

Texas College Preparatory Academies



Ignite Community School - Humble

2026-2027 Campus Improvement Plan

Mission Statement

Mission Statement

We empower our SCHOLARS to courageously transform their communities through creativity, commitment and engagement.

Vision

Through The Eyes of A Tiger

To become the preeminent cultural educational option.

Value Statement

Humble Classical Academy's Core Values

Build High Quality Relationships With All Stakeholders

Create High Expectations Across The Campus

Establish Identifiable Goals For All

Extreme Ownership/No Excuses

Celebrate Campus and Student Success

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Comprehensive Needs Assessment

Demographics

Summary

Student Demographics

The student population is comprised of 56.5% Hispanic, 37.6% African American, 3.1% White, 1.6 Two or More Races, 0.3 Asian, and 0.9 Pacific Islander. Of our scholars, 80.1% are classified as Economically Disadvantaged, 5.6% receive Special Education services, and 25.8% are identified as Emergent Bilingual/English Learners.

Staff and Classrooms

The campus is staffed with 18 highly qualified educators, including 18 general education teachers, a special education support staff members, a PE teacher, a Music teacher, a Student Administrative, and an instructional aide. Additional support staff includes a nurse, secretary, and registrar. Class sizes average 25 students, and the average teacher salary is \$58,367.

Our teaching staff demographics are 81.5% African American, 8.4% Hispanic, 1.7% White, and 8.4% Pacific Islander. In terms of experience, 8.4% of teachers are beginning teachers, 58.8% have 1–5 years of experience, and 32.8% have 6–10 years of experience.

Campus Overview

Ignite Community School Humble is a Title I campus, with 79.5% of students identified as economically disadvantaged. Our student body is made up of 51.5% females and 48.5% males. We remain committed to providing the services, support, and opportunities needed for every scholar to thrive.

Strengths

- **Diverse Student Population** – A culturally rich community with strong representation of African American, Hispanic, Pacific Islander, and multilingual learners, providing opportunities for cultural awareness and inclusivity.
- **Strong Representation of Economically Disadvantaged Scholars** – Title I designation allows for additional resources and funding to directly support student achievement and close learning gaps.
- **Committed and Experienced Staff** – Nearly 58.8% of teachers have 1–5 years of experience, offering a balance of fresh ideas and growing expertise, while 32.8% bring 6–10 years of classroom knowledge.
- **Representative Teaching Staff** – The Majority of teachers reflect the racial and cultural backgrounds of the student body, strengthening relationships and fostering student connection.
- **Small School Environment** – With 222 students and average class sizes of 25:1, scholars receive more individualized attention and support.
- **Comprehensive Support Team** – Presence of specialized staff, including special education support, nurse, registrar, secretary, instructional aide, Dean of Instruction, and Dean of Operations ensures well-rounded student services.
- **Balanced Gender Demographics** – Nearly equal distribution of male (48.5%) and female (51.5%) students provides balance in the classroom and extracurricular engagement.
- **Focus on Inclusion** – Services available for Special Education (11.4%) and Emergent Bilingual/English Learners (20.5%) demonstrate the campus's commitment to meeting diverse learning needs.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 ★ Ignite Community School Humble is currently serving 222 scholars, which is below the enrollment goal of 240. Root Cause	Limited community awareness and marketing about the school's programs and services. High competition from the surrounding district and charter schools.
2 A high percentage (79.5%) of students are classified as economically disadvantaged, which creates barriers to academic achievement. Root Cause	Limited access to enrichment opportunities, lack of home resources (technology, internet, learning materials), and external socioeconomic factors that impact attendance, engagement, and readiness to learn.
3 11.4% of students receive Special Education services, with ongoing challenges in meeting diverse learning needs. Root Cause	Limited staffing for specialized interventions, varying teacher expertise with inclusive practices, and the need for stronger differentiation in Tier 1 instruction.
4 Teacher salaries at Ignite Community School Humble average \$54,416, which is significantly lower than the Humble ISD starting salary of \$66,000. This creates challenges in attracting and retaining highly qualified teachers.	Limited financial incentives or supplemental stipends to offset lower base salaries. Competitive teacher labor market in the Humble area, where neighboring district offer higher pay.
5 The majority of teaching staff (67.8%) are in the early stages of their career (1-5 years of experience), creating challenges with teacher retention and consistent instructional delivery.	High turnover in urban education settings, need for stronger mentorship/coaching systems, and limited access to sustained professional development opportunities.

★ = Priority

Student Learning

Summary

As of August 19, 2026, Ignite Community School Humble has received an official **"B" rating for the 2025–2026 school year**, marking the **second consecutive year** the campus has earned a "B" rating from the Texas Education Agency (TEA).

Ignite Community School Humble previously earned an overall **"A" rating for the 2023–2024 school year** and a **"B" rating for the 2024–2025 school year**. We are proud of our scholars, staff, and families for their continued dedication, hard work, and commitment to excellence. Together, we will build on our successes and strive for even greater achievement in the years ahead.

Reading STAAR Data 2025-2026

	Does Not Meet	Approaches	Meets	Masters
3rd Grade	14%	76%	52%	14%
4th Grade	20%	80%	58%	23%
5th Grade	8%	92%	74%	50%
6th Grade	5%	95%	72%	42%
Average	12%	86%	64%	32%

Math STAAR Data 2024-2025

	Does Not Meet	Approaches	Meets	Masters
3rd Grade	39%	61%	50%	14%
4th Grade	27%	73%	43%	20%
5th Grade	16%	84%	63%	37%
6th Grade	16%	84%	42%	21%
Average	18%	76%	50%	23%

Science STAAR Data 2025-2026

	Does Not Meet	Approaches	Meets	Masters
5th Grade	48%	52%	26%	6%
Average	48%	52%	26%	6%

Amplify Data K-2

	Below (Red)	Approaches (Yellow)	Meets (Green)	Masters (Blue)
Kinder	35%	12%	18%	35%
1st Grade	34%	15%	24%	27%
2nd Grade	13%	8%	42%	38%
Average	27%	12%	28%	33%

	Beginner	Intermediate	Advanced	Advanced High
Kindergarten	0%	50%	50%	0%
1st Grade	33%	17%	17%	33%
2nd Grade	0%	10%	50%	40%
3rd Grade	0%	33%	33%	33%
4th Grade	14%	14%	71%	0%
5th Grade	29%	14%	29%	29%
6th Grade	0%	33%	66%	0%
Overall	11%	24%	45%	19%

Strengths

- Strong Reading STAAR Performance Across Grades 3–6:** Reading achievement is a significant campus strength, with an average of **64% of scholars meeting the Grade-Level standard** and **32% achieving Mastered at grade level**. Additionally, **86% of scholars approached or exceeded grade-level expectations**, demonstrating strong overall reading performance across the tested grades.
- Exceptional Reading Performance in Grades 5 and 6:** Grades 5 and 6 demonstrated particularly strong Reading outcomes. **74% of 5th-grade scholars and 72% of 6th-grade scholars achieved Meets Grade Level**, while **50% of 5th graders and 42% of 6th graders achieved Masters Grade Level**. These results indicate a strong foundation in reading comprehension and academic literacy at the upper elementary and middle school levels.
- Strong Reading Growth and Reduced Percentage of Scholars in the Does Not Meet Category:** Across Grades 3–6, the average percentage of scholars in the Does Not Meet category was **12%**. Grade 6 **showed the strongest performance, with only 5% of scholars in the Does Not Meet category**, followed by Grade 5 at **8%**. This reflects effective instructional practices and targeted support for reading achievement.
- Math Performance Demonstrates Stronger Outcomes in the Upper Grades:** Based on the available **2024–2025 Math STAAR data**, Grades 5 and 6 demonstrated stronger performance than the lower tested grades. **63% of 5th-grade scholars and 42% of 6th-grade scholars achieved Meets Grade Level**, with **37% and 21% achieving Masters**, respectively. These results show stronger mathematical achievement as scholars progress through the upper grades.
- Strong TELPAS Performance in Advanced and Advanced High Proficiency Levels:** TELPAS results indicate that a majority of Emergent Bilingual scholars demonstrated higher levels of English language proficiency. Overall, **64% of scholars scored at the Advanced or Advanced High levels**, including **45% Advanced and 19% Advanced High**. This shows strong English language development across the campus.
- Particularly Strong TELPAS Outcomes in Grades 2, 4, and 6:** Several grade levels demonstrated notable English language proficiency. **90% of 2nd-grade scholars, 71% of 4th-grade scholars, and 66% of 6th-grade scholars scored at the Advanced or Advanced High levels**. These results indicate effective language development practices and a strong foundation for academic language acquisition among Emergent Bilingual scholars.
- Evidence of High-Level Academic Achievement:** The campus demonstrates the ability to move scholars beyond basic proficiency toward advanced academic performance. Reading STAAR results show an average of **32% of scholars achieving Master's Grade Level**, while Math STAAR data shows an average of **23% achieving Master's Grade Level** based on the available 2024–2025 data. These outcomes highlight the campus's capacity to provide rigorous instruction that challenges scholars to reach higher levels of academic achievement.

Data Note: These CNA strengths are based on the available **STAAR and TELPAS data**. **K–2 Amplify data has been intentionally excluded** from the analysis because the 2025–2026 Amplify scores are still pending verification by the new campus leadership team and should not be used for CNA conclusions until the data has been reviewed and validated.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1★ While the campus earned a "B" rating in 2025-2026, overall growth in Math and student achievement in Science lags behind Reading, impacting the campus's ability to maintain an "A" rating.	Instructional focus heavily weighted toward reading, inconsistent use of progress monitoring in math/science, and lack of aligned interventions across tested subjects.
2★ 64% of students scored at Meets, 32% scored at Masters across grades 3-6.	Limited focus on higher-order thinking and rigorous questioning strategies, inconsistent use of enrichment and extension activities, and a need for targeted supports for advanced readers.
3★ Achievement gaps in 3rd and 4th-grade reading, where 16-23% scored at Master's.	Foundational literacy skills in early grades are not consistently mastered, need for stronger vertical alignment between K-2 Amplify and STAAR readiness, and inconsistent small-group interventions. K-2 curriculum has not been consistent over the years. The last 3 years a different curriculum has been used.
4 50% of students on average scored at Meets and 23% at Masters, with the lowest performance in 3rd and 4th grade math.	Gaps in early numeracy and problem-solving skills, limited teacher content knowledge in upper-level math concepts, and insufficient use of data-driven small group instruction.
5★ Math performance is lower compared to Reading.	Less instructional time allocated to math fluency and limited use of hands-on strategies. Curriculum does not align with the rigor of STAAR.

6
★

26% of 5th graders scored at Meets and 6% at Masters in science.

Limited integration of hands-on experiments and inquiry-based learning, lack of vertical alignment of science standards K-5, and reduced instructional emphasis on science compared to reading/math.

★ = Priority

School Processes & Programs

Summary

Student Attendance (ADA)

	2024-2025	2025-2026	Difference
1st Six Weeks	95.46%	97.34%	+1.88%
2nd Six Weeks	94.32%	96.11%	+1.79%
3rd Six Weeks	93.81%	94.61%	+.80%
4th Six Weeks	94.95%	95.24%	+.29%
5th Six Weeks	95.89%	95.06%	-0.83%
6th Six Weeks	92.81%	95.05%	+2.24%
Total	94.51%	95.67%	+1.16%

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 Humble, 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**
- **Sports (Track, Flag Football, Basketball)**
- **Cheer/Dance**

Parent Teacher Organization

- **We have an active PTO that supports all campus and community events and fundraisers**

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 ★ In the 5th week, peer attendance declined by 0.83 percentage points, reflecting a slight decrease in overall attendance.	A gap in incentive-based rewards for recognizing scholars with consistent and perfect attendance, utilizing funds allocated through the Student Attendance Incentive Plan
2 ★ Teacher stipends for extracurricular activities, athletics, and summer school were consistently delayed due to insufficient funding and gaps in the campus approval and payment processes.	limited training for campus leadership on required campus procedures, pre-approvals, and funding processes, which resulted in delays in submitting and processing stipend requests.
3 Lack of staffing to meet campus needs to accommodate our MTSS scholars.	Insufficient staffing to support the MTSS process limited effective Tier 2 and Tier 3 interventions.

★ = Priority

Perceptions

Summary

Overview

IGNITE					
Ignite Culture & Climate Heat Map Overview Humble					
Staff Survey			Composite Comparison		
Domain	Survey 1 (n = 13)	Survey 2 (n = 15)	Survey Type	Survey 1	Survey 2
Collective Efficacy	100.0%	100.0%	Staff Survey	97.3%	95.9%
School Culture	96.8%	96.0%	Parent Survey	87.6%	90.1%
School Leadership	96.8%	93.2%	Student Survey	76.3%	75.0%
Staff Agency	96.8%	95.8%			
School Safety	96.6%	92.0%			
Collaborative Practices	96.6%	98.6%			
Overall Score	97.3%	95.9%			
Parent Survey					
Domain	Survey 1 (n = 78)	Survey 2 (n = 91)			
School Culture	88.2%	90.2%			
Instruction	87.6%	88.4%			
Parental Involvement	89.6%	92.0%			
School Safety	90.2%	93.8%			
School Leadership	87.4%	91.0%			
Communication	82.8%	85.2%			
Overall Score	87.6%	90.1%			
Student Survey					
Domain	Survey 1 (n = 78)	Survey 2 (n = 128)			
School Culture	72.0%	69.9%			
School Engagement	72.6%	69.2%			
Teacher Support	81.4%	81.8%			
Academic Expectations	87.6%	88.2%			
Belonging	72.4%	70.0%			
School Safety	71.6%	70.6%			
Overall Score	76.3%	75.0%			

Staff Results



Ignite Culture & Climate Heat Map | Staff Survey | Humble

Domains & Items	Survey 1 (n = 13)	Survey 2 (n = 15)
Collective Efficacy	100.0%	100.0%
Shared Growth Belief	100%	100%
Challenging Student Success	100%	100%
Meaningful Impact Confidence	100%	100%
Collective Improvement Ability	100%	100%
Unified Learning Support	100%	100%
School Culture	96.8%	96.0%
Mutual Respect	92%	87%
Welcoming Environment	92%	100%
Orderly Environment	100%	100%
Kindness Among Students	100%	93%
Culture of Success	100%	100%
School Leadership	96.8%	93.2%
Trust Decisions	92%	93%
Encourage Voice	100%	100%
Effective Communication	100%	93%
Provide Resources	92%	87%
Constructive Feedback	100%	93%
Staff Agency	96.8%	95.8%
Empowered to Solve Challenges	92%	100%
Decision-Making Opportunities	92%	87%
Encouraged to Innovate	100%	100%
Access to Mentorship	100%	92%
Supported Professional Growth	100%	100%
School Safety	96.6%	92.0%
Feel Physically Safe	100%	100%
Rare Bullying Incidents	100%	100%
Rare Physical Violence	92%	87%
Rare Disruptive Behavior	91%	73%
Secure Building	100%	100%
Collaborative Practices	96.6%	98.6%
Common Practices	91%	100%
Discuss Practices	100%	100%
Set School Goals	100%	100%
Opportunities to Lead	100%	100%
Expert Knowledge Valued	92%	93%

Parent Results

IGNITE

Ignite Culture & Climate Heat Map | Parent Survey | Humble

Domains & Items	Survey 1 (n = 78)	Survey 2 (n = 91)
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School Culture	88.2%	90.2%
Culture of Success	91%	91%
Balances Work and Joy	91%	92%
Fosters Virtuous Habits	88%	90%
Orderly Environment	90%	92%
Kindness Among Students	81%	86%
Instruction	87.6%	88.4%
Instructional Quality	89%	90%
Academic Progress	89%	90%
School Resources	88%	89%
Extracurriculars	83%	84%
Academic Rigor	89%	89%
Parental Involvement	89.6%	92.0%
Welcomed and Valued	89%	90%
Volunteer at School	73%	75%
Empowered to Advocate	93%	96%
Attend School Events	96%	99%
Actively Participate	97%	100%
School Safety	90.2%	93.8%
Secure Building	94%	100%
Efficient and Safe Car Line	91%	97%
Controlled Disruptive Behavior	86%	89%
Address Bullying Behavior	87%	88%
Prioritize Student Safety	93%	95%
School Leadership	87.4%	91.0%
Understand Parents' View	84%	86%
Visible to Community	91%	95%
Timely Concern Addressing	85%	89%
Accessible to Parents	86%	92%
Support Children's Needs	91%	93%
Communication	82.8%	85.2%
Clear Academic Expectations	86%	88%
Regular Progress Updates	77%	78%
Timely Event Updates	86%	89%
Quick Concern Responses	83%	87%
Valued Parent Input	82%	84%

Student Results

IGNITE		
Ignite Culture & Climate Heat Map Student Survey Humble		
Domains & Items	Survey 1 (n = 78)	Survey 2 (n = 128)
School Culture	72.0%	69.9%
Feel Welcome	92%	87%
Respectful Staff	73%	68%
Kindness Among Students	56%	52%

Students Try to Learn	81%	83%
Students Follow Rules	58%	59%
School Engagement	72.6%	69.2%
Ask Questions	86%	81%
Enjoy Learning Even When Hard	62%	65%
Participate in Class Discussions	86%	83%
Talk to Parents About Learning	74%	70%
Time Passes Quickly	55%	48%
Teacher Support	81.4%	81.8%
Understand Student View	81%	82%
Provide Assignment Choices	76%	84%
Show Patience	81%	77%
Explain Learning Reasons	82%	83%
Explain Wrong Answers	87%	84%
Academic Expectations	87.6%	88.2%
Expect Good Grades	97%	97%
Understand Material	84%	91%
Confident with Challenges	84%	88%
Performing to Potential	92%	88%
Explain Learned Material	81%	78%
Belonging	72.4%	70.0%
Feel Connected	73%	75%
Understood by Peers	71%	78%
Be Myself	64%	63%
Respect from Others	70%	66%
Participate in Clubs / Teams	84%	68%
School Safety	71.6%	70.6%
Feel Safe	83%	80%
Bullying Rare	56%	50%
Disruptive Behavior Rare	45%	47%
Secure from Intruders	82%	86%
Adults Care About Safety	92%	90%

Strengths

1. Strong Staff Collective Efficacy & Collaboration

Staff demonstrate a strong shared belief in student success and their ability to improve outcomes. **Collective Efficacy remained at 100%**, while **Collaborative Practices increased from 96.6% to 98.6%**. This indicates that staff are aligned, collaborative, and committed to supporting student growth.

2. Strong Parent Confidence in School Safety & Leadership

Parent perceptions of safety and leadership improved significantly. **School Safety increased from 90.2% to 93.8%**, while **School Leadership increased from 87.4% to 91.0%**. Parents increasingly feel that the campus is secure, leadership is visible, and student needs are being supported.

3. Strong Academic Expectations & Teacher Support

Students continue to recognize that teachers hold them to high academic standards and provide meaningful support. **Academic Expectations increased from 87.6% to 88.2%**, while **Teacher Support increased from 81.4% to 81.8%**. Students particularly

recognize teachers for explaining learning and providing assignment choices.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ Student Culture, Belonging, and Peer Relationships Are Declining	Students are experiencing inconsistent peer interactions, behavior, and enforcement of campus expectations. This suggests that students may not consistently experience a positive, respectful, and predictable peer engagement
2 ★ Student Perceptions of Safety and Behavior Remain a Concern	Students may not have enough consistent opportunities to influence campus culture, build relationships, and participate in activities that make them feel connected to school. Students appear to need more intentional opportunities to belong, lead, participate, and have their voices heard.
3 ★ Student Engagement and Connection to School Are Declining	Staff and parents have significantly more positive perceptions of the campus culture and safety than students, indicating that student experiences may not be consistently visible to adults. It suggests the adult systems may be working well from an adult perspective, while student experiences especially around peer behavior, belonging, and engagement are not being consistently nurtured.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

While the campus earned a "B" rating in 2025-2026, overall growth in Math and student achievement in Science lags behind Reading, impacting the campus's ability to maintain an "A" rating.

Instructional focus heavily weighted toward reading, inconsistent use of progress monitoring in math/science, and lack of aligned interventions across tested subjects.

2
★

64% of students scored at Meets, 32% scored at Masters across grades 3-6.

Limited focus on higher-order thinking and rigorous questioning strategies, inconsistent use of enrichment and extension activities, and a need for targeted supports for advanced readers.

3
★

Achievement gaps in 3rd and 4th-grade reading, where 16-23% scored at Master's.

Foundational literacy skills in early grades are not consistently mastered, need for stronger vertical alignment between K-2 Amplify and STAAR readiness, and inconsistent small-group interventions. K-2 curriculum has not been consistent over the years. The last 3 years a different curriculum has been used.

4
★

26% of 5th graders scored at Meets and 6% at Masters in science.

Limited integration of hands-on experiments and inquiry-based learning, lack of vertical alignment of science standards K-5, and reduced instructional emphasis on science compared to reading/math.

5
★

Math performance is lower compared to Reading.

Less instructional time allocated to math fluency and limited use of hands-on strategies. Curriculum does not align with the rigor of STAAR.

6
★

Teacher stipends for extracurricular activities, athletics, and summer school were consistently delayed due to insufficient funding and gaps in the campus approval and payment processes.

limited training for campus leadership on required campus procedures, pre-approvals, and funding processes, which resulted in delays in submitting and processing stipend requests.

7
★

In the 5th week, peer attendance declined by 0.83 percentage points, reflecting a slight decrease in overall attendance.

A gap in incentive-based rewards for recognizing scholars with consistent and perfect attendance, utilizing funds allocated through the Student Attendance Incentive Plan

8
★

Ignite Community School Humble is currently serving 222 scholars, which is below the enrollment goal of 240. Root Cause

Limited community awareness and marketing about the school's programs and services. High competition from the surrounding district and charter schools.

9
★

Student Culture, Belonging, and Peer Relationships Are Declining

Students are experiencing inconsistent peer interactions, behavior, and enforcement of campus expectations. This suggests that students may not consistently experience a positive, respectful, and predictable peer engagement

10
★

Student Perceptions of Safety and Behavior Remain a Concern

Students may not have enough consistent opportunities to influence campus culture, build relationships, and participate in activities that make them feel connected to school. Students appear to need more intentional opportunities to belong, lead, participate, and have their voices heard.

11
★

Student Engagement and Connection to School Are Declining

Staff and parents have significantly more positive perceptions of the campus culture and safety than students, indicating that student experiences may not be consistently visible to adults. It suggests the adult systems may be working well from an adult perspective, while student experiences especially around peer behavior, belonging, and engagement are not being consistently nurtured.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals



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 HB3 Goal

By May 2027, strengthen teaching and learning through consistent implementation of high-quality, standards-aligned instruction, resulting in a 10 percentage point increase in reading and math proficiency from beginning-of-year baseline data for grades K-6.

Evaluation Data Source: MAP Assessment, STAAR Scores, Amplify, and Bright Thinker Assessments.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Continue and build upon the instructional practices that contributed to student growth, with an increased focus on closing achievement gaps in reading and math. Establish measurable interim benchmarks throughout the year, use MAP, STAAR, Amplify, and Bright Thinker data to monitor progress, and provide targeted interventions for students who are not yet meeting proficiency. Continued professional development and collaborative data analysis will support consistent standards-aligned instruction and position the campus to achieve or exceed the 10-percentage-point proficiency goal next year

Strategy 1

Implement a consistent instructional collaboration cycle through biweekly vertical alignment meetings, monthly data meetings, and weekly ATM meetings with teachers. Meetings will focus on lesson internalization, aligning standards and expectations across grade levels, analyzing student performance data, sharing instructional best practices, and using strategies to address identified student learning gaps.

Strategy's Expected Result/Impact: Expected results include improved instructional alignment, stronger lesson internalization, increased use of data to guide instruction, consistent best practices across classrooms, greater teacher collaboration and accountability, and improved student achievement.

Staff Responsible for Monitoring: Campus Director, SAM, SPED, Teachers, Scholars, and Parents.

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

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

December

February

April

June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	64% of students scored at Meets, 32% scored at Masters across grades 3-6.	Limited focus on higher-order thinking and rigorous questioning strategies, inconsistent use of enrichment and extension activities, and a need for targeted supports for advanced readers.
3	Achievement gaps in 3rd and 4th-grade reading, where 16-23% scored at Master's.	Foundational literacy skills in early grades are not consistently mastered, need for stronger vertical alignment between K-2 Amplify and STAAR readiness, and inconsistent small-group interventions. K-2 curriculum has not been consistent over the years. The last 3 years a different curriculum has been used.
5	Math performance is lower compared to Reading.	Less instructional time allocated to math fluency and limited use of hands-on strategies. Curriculum does not align with the rigor of STAAR.
6	26% of 5th graders scored at Meets and 6% at Masters in science.	Limited integration of hands-on experiments and inquiry-based learning, lack of vertical alignment of science standards K-5, and reduced instructional emphasis on science compared to reading/math.

Performance Objective 2

By May 2027, increase teacher effectiveness through consistent implementation of high-quality instructional practices, resulting in at least 85% of teachers demonstrating proficient or higher performance on instructional walkthroughs and formal observations, with evidence of student engagement, rigorous questioning, differentiation, and standards-aligned instruction.

Evaluation Data Source: Instructional walkthrough data

Formal observation/evaluation results

Lesson plans and student work

PLC and data meeting documentation

Student achievement and engagement data

Teacher professional development participation

Strategy 1

Provide TEKS-aligned field experiences with pre-learning, vocabulary development, reflection,

writing, and project-based activities.

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

Staff Responsible for Monitoring: Campus Director, SAM, SPED, Counselors, Teachers, Scholars, Parents

Problem Statements: Student Learning 2, 3

Title I: 2.5.1, 2.5.3

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 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
2	64% of students scored at Meets, 32% scored at Masters across grades 3-6.	Limited focus on higher-order thinking and rigorous questioning strategies, inconsistent use of enrichment and extension activities, and a need for targeted supports for advanced readers.
3	Achievement gaps in 3rd and 4th-grade reading, where 16-23% scored at Master's.	Foundational literacy skills in early grades are not consistently mastered, need for stronger vertical alignment between K-2 Amplify and STAAR readiness, and inconsistent small-group interventions. K-2 curriculum has not been consistent over the years. The last 3 years a different curriculum has been used.

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 HB3 Goal

By May 2027, strengthen a positive, inclusive, and student-centered campus culture by increasing student engagement, improving attendance, and reducing chronic absenteeism through consistent implementation of student support systems, family engagement strategies, and positive behavior practices.

Evaluation Data Source: Attendance and chronic absenteeism data

Student discipline/behavior data

Student engagement surveys

Family engagement participation data

Student support/intervention documentation

Campus culture and climate data

Strategy 1

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

Strategy's Expected Result/Impact: Increased academic engagement, real-world application of learning, student participation, and growth in writing, critical thinking, and content knowledge.

Staff Responsible for Monitoring: Campus Directors, SAMS, SPED, Counselors, Teachers, Scholars and Parents

Problem Statements: School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

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

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 In the 5th week, peer attendance declined by 0.83 percentage points, reflecting a slight decrease in overall attendance.	A gap in incentive-based rewards for recognizing scholars with consistent and perfect attendance, utilizing funds allocated through the Student Attendance Incentive Plan

Goal 3

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

Performance Objective 1

By May 2027, maintain or improve school performance ratings by strengthening leadership capacity through ongoing professional development.

Evaluation Data Source: NCL Training, Instructional Coaching Rounds, SAM Meeting, Teacher Mentor Induction Program

Strategy 1

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

Strategy's Expected Result/Impact: Reduce discipline referrals and behavior incidents while improving attendance, school climate, student engagement, instructional time, and academic outcomes.

Staff Responsible for Monitoring: Campus Director, SAM, SPED, CNA Committee, Teachers, scholars, parents

Problem Statements: Perceptions 2

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

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Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Student Perceptions of Safety and Behavior Remain a Concern	Students may not have enough consistent opportunities to influence campus culture, build relationships, and participate in activities that make them feel connected to school. Students appear to need more intentional opportunities to belong, lead, participate, and have their voices heard.

Performance Objective 2

By the end of the 2026-2027 school year, the campus will implement Navigate360 with fidelity by utilizing the PBIS Rewards to improve school climate, resulting in a 15% reduction in office discipline referrals, a 10% increase in positive behavior recognitions, and an increase in average daily attendance from the previous school year.

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

Strategy 1

Implement Navigate360 with fidelity by recognizing positive student behaviors through PBIS Rewards and reviewing behavior and attendance data monthly to inform interventions and improve school climate.

Strategy's Expected Result/Impact: Reduce discipline referrals and behavior incidents while improving attendance, school climate, student engagement, instructional time, and academic outcomes

Staff Responsible for Monitoring: Campus Director, SAM, SPED, Counselors, CNA Committee, Teachers, scholars, parents

Problem Statements: Perceptions 1, 2, 3

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

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

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Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Student Culture, Belonging, and Peer Relationships Are Declining	Students are experiencing inconsistent peer interactions, behavior, and enforcement of campus expectations. This suggests that students may not consistently experience a positive, respectful, and predictable peer engagement
2	Student Perceptions of Safety and Behavior Remain a Concern	Students may not have enough consistent opportunities to influence campus culture, build relationships, and participate in activities that make them feel connected to school. Students appear to need more intentional opportunities to belong, lead, participate, and have their voices heard.
3	Student Engagement and Connection to School Are Declining	Staff and parents have significantly more positive perceptions of the campus culture and safety than students, indicating that student experiences may not be consistently visible to adults. It suggests the adult systems may be working well from an adult perspective, while student experiences especially around peer behavior, belonging, and engagement are not being consistently nurtured.

Goal 4

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

Performance Objective 1 High Priority

By May 2027, create supportive and engaging school environments that increase student attendance, improve student and family satisfaction, and strengthen long-term commitment to the school community through positive school culture, meaningful family engagement, community events, student clubs, learning-centered activities, student recognition, and proactive attendance and behavior supports.

Evaluation Data Source: Tableau Report, ADA Daily Meeting, and Family Engagement Plan.

Strategy 1

Provide reading challenges, attendance incentives, leadership workshops, team building, physical fitness, character education, goal setting, community service, and family engagement events.

Strategy's Expected Result/Impact: Provide reading challenges, attendance incentives, leadership workshops, team building, physical fitness, character education, goal setting, community service, and family engagement events.

Staff Responsible for Monitoring: Campus Director, SAM, SPED, counselor, CNA Committee, Teacher, Scholars, Parents

Problem Statements: Perceptions 2, 3

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

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

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Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
2 Student Perceptions of Safety and Behavior Remain a Concern	Students may not have enough consistent opportunities to influence campus culture, build relationships, and participate in activities that make them feel connected to school. Students appear to need more intentional opportunities to belong, lead, participate, and have their voices heard.
3 Student Engagement and Connection to School Are Declining	Staff and parents have significantly more positive perceptions of the campus culture and safety than students, indicating that student experiences may not be consistently visible to adults. It suggests the adult systems may be working well from an adult perspective, while student experiences especially around peer behavior, belonging, and engagement are not being consistently nurtured.

Performance Objective 2

By May 2027, recognize positive behavior, academic growth, attendance, and school participation through campus-wide celebrations and incentives.

Evaluation Data Source: Attendance Reports

Behavior/Discipline Data

Academic Assessment Data

Campus Celebration Records

Student/Parent Surveys

Teacher Recognition Nominations

Strategy 1

Provide reading challenges, attendance incentives, leadership workshops, team building, physical fitness, character education, goal setting, community service, and family engagement events.

Strategy's Expected Result/Impact: Improves student engagement, attendance, motivation, and school connectedness while supporting academic growth.

Staff Responsible for Monitoring: Campus Director, SAM, SPED, Counselor, CNA Committee, Teachers, Scholars, Parents

Problem Statements: School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

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

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Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 In the 5th week, peer attendance declined by 0.83 percentage points, reflecting a slight decrease in overall attendance.	A gap in incentive-based rewards for recognizing scholars with consistent and perfect attendance, utilizing funds allocated through the Student Attendance Incentive Plan

Performance Objective 3 **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: School Processes & Programs 1 - Perceptions 1, 2, 3

Title I: 2.5.1, 2.5.2, 2.5.3

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

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 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

In the 5th week, peer attendance declined by 0.83 percentage points, reflecting a slight decrease in overall attendance.

A gap in incentive-based rewards for recognizing scholars with consistent and perfect attendance, utilizing funds allocated through the Student Attendance Incentive Plan

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Student Culture, Belonging, and Peer Relationships Are Declining

Students are experiencing inconsistent peer interactions, behavior, and enforcement of campus expectations. This suggests that students may not consistently experience a positive, respectful, and predictable peer engagement

2

Student Perceptions of Safety and Behavior Remain a Concern

Students may not have enough consistent opportunities to influence campus culture, build relationships, and participate in activities that make them feel connected to school. Students appear to need more intentional opportunities to belong, lead, participate, and have their voices heard.

3

Student Engagement and Connection to School Are Declining

Staff and parents have significantly more positive perceptions of the campus culture and safety than students, indicating that student experiences may not be consistently visible to adults. It suggests the adult systems may be working well from an adult perspective, while student experiences especially around peer behavior, belonging, and engagement are not being consistently nurtured.

Goal 5

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

Performance Objective 1

 High Priority

By May 2027, build strong relationships with families and community partners to meet or exceed enrollment targets and support sustainable growth through strategic recruitment, family engagement, community outreach, retention initiatives, and strong customer service that promotes a positive school experience.

Evaluation Data Source: Family Engagement Plan, retentions activities, and monitoring enrollment targets.

Strategy 1

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

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

Staff Responsible for Monitoring: Campus Director, SAM, SPED, Counselors, CNA Committee, Teachers, scholars, parents

Problem Statements: Perceptions 2, 3

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

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

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Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
2 Student Perceptions of Safety and Behavior Remain a Concern	Students may not have enough consistent opportunities to influence campus culture, build relationships, and participate in activities that make them feel connected to school. Students appear to need more intentional opportunities to belong, lead, participate, and have their voices heard.
3 Student Engagement and Connection to School Are Declining	Staff and parents have significantly more positive perceptions of the campus culture and safety than students, indicating that student experiences may not be consistently visible to adults. It suggests the adult systems may be working well from an adult perspective, while student experiences especially around peer behavior, belonging, and engagement are not being consistently nurtured.

Performance Objective 2 High Priority

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

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

Strategy 1

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

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

Staff Responsible for Monitoring: Campus Director, SAM, RD, Operations, Executive Director, Superintendent, staff, scholars, and parents.

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

Title I: 2.5.3

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

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Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Ignite Community School Humble is currently serving 222 scholars, which is below the enrollment goal of 240.
Root Cause

Limited community awareness and marketing about the school's programs and services. High competition from the surrounding district and charter schools.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Student Culture, Belonging, and Peer Relationships Are Declining

Students are experiencing inconsistent peer interactions, behavior, and enforcement of campus expectations. This suggests that students may not consistently experience a positive, respectful, and predictable peer engagement

2

Student Perceptions of Safety and Behavior Remain a Concern

Students may not have enough consistent opportunities to influence campus culture, build relationships, and participate in activities that make them feel connected to school. Students appear to need more intentional opportunities to belong, lead, participate, and have their voices heard.

3

Student Engagement and Connection to School Are Declining

Staff and parents have significantly more positive perceptions of the campus culture and safety than students, indicating that student experiences may not be consistently visible to adults. It suggests the adult systems may be working well from an adult perspective, while student experiences especially around peer behavior, belonging, and engagement are not being consistently nurtured.

Performance Objective 3 High Priority

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

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

Strategy 1

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

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

Staff Responsible for Monitoring: Campus Director, SAM, RD, PFE, Operations, Staff, Scholars, and parents.

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

Title I: 2.5.1, 2.5.3

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

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Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Ignite Community School Humble is currently serving 222 scholars, which is below the enrollment goal of 240.
Root Cause

Limited community awareness and marketing about the school's programs and services. High competition from the surrounding district and charter schools.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 In the 5th week, peer attendance declined by 0.83 percentage points, reflecting a slight decrease in overall attendance.	A gap in incentive-based rewards for recognizing scholars with consistent and perfect attendance, utilizing funds allocated through the Student Attendance Incentive Plan

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
3 Student Engagement and Connection to School Are Declining	Staff and parents have significantly more positive perceptions of the campus culture and safety than students, indicating that student experiences may not be consistently visible to adults. It suggests the adult systems may be working well from an adult perspective, while student experiences especially around peer behavior, belonging, and engagement are not being consistently nurtured.