to meet standard (DNM).	Severe learning gaps in precursor standards (e.g., place value, fractions, basic operations) carry forward unchecked from elementary (Grades 3-5) to middle school (Grades 6-8)
2 Only 6.7% achieved Meets Grade Level or Masters, indicating a critical lack of foundational math proficiency school-wide.	Lack of structured, small-group intervention blocks to remediate prerequisite skills before introducing grade-level TEKS.
3 91% of 5th-grade students scored Did Not Meet	Essential 5th-grade science standards and required hands-on lab investigations were likely under-taught, omitted, or misaligned with STAAR assessment timelines.
4 91% of 5th-grade students scored Did Not Meet	Lack of content-area domain mastery, pedagogical training, or instructional coaching for the assigned science teacher.
5 Grade 5 (81.9% DNM) and Grade 6 (75.0% DNM) significantly underperformed Grade 8 (46.9% DNM) and Grade 3 (53.2% DNM)	Low reading proficiency in 5th Grade Reading (62.9% DNM) directly impacts students' ability to comprehend complex, word-heavy math and science STAAR questions.
6 Inconsistent implementation of standard lesson plans, leading individual teachers to create unvetted instructional materials.	Absence of targeted, individualized coaching plans tailored to specific teacher needs and content areas.

Performance Objective 5 High Priority

By May 2027, the campus will use student achievement data to identify and address learning gaps through high-quality reteach, small-group instruction, intervention, and progress monitoring, resulting in at least 75% of scholars demonstrating measurable growth from beginning-of-year to end-of-year assessments and a minimum 10-percentage-point increase in the number of scholars demonstrating mastery of identified priority standards across grade levels and content areas.

Evaluation Data Source: BOY, MOY, and EOY assessment data, MAP data, Interim assessments, small group

Strategy 1

Implement a campus-wide Data-Driven Intervention and Acceleration Cycle that ensures student achievement data is consistently translated into targeted instructional action. Teachers and PLCs will identify priority standards and specific learning gaps, group scholars according to need, provide high-quality reteach and intervention, and use frequent progress monitoring to adjust instruction until mastery is demonstrated.

Strategy's Expected Result/Impact: Rather than waiting for scholars to struggle on major assessments, teachers and PLCs will identify learning gaps early, provide precise support, and continuously monitor whether that support is working.

Staff Responsible for Monitoring: Regional director, campus director, instructional coaches, Reading Interventionist, and lead teachers

Problem Statements: Student Learning 1, 2, 3, 4, 5, 6

Title I: 2.5.2, 2.5.3

TEA Priorities: 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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Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Across 165 math student assessments (Grades 3-8), 74.5% failed to meet standard (DNM).	Severe learning gaps in precursor standards (e.g., place value, fractions, basic operations) carry forward unchecked from elementary (Grades 3-5) to middle school (Grades 6-8)
2	Only 6.7% achieved Meets Grade Level or Masters, indicating a critical lack of foundational math proficiency school-wide.	Lack of structured, small-group intervention blocks to remediate prerequisite skills before introducing grade-level TEKS.

3

91% of 5th-grade students scored Did Not Meet

Essential 5th-grade science standards and required hands-on lab investigations were likely under-taught, omitted, or misaligned with STAAR assessment timelines.

4

91% of 5th-grade students scored Did Not Meet

Lack of content-area domain mastery, pedagogical training, or instructional coaching for the assigned science teacher.

5

Grade 5 (81.9% DNM) and Grade 6 (75.0% DNM) significantly underperformed Grade 8 (46.9% DNM) and Grade 3 (53.2% DNM)

Low reading proficiency in 5th Grade Reading (62.9% DNM) directly impacts students' ability to comprehend complex, word-heavy math and science STAAR questions.

6

Inconsistent implementation of standard lesson plans, leading individual teachers to create unvetted instructional materials.

Absence of targeted, individualized coaching plans tailored to specific teacher needs and content areas.

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

By May 2027, the campus will increase the percentage of scholars meeting grade-level expectations in Reading/ELA and Mathematics by at least 15 percentage points from beginning-of-year to end-of-year assessments, with at least 70% of scholars demonstrating proficiency or higher on campus benchmark assessments in each tested grade level.

Evaluation Data Source: BOY/MOY/EOY assessments, MAP diagnostic assessments, unit assessments, interims, STAAR results and work that reflect student mastery

Strategy 1

The campus will implement a data-driven instructional cycle that uses beginning-of-year, common assessment, benchmark, and classroom-level data to identify learning gaps, prioritize essential standards, and accelerate scholar achievement in Reading/ELA and Mathematics. Teachers will engage in consistent lesson internalization and data analysis to identify prerequisite skills and misconceptions, then use targeted small-group instruction, reteach, intervention, and enrichment to meet scholars at their level of need. Campus leaders will establish weekly data meetings and biweekly progress-monitoring cycles to review scholar performance, adjust instructional groups, and identify scholars who are on or off track toward proficiency. Instructional coaching and observation feedback will focus on rigor, alignment to grade-level standards, checks for understanding, student engagement, and the effective use of data to drive next steps. Benchmark assessments will be administered and analyzed at designated checkpoints throughout the year, with teachers expected to demonstrate measurable growth among identified priority scholars and maintain at least 70% proficiency or higher in each tested grade level by the end of the year.

Strategy's Expected Result/Impact: Teachers will consistently use multiple sources of student data to identify specific learning gaps, respond with targeted instruction, and monitor whether scholars are progressing toward mastery.

Staff Responsible for Monitoring: Regional director, campus director, Instructional coaches, lead teachers, and Reading Interventionist.

Problem Statements: Student Learning 1, 2, 3, 4, 5, 6

Title I: 2.5.1, 2.5.3

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

ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Across 165 math student assessments (Grades 3-8), 74.5% failed to meet standard (DNM).	Severe learning gaps in precursor standards (e.g., place value, fractions, basic operations) carry forward unchecked from elementary (Grades 3-5) to middle school (Grades 6-8)
2	Only 6.7% achieved Meets Grade Level or Masters, indicating a critical lack of foundational math proficiency school-wide.	Lack of structured, small-group intervention blocks to remediate prerequisite skills before introducing grade-level TEKS.
3	91% of 5th-grade students scored Did Not Meet	Essential 5th-grade science standards and required hands-on lab investigations were likely under-taught, omitted, or misaligned with STAAR assessment timelines.
4	91% of 5th-grade students scored Did Not Meet	Lack of content-area domain mastery, pedagogical training, or instructional coaching for the assigned science teacher.
5	Grade 5 (81.9% DNM) and Grade 6 (75.0% DNM) significantly underperformed Grade 8 (46.9% DNM) and Grade 3 (53.2% DNM)	Low reading proficiency in 5th Grade Reading (62.9% DNM) directly impacts students' ability to comprehend complex, word-heavy math and science STAAR questions.
6	Inconsistent implementation of standard lesson plans, leading individual teachers to create unvetted instructional materials.	Absence of targeted, individualized coaching plans tailored to specific teacher needs and content areas.

Performance Objective 2

By May 2027, at least 85% of scholars in grades 5-8 will demonstrate proficiency in identified college and career readiness skills--including critical thinking, problem-solving, communication, collaboration, research, and independent learning.

Strategy 1

The campus will implement a schoolwide college and career readiness framework that intentionally embeds critical thinking, problem-solving, communication, collaboration, research, and independent learning into daily instruction across grades 5-8. Teachers will design rigorous, standards-aligned learning experiences that require scholars to apply content knowledge, analyze information, defend their thinking, solve authentic problems, conduct research, and collaborate effectively with peers. Campus leaders will establish common expectations and rubrics for college and career readiness skills, allowing teachers to consistently assess and monitor scholar proficiency. Through lesson internalization, instructional coaching, project-based learning, structured academic discourse, research opportunities, and student-led learning tasks, scholars will progressively develop the skills necessary to become independent learners and successful high school, college, and career candidates.

Strategy's Expected Result/Impact: Scholars in grades 5-8 will demonstrate increased proficiency in college and career readiness skills, including critical thinking, problem-solving, communication, collaboration, research, and independent learning. Scholars will increasingly apply content knowledge to authentic situations, effectively communicate and defend their thinking, collaborate with peers, conduct research, and demonstrate greater independence in their learning.

Staff Responsible for Monitoring: Regional director, campus director, Instructional coaches, lead teachers, and Reading Interventionist.

Problem Statements: Student Learning 2, 5

Title I: 2.5.2

TEA Priorities: 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 5: Effective Instruction

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Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Only 6.7% achieved Meets Grade Level or Masters, indicating a critical lack of foundational math proficiency school-wide.

Lack of structured, small-group intervention blocks to remediate prerequisite skills before introducing grade-level TEKS.

5

Grade 5 (81.9% DNM) and Grade 6 (75.0% DNM) significantly underperformed Grade 8 (46.9% DNM) and Grade 3 (53.2% DNM)

Low reading proficiency in 5th Grade Reading (62.9% DNM) directly impacts students' ability to comprehend complex, word-heavy math and science STAAR questions.

Performance Objective 3

By May 2027, at least 90% of scholars in grades 5-8 will complete a documented college, career, and/or military readiness plan that identifies individual academic goals, a postsecondary pathway of interest, required skills or coursework, and at least two career or postsecondary exploration experiences, with at least 80% of scholars demonstrating progress toward their identified academic and readiness goals.

Evaluation Data Source: Individual student readiness plans, College/career exploration activities, Career interest inventories, Postsecondary exposure events, Student goal-setting conferences, Student portfolios, Academic progress reports, CCMR readiness trackers

Strategy 1

The campus will implement a schoolwide College, Career, and Military Readiness (CCMR) planning system for grades 5-8 that provides scholars with structured opportunities to explore postsecondary pathways, establish individual academic and readiness goals, and develop an actionable plan for their future. Teachers, counselors, and campus leaders will intentionally integrate career exploration, goal setting, and postsecondary awareness into advisory, enrichment, and core instruction. Each scholar will maintain an individualized readiness plan that identifies their academic goals, pathway of interest, required coursework and skills, and at least two meaningful college, career, or military exploration experiences. Progress will be monitored through regular student conferences, goal reviews, and data checkpoints, allowing staff to provide targeted support and adjust plans as scholars develop new interests and demonstrate growth.

Strategy's Expected Result/Impact: Implement a consistent CCMR advisory and planning process in grades 5-8 that includes career exploration, goal setting, individualized readiness plans, and regular student conferences to monitor progress and provide targeted support.

Staff Responsible for Monitoring: Regional director, campus director, Instructional coaches, lead teachers, and Reading Interventionist.

Problem Statements: Demographics 3 - Student Learning 3, 4, 5 - School Processes & Programs 4

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

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

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Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	As a Title I campus serving a student body where 97.90% of scholars are economically disadvantaged and 32.10% are identified as At-Risk, the school currently employs only one Mental Health Aide to support the social, emotional, and behavioral needs of the entire K-8 population.	Classroom teachers may spend a disproportionate amount of instructional time managing behavioral/emotional distress due to a lack of immediate crisis-de-escalation personnel.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	91% of 5th-grade students scored Did Not Meet	Essential 5th-grade science standards and required hands-on lab investigations were likely under-taught, omitted, or misaligned with STAAR assessment timelines.
4	91% of 5th-grade students scored Did Not Meet	Lack of content-area domain mastery, pedagogical training, or instructional coaching for the assigned science teacher.
5	Grade 5 (81.9% DNM) and Grade 6 (75.0% DNM) significantly underperformed Grade 8 (46.9% DNM) and Grade 3 (53.2% DNM)	Low reading proficiency in 5th Grade Reading (62.9% DNM) directly impacts students' ability to comprehend complex, word-heavy math and science STAAR questions.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
4	Despite high-value culture initiatives designed to boost scholar engagement--such as Elective Fridays, Saturday School (5x/semester), and multiple sports/clubs--these offerings have not translated into sustained core school-day attendance.	Inconsistent Attendance Incentives: Participation in popular extracurriculars (sports, step team, dance) or Friday electives may not be strictly tied to maintaining minimum daily attendance thresholds.

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, the campus will increase instructional fidelity by ensuring that at least 90% of teachers consistently implement identified high-leverage instructional practices, including standards-aligned planning, rigorous instruction, checks for understanding, student engagement, and responsive adjustments, as measured through weekly learning walks, TTESS observations, and lesson plan reviews.

Evaluation Data Source: Learning walks, TTESS, lesson plans, coaching observations, instructional walkthrough tracker

Strategy 1

The campus will establish a schoolwide instructional framework that defines and reinforces a consistent set of high-leverage teaching practices, including standards-aligned lesson planning, rigorous and engaging instruction, frequent checks for understanding, effective questioning, and responsive instructional adjustments. Campus leaders will monitor implementation through weekly learning walks, lesson plan reviews, and TTESS observations, using a common look-for tool to provide timely, actionable feedback. Teachers will participate in targeted coaching and professional development based on identified trends and individual areas of need. Data from observations and learning walks will be analyzed regularly to identify gaps in implementation, celebrate strong practice, and provide differentiated support. Through a continuous cycle of expectation - observation - feedback - coaching - re-observation, the campus will build consistency and ensure that high-quality instructional practices are evident across classrooms.

Strategy's Expected Result/Impact: Implement a consistent instructional framework with common expectations, weekly learning walks, actionable feedback, and targeted coaching to monitor and strengthen high-impact teaching practices across all classrooms.

Staff Responsible for Monitoring: Regional director, campus director, Instructional coaches, lead teachers, and Reading Interventionist.

Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4, 5

Title I: 2.5.1

TEA Priorities: 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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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 With 32.10% of scholars identified as At-Risk, 9.1% receiving Special Education services, and 2.1% receiving Dyslexia support, IGNITE Community School's staffing model relies on a single Reading Interventionist	A single reading interventionist spread across grades K-8 can logistically manage only a fraction of eligible At-Risk scholars, leaving middle-grade reading gaps unaddressed.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Across 165 math student assessments (Grades 3-8), 74.5% failed to meet standard (DNM).	Severe learning gaps in precursor standards (e.g., place value, fractions, basic operations) carry forward unchecked from elementary (Grades 3-5) to middle school (Grades 6-8)
2 Only 6.7% achieved Meets Grade Level or Masters, indicating a critical lack of foundational math proficiency school-wide.	Lack of structured, small-group intervention blocks to remediate prerequisite skills before introducing grade-level TEKS.
3 91% of 5th-grade students scored Did Not Meet	Essential 5th-grade science standards and required hands-on lab investigations were likely under-taught, omitted, or misaligned with STAAR assessment timelines.
4 91% of 5th-grade students scored Did Not Meet	Lack of content-area domain mastery, pedagogical training, or instructional coaching for the assigned science teacher.
5 Grade 5 (81.9% DNM) and Grade 6 (75.0% DNM) significantly underperformed Grade 8 (46.9% DNM) and Grade 3 (53.2% DNM)	Low reading proficiency in 5th Grade Reading (62.9% DNM) directly impacts students' ability to comprehend complex, word-heavy math and science STAAR questions.

Performance Objective 2

By May 2027, at least 90% of PLC teams will consistently use student achievement data to identify

learning gaps, develop targeted instructional responses, monitor student progress, and adjust instruction, resulting in at least 75% of scholars demonstrating measurable growth on campus assessments from beginning-of-year to end-of-year.

Evaluation Data Source: PLC agendas and action plans, Common formative assessments, BOY/MOY/EOY assessments, Interim assessments, Student work, Intervention/MTSS progress monitoring, STAAR data

Strategy 1

The campus will establish a consistent, data-driven PLC cycle that enables teams to move beyond reviewing assessment results to taking measurable instructional action. PLC teams will analyze student achievement data to identify specific learning gaps and priority standards, determine the root causes of misconceptions, develop targeted reteach and intervention plans, and establish measurable student growth goals. Teams will use a common PLC protocol and data tracker to document instructional responses, monitor progress through formative and common assessments, and adjust instruction and student groupings based on evidence of learning. Campus leaders will regularly monitor PLC effectiveness, provide coaching and support, and hold teams accountable for implementing agreed-upon instructional actions. This cycle of analyze - plan - implement - monitor - adjust will ensure that data consistently drives classroom instruction and contributes to measurable scholar growth

Strategy's Expected Result/Impact: Implement a consistent, data-driven PLC cycle where teams analyze student achievement data, identify priority standards and learning gaps, determine root causes, and develop targeted reteach and intervention plans. Teams will monitor student progress through common assessments and data trackers, adjust instruction and student groupings based on results, and receive ongoing support and accountability from campus leaders.

Staff Responsible for Monitoring: Regional director, campus director, SAM, Instructional coaches, lead teachers, and Reading Interventionist.

Problem Statements: Student Learning 1, 2, 3, 4, 5

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Across 165 math student assessments (Grades 3-8), 74.5% failed to meet standard (DNM).	Severe learning gaps in precursor standards (e.g., place value, fractions, basic operations) carry forward unchecked from elementary (Grades 3-5) to middle school (Grades 6-8)
2	Only 6.7% achieved Meets Grade Level or Masters, indicating a critical lack of foundational math proficiency school-wide.	Lack of structured, small-group intervention blocks to remediate prerequisite skills before introducing grade-level TEKS.
3	91% of 5th-grade students scored Did Not Meet	Essential 5th-grade science standards and required hands-on lab investigations were likely under-taught, omitted, or misaligned with STAAR assessment timelines.
4	91% of 5th-grade students scored Did Not Meet	Lack of content-area domain mastery, pedagogical training, or instructional coaching for the assigned science teacher.
5	Grade 5 (81.9% DNM) and Grade 6 (75.0% DNM) significantly underperformed Grade 8 (46.9% DNM) and Grade 3 (53.2% DNM)	Low reading proficiency in 5th Grade Reading (62.9% DNM) directly impacts students' ability to comprehend complex, word-heavy math and science STAAR questions.

Performance Objective 3

By May 2027, the campus will increase the percentage of scholars performing at or above grade-level expectations by at least 10 percentage points in Reading/ELA and Mathematics from the beginning-of-year baseline, while increasing the percentage of scholars demonstrating proficiency on STAAR/interim assessments across tested grade levels and content areas by at least 5 percentage points.

Evaluation Data Source: STAAR/EOC results, Interim/benchmark assessments, MAP diagnostic assessments, unit assessments, Student work showing mastery towards learning objective, and Progress-monitoring data

Strategy 1

The campus will implement a schoolwide academic acceleration strategy focused on using student achievement data to identify learning gaps, prioritize high-impact standards, and provide

targeted instruction in Reading/ELA and Mathematics. Teachers will use beginning-of-year, formative, interim, and STAAR-aligned assessment data to establish scholar growth goals and develop flexible instructional groups. Daily instruction will emphasize grade-level rigor while strategically addressing prerequisite skills through targeted reteach, small-group instruction, intervention, and enrichment. Campus leaders will monitor implementation through weekly learning walks, lesson plan reviews, PLCs, and assessment data reviews to ensure instructional decisions are consistently driven by evidence of student learning. A continuous cycle of assess - analyze - reteach - monitor - adjust will be used throughout the year to accelerate scholars toward grade-level expectations and increase STAAR/interim proficiency.

Strategy's Expected Result/Impact: Implement a schoolwide academic acceleration process that uses BOY, formative, interim, and STAAR-aligned assessment data to identify learning gaps, prioritize high-impact standards, and establish scholar growth goals. Teachers will provide targeted reteach, small-group instruction, intervention, and enrichment while maintaining grade-level rigor. PLCs and campus leaders will regularly review student progress, monitor instructional implementation through learning walks and lesson plan reviews, and adjust instructional groups and strategies based on evidence. This continuous assess-analyze-reteach-monitor-adjust cycle will accelerate scholars toward grade-level mastery and improve Reading/ELA and Mathematics achievement.

Staff Responsible for Monitoring: Regional director, campus director, SAM, Instructional coaches, lead teachers, and Reading Interventionist.

Problem Statements: Student Learning 1, 2, 4, 5

Title I: 2.5.3

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

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Across 165 math student assessments (Grades 3-8), 74.5% failed to meet standard (DNM).	Severe learning gaps in precursor standards (e.g., place value, fractions, basic operations) carry forward unchecked from elementary (Grades 3-5) to middle school (Grades 6-8)
2	Only 6.7% achieved Meets Grade Level or Masters, indicating a critical lack of foundational math proficiency school-wide.	Lack of structured, small-group intervention blocks to remediate prerequisite skills before introducing grade-level TEKS.

4

91% of 5th-grade students scored Did Not Meet

Lack of content-area domain mastery, pedagogical training, or instructional coaching for the assigned science teacher.

5

Grade 5 (81.9% DNM) and Grade 6 (75.0% DNM) significantly underperformed Grade 8 (46.9% DNM) and Grade 3 (53.2% DNM)

Low reading proficiency in 5th Grade Reading (62.9% DNM) directly impacts students' ability to comprehend complex, word-heavy math and science STAAR questions.

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

By May 2027, the campus will increase its average daily attendance (ADA) to at least 95% and decrease the percentage of scholars identified as chronically absent by at least 10 percentage points from the beginning-of-year baseline through proactive attendance monitoring, family outreach, incentives, and individualized attendance interventions.

Evaluation Data Source: Daily attendance reports, ADA tracker, Chronic absenteeism data, Attendance intervention logs, Family contact logs, Attendance incentive participation

Strategy 1

The campus will implement a proactive, data-driven attendance strategy focused on identifying attendance concerns early, removing barriers to consistent attendance, and building a strong campus culture where daily attendance is expected, valued, and celebrated. Attendance data will be monitored daily and reviewed weekly to quickly identify scholars who are approaching or have reached chronic absenteeism indicators. Campus staff will use tiered attendance interventions that include timely family communication, attendance conferences, individualized attendance plans, student incentives, and connections to available campus and community resources

Strategy's Expected Result/Impact: The campus will increase overall daily attendance and reduce chronic absenteeism through early identification, consistent family engagement, and targeted interventions. The campus will achieve a minimum average daily attendance rate of 95%, with a measurable reduction in the percentage of scholars identified as chronically absent. Scholars and families will demonstrate increased awareness of the importance of daily attendance, while attendance incentives and support systems will strengthen a schoolwide culture where being present and ready to learn every day is expected and celebrated.

Staff Responsible for Monitoring: Regional director, Campus director, SAM, Registrar

Problem Statements: School Processes & Programs 1, 2, 3, 4

Title I: 2.5.2, 2.5.3

TEA Priorities: 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

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 While the campus started strong in the 1st Six Weeks with a peak ADA of 96.16%, attendance steadily declined throughout the year, dropping to a low of 89.32% in the 6th Six Weeks. Overall year-over-year ADA declined by 1.06% (falling from 92.78% to 91.72%).	Academic Fatigue & High-Stakes Testing Burnout: As state testing (STAAR) approaches in the 5th and 6th Six Weeks, academic pressure increases, which can lead to higher chronic absenteeism, test avoidance, or school fatigue.
2 The campus's cumulative ADA of 91.72% falls well below the standard Texas state target of 95.0% ADA. This gap directly reduces state funding allocations (which are tied to daily attendance) and creates significant learning loss across content areas	With a high population of economically disadvantaged and at-risk scholars, families may face transportation challenges, housing instability, or lack of backup childcare for sick siblings.
3 The campus's cumulative ADA of 91.72% falls well below the standard Texas state target of 95.0% ADA. This gap directly reduces state funding allocations (which are tied to daily attendance) and creates significant learning loss across content areas.	Lack of Tier 2/3 Truancy & Attendance Intervention Systems: While the campus has implemented robust academic MTSS for Tier 2/3 instruction, there may be a lack of an equally structured, real-time Attendance MTSS framework (e.g., automated daily outreach, home visits, attendance incentives).
4 Despite high-value culture initiatives designed to boost scholar engagement--such as Elective Fridays, Saturday School (5x/semester), and multiple sports/clubs--these offerings have not translated into sustained core school-day attendance.	Inconsistent Attendance Incentives: Participation in popular extracurriculars (sports, step team, dance) or Friday electives may not be strictly tied to maintaining minimum daily attendance thresholds.

Performance Objective 2

By May 2027, at least 85% of scholars will report feeling safe, supported, valued, and engaged at school, representing at least a 10-percentage-point increase from the beginning-of-year student survey baseline. The campus will also implement at least three student engagement initiatives each semester based on student feedback and identified campus needs.

Evaluation Data Source: Student climate/satisfaction surveys, Student engagement surveys, Student focus groups, Participation data, Discipline/behavior data, Student leadership feedback
Event participation

Strategy 1

The campus will implement a schoolwide scholar experience strategy focused on strengthening safety, belonging, relationships, student voice, and engagement. Campus leaders and staff will use beginning-, mid-, and end-of-year student survey data, student focus groups, and ongoing student feedback to identify barriers to scholars feeling safe, supported, valued, and engaged. Teachers will intentionally build strong relationships, establish predictable classroom routines, provide opportunities for student voice and choice, and create engaging learning experiences that promote collaboration and ownership. The campus will use scholar feedback to design and implement at least three meaningful engagement initiatives each semester, while leadership regularly monitors participation, student perception data, and behavioral trends to determine effectiveness and make adjustments.

Strategy's Expected Result/Impact: Scholars will report increased feelings of safety, belonging, and engagement, with stronger relationships and greater ownership of their learning. Student survey and focus group data will show measurable improvement in scholar perception, participation, and engagement across grades 5-8.

Staff Responsible for Monitoring: Regional director, campus director, SAM, Instructional coaches, lead teachers, and Reading Interventionist.

Problem Statements: School Processes & Programs 1, 2, 3, 4

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	While the campus started strong in the 1st Six Weeks with a peak ADA of 96.16%, attendance steadily declined throughout the year, dropping to a low of 89.32% in the 6th Six Weeks. Overall year-over-year ADA declined by 1.06% (falling from 92.78% to 91.72%).	Academic Fatigue & High-Stakes Testing Burnout: As state testing (STAAR) approaches in the 5th and 6th Six Weeks, academic pressure increases, which can lead to higher chronic absenteeism, test avoidance, or school fatigue.
2	The campus's cumulative ADA of 91.72% falls well below the standard Texas state target of 95.0% ADA. This gap directly reduces state funding allocations (which are tied to daily attendance) and creates significant learning loss across content areas	With a high population of economically disadvantaged and at-risk scholars, families may face transportation challenges, housing instability, or lack of backup childcare for sick siblings.

3

The campus's cumulative ADA of 91.72% falls well below the standard Texas state target of 95.0% ADA. This gap directly reduces state funding allocations (which are tied to daily attendance) and creates significant learning loss across content areas.

Lack of Tier 2/3 Truancy & Attendance Intervention Systems: While the campus has implemented robust academic MTSS for Tier 2/3 instruction, there may be a lack of an equally structured, real-time Attendance MTSS framework (e.g., automated daily outreach, home visits, attendance incentives).

4

Despite high-value culture initiatives designed to boost scholar engagement--such as Elective Fridays, Saturday School (5x/semester), and multiple sports/clubs--these offerings have not translated into sustained core school-day attendance.

Inconsistent Attendance Incentives: Participation in popular extracurriculars (sports, step team, dance) or Friday electives may not be strictly tied to maintaining minimum daily attendance thresholds.

Performance Objective 3

By May 2027, the campus will increase student connectedness by ensuring that at least 90% of scholars participate in at least one meaningful school community experience each semester, while maintaining a minimum 90% student retention rate through mentorship, extracurricular opportunities, recognition systems, and intentional relationship-building with scholars and families.

Evaluation Data Source: Student participation records, Club/extracurricular rosters, Mentorship documentation, Student recognition data, Re-enrollment data, Withdrawal/transfer reports
Student and family surveys

Strategy 1

The campus will implement a schoolwide scholar connectedness and belonging strategy designed to ensure every scholar has meaningful opportunities to build relationships with peers and trusted adults while developing a strong sense of belonging to the school community. Teachers and staff will intentionally build relationships through mentorship, advisory, student check-ins, and recognition systems, while the campus will expand access to extracurricular activities, clubs, athletics, leadership opportunities, service projects, and campus events. Student participation and engagement will be monitored each semester to ensure at least 90% of scholars participate in at least one meaningful school community experience. Campus leaders will also use attendance, behavior, academic performance, student survey data, and family feedback to identify scholars who may be at risk of disengagement or withdrawal and provide targeted relationship-building and retention supports.

Strategy's Expected Result/Impact: By May 2027, at least 90% of scholars will participate in at least one meaningful school community experience and demonstrate increased feelings of belonging, connection, and engagement. The campus will see improved student relationships, participation, attendance, and overall engagement, while targeted supports will reduce disengagement and strengthen scholar retention.

Staff Responsible for Monitoring: Regional director, campus director, SAM, Instructional coaches, lead teachers, and Reading Interventionist.

Problem Statements: Demographics 3 - School Processes & Programs 4

Title I: 2.5.2

TEA Priorities: Connect high school to career and college, Improve low-performing schools

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

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Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement	Root Cause
3 As a Title I campus serving a student body where 97.90% of scholars are economically disadvantaged and 32.10% are identified as At-Risk, the school currently employs only one Mental Health Aide to support the social, emotional, and behavioral needs of the entire K-8 population.	Classroom teachers may spend a disproportionate amount of instructional time managing behavioral/emotional distress due to a lack of immediate crisis-de-escalation personnel.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
4 Despite high-value culture initiatives designed to boost scholar engagement--such as Elective Fridays, Saturday School (5x/semester), and multiple sports/clubs--these offerings have not translated into sustained core school-day attendance.	Inconsistent Attendance Incentives: Participation in popular extracurriculars (sports, step team, dance) or Friday electives may not be strictly tied to maintaining minimum daily attendance thresholds.

Performance Objective 4 **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 opt-out data, counselor trackers, student/family surveys, counseling participation data, and external service referral records. Additionally, tracking scholars through Panorama and Navigate 360.

Strategy 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.

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: Counselors, Campus Director, SAM, SPED, Mental Health Specialists, teachers, scholars, and parents.

Problem Statements: Demographics 2, 3 - 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, 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 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	As a Title I campus serving a student body where 97.90% of scholars are economically disadvantaged and 32.10% are identified as At-Risk, the school currently employs only one Mental Health Aide to support the social, emotional, and behavioral needs of the entire K-8 population.	The non-academic barriers associated with concentrated poverty (e.g., housing instability, trauma, food insecurity) exceed the clinical and support capacity of a single mental health professional.
3	As a Title I campus serving a student body where 97.90% of scholars are economically disadvantaged and 32.10% are identified as At-Risk, the school currently employs only one Mental Health Aide to support the social, emotional, and behavioral needs of the entire K-8 population.	Classroom teachers may spend a disproportionate amount of instructional time managing behavioral/emotional distress due to a lack of immediate crisis-de-escalation personnel.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

The campus's cumulative ADA of 91.72% falls well below the standard Texas state target of 95.0% ADA. This gap directly reduces state funding allocations (which are tied to daily attendance) and creates significant learning loss across content areas

With a high population of economically disadvantaged and at-risk scholars, families may face transportation challenges, housing instability, or lack of backup childcare for sick siblings.

Goal 5

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

Performance Objective 1

By May 2027, the campus will increase meaningful family engagement by achieving at least 85% participation in targeted family engagement opportunities and achieving at least 90% positive responses on family satisfaction surveys related to communication, school culture, responsiveness, and academic support, representing measurable improvement from the beginning-of-year baseline.

Evaluation Data Source: Family engagement attendance, Parent/family surveys, Parent-teacher conference participation, Family event participation, Communication logs, Family feedback forms, Parent/guardian outreach documentation

Strategy 1

The campus will implement a proactive, relationship-centered family engagement strategy that moves beyond event attendance and focuses on building strong, two-way partnerships between families and the school. The campus will use beginning-of-year survey data, family feedback, participation trends, and identified campus needs to design targeted engagement opportunities that are accessible, relevant, and connected to scholar success. Teachers and campus leaders will establish consistent communication systems, provide timely responses to family concerns, and create meaningful opportunities for families to understand academic expectations, support learning at home, and contribute to campus culture. Family engagement data will be monitored regularly to identify participation gaps and adjust outreach strategies to ensure families feel informed, welcomed, heard, and valued as partners in their scholar's education.

Strategy's Expected Result/Impact: Campus will increase meaningful family engagement and strengthen two-way partnerships, with families reporting that they feel informed, welcomed, heard, and valued. The campus will see increased participation in engagement opportunities, more consistent communication, and stronger family support for scholar academic success and campus culture.

Staff Responsible for Monitoring: Counselors, Campus Director, SAM, SPED, Mental Health Specialists, teachers, scholars, and parents.

Problem Statements: School Processes & Programs 2, 4

Title I: 2.5.1, 2.5.3

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
2 The campus's cumulative ADA of 91.72% falls well below the standard Texas state target of 95.0% ADA. This gap directly reduces state funding allocations (which are tied to daily attendance) and creates significant learning loss across content areas	With a high population of economically disadvantaged and at-risk scholars, families may face transportation challenges, housing instability, or lack of backup childcare for sick siblings.
4 Despite high-value culture initiatives designed to boost scholar engagement--such as Elective Fridays, Saturday School (5x/semester), and multiple sports/clubs--these offerings have not translated into sustained core school-day attendance.	Inconsistent Attendance Incentives: Participation in popular extracurriculars (sports, step team, dance) or Friday electives may not be strictly tied to maintaining minimum daily attendance thresholds.

Performance Objective 2 High Priority

By May 2027, the campus will achieve at least 95% of its annual enrollment target and maintain a minimum 90% student retention rate by implementing consistent recruitment, re-enrollment, and family outreach strategies throughout the school year.

Evaluation Data Source: Enrollment reports, Re-enrollment data, Student withdrawal/transfer data, Weekly enrollment trackers, Recruitment event participation, Lead/contact conversion data
Family outreach logs

Strategy 1

The campus will implement a year-round enrollment and retention strategy focused on maintaining strong family relationships, increasing community awareness, and creating a positive scholar and family experience that encourages current families to remain enrolled and new families to choose the campus. Campus leadership will establish clear enrollment and re-enrollment targets, monitor progress monthly, and use enrollment data to identify gaps by grade level. Recruitment efforts will include community outreach, family referral campaigns, school events, social media promotion, partnerships with local organizations, and opportunities for prospective families to experience the campus. At the same time, the campus will proactively engage current families through

Strategy's Expected Result/Impact: By May 2027, the campus will meet or exceed established enrollment and re-enrollment targets across all grade levels, while increasing scholar retention and community awareness. The campus will maintain strong relationships with current families, increase referrals and prospective family engagement, and create a positive enrollment experience that supports sustained growth and a strong campus community.

Staff Responsible for Monitoring: Regional director, campus director, SAM, Instructional coaches, lead teachers, and Reading Interventionist, and Teachers

Problem Statements: School Processes & Programs 1, 4

Title I: 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	While the campus started strong in the 1st Six Weeks with a peak ADA of 96.16%, attendance steadily declined throughout the year, dropping to a low of 89.32% in the 6th Six Weeks. Overall year-over-year ADA declined by 1.06% (falling from 92.78% to 91.72%).	Academic Fatigue & High-Stakes Testing Burnout: As state testing (STAAR) approaches in the 5th and 6th Six Weeks, academic pressure increases, which can lead to higher chronic absenteeism, test avoidance, or school fatigue.
4	Despite high-value culture initiatives designed to boost scholar engagement--such as Elective Fridays, Saturday School (5x/semester), and multiple sports/clubs--these offerings have not translated into sustained core school-day attendance.	Inconsistent Attendance Incentives: Participation in popular extracurriculars (sports, step team, dance) or Friday electives may not be strictly tied to maintaining minimum daily attendance thresholds.

Performance Objective 3

By May 2027, the campus will establish and maintain at least 10 active community partnerships, with at least 80% of partners participating in or contributing to campus initiatives that support student achievement, enrichment, family engagement, or school resources, resulting in at least 5 documented partnership-supported opportunities for scholars and families during the school year.

Evaluation Data Source: Community partnership tracker, Partnership agreements/MOUs, Community event participation, Donation/resource logs, Volunteer hours, Career/college exposure activities, Family engagement events, Partner feedback

Strategy 1

The campus will implement a strategic community partnership plan focused on developing meaningful, mutually beneficial relationships with local businesses, nonprofit organizations, faith-based organizations, colleges and universities, civic groups, and community leaders. Campus leadership will identify organizations whose resources, expertise, and services align with campus priorities, then establish clear partnership expectations and points of contact. Partnerships will be leveraged to provide scholars and families with meaningful opportunities such as career exploration, mentoring, academic enrichment, student incentives, family resources, volunteer

support, and campus resources. Partnership activity will be tracked throughout the year to ensure relationships remain active and produce measurable value for scholars, families, and the campus community

Strategy's Expected Result/Impact: By May 2027, the campus will establish and maintain meaningful partnerships with local businesses, community organizations, colleges, and civic groups that provide measurable benefits to scholars and families. Increased access to mentoring, career exploration, academic enrichment, family resources, incentives, and community support will strengthen scholar engagement, expand opportunities, and enhance the campus's connection to the surrounding community.

Staff Responsible for Monitoring: Regional director, campus director, SAM, Instructional coaches, lead teachers, and Reading Interventionist, and Teachers

Problem Statements: Demographics 3 - Student Learning 5 - School Processes & Programs 1, 3, 4

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

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

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Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	As a Title I campus serving a student body where 97.90% of scholars are economically disadvantaged and 32.10% are identified as At-Risk, the school currently employs only one Mental Health Aide to support the social, emotional, and behavioral needs of the entire K-8 population.	Classroom teachers may spend a disproportionate amount of instructional time managing behavioral/emotional distress due to a lack of immediate crisis-de-escalation personnel.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
5	Grade 5 (81.9% DNM) and Grade 6 (75.0% DNM) significantly underperformed Grade 8 (46.9% DNM) and Grade 3 (53.2% DNM)	Low reading proficiency in 5th Grade Reading (62.9% DNM) directly impacts students' ability to comprehend complex, word-heavy math and science STAAR questions.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 While the campus started strong in the 1st Six Weeks with a peak ADA of 96.16%, attendance steadily declined throughout the year, dropping to a low of 89.32% in the 6th Six Weeks. Overall year-over-year ADA declined by 1.06% (falling from 92.78% to 91.72%).	Academic Fatigue & High-Stakes Testing Burnout: As state testing (STAAR) approaches in the 5th and 6th Six Weeks, academic pressure increases, which can lead to higher chronic absenteeism, test avoidance, or school fatigue.
3 The campus's cumulative ADA of 91.72% falls well below the standard Texas state target of 95.0% ADA. This gap directly reduces state funding allocations (which are tied to daily attendance) and creates significant learning loss across content areas.	Lack of Tier 2/3 Truancy & Attendance Intervention Systems: While the campus has implemented robust academic MTSS for Tier 2/3 instruction, there may be a lack of an equally structured, real-time Attendance MTSS framework (e.g., automated daily outreach, home visits, attendance incentives).
4 Despite high-value culture initiatives designed to boost scholar engagement--such as Elective Fridays, Saturday School (5x/semester), and multiple sports/clubs--these offerings have not translated into sustained core school-day attendance.	Inconsistent Attendance Incentives: Participation in popular extracurriculars (sports, step team, dance) or Friday electives may not be strictly tied to maintaining minimum daily attendance thresholds.

Performance Objective 4

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: PFE, Campus Director, SAM, Operations, RD, Superintendent , Executive Director

Problem Statements: Demographics 2, 3

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Performance Objective 4 Problem Statements Identifying Demographics

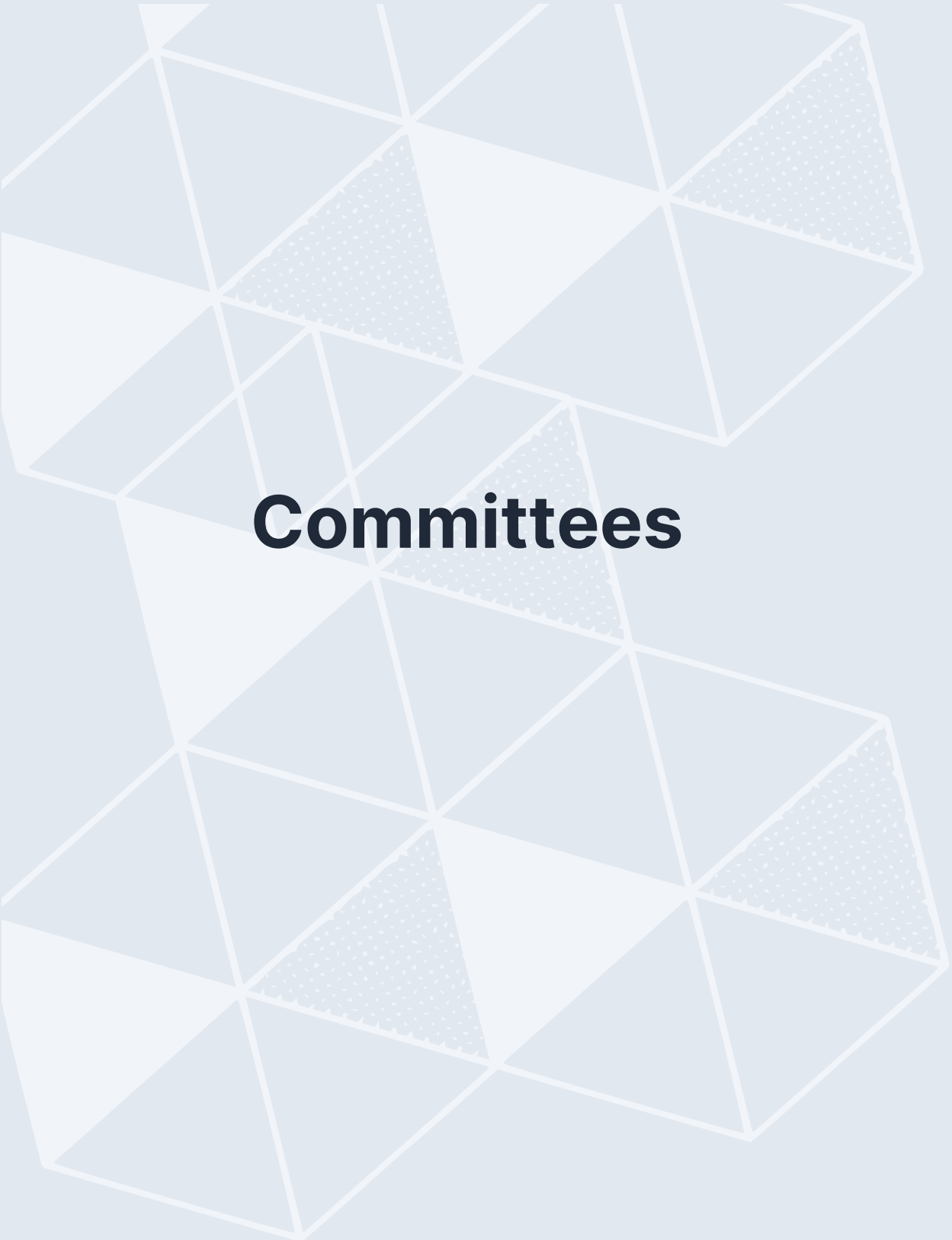
	Problem Statement	Root Cause
2	As a Title I campus serving a student body where 97.90% of scholars are economically disadvantaged and 32.10% are identified as At-Risk, the school currently employs only one Mental Health Aide to support the social, emotional, and behavioral needs of the entire K-8 population.	The non-academic barriers associated with concentrated poverty (e.g., housing instability, trauma, food insecurity) exceed the clinical and support capacity of a single mental health professional.
3	As a Title I campus serving a student body where 97.90% of scholars are economically disadvantaged and 32.10% are identified as At-Risk, the school currently employs only one Mental Health Aide to support the social, emotional, and behavioral needs of the entire K-8 population.	Classroom teachers may spend a disproportionate amount of instructional time managing behavioral/emotional distress due to a lack of immediate crisis-de-escalation personnel.



Goal Tables

Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
1	2	1	Implement a consistent Data-to-Action Cycle across all grade levels and content areas in which teachers regularly analyze student achievement data, identify priority standards and learning gaps, group scholars according to specific needs, provide targeted reteach and small-group intervention, and monitor progress to ensure instructional responses result in measurable academic growth.
1	3	1	Implement a consistent Professional Learning, Coaching, and Feedback Cycle that identifies each teacher's highest-leverage instructional needs, provides targeted professional development and job-embedded coaching, and uses PLCs, learning walks, observations, and instructional artifacts to monitor implementation and measure teacher growth.



Committees

Committees

CNA Committee Meeting Participants

Meeting Logs

Date	Location	Sign In Sheet	Notes
August 28, 2026 @ 9:00 AM	Ignite Fort Worth	08282026_CNA Committee Meeting Participants.pdf	Campus Improvement Plan Committee Meeting Minutes.pdf

Members

First Name	Last Name	Position	Committee Role
Maria	Gonzalez	Front Office	Secretary
Paige	Weathersby	Interventionist	Interventionist
Karen	Watkins	Mental Health Aid	Mental Health Aid
Marqus	Williams	SAM	SAM
Gloria	Smith	Director	Director