

Texas College Preparatory Academies



Ignite Community School - Huntsville

2026-2027 Campus Improvement Plan

Mission Statement

The mission of Ignite Community School - Huntsville is to promote excellence, education and empowerment to every student who walks through our doors.



Vision

Value Statement

Building Strong Children, every day in every way.

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Comprehensive Needs Assessment

Demographics

Summary

Ignite Community School – Huntsville is an open-enrollment public charter school located in rural Huntsville, Texas, serving approximately 364 scholars in grades Kindergarten through 8th grade as of August 12, 2026. As a Title I campus, approximately 66.04% of our scholars are economically disadvantaged. The student population is approximately 22.7% Hispanic, 22.9% African American, 46.1% White, 6.1% two or more races, and 2.1% other. Our student population is approximately 48.8% male and 51.2% female.

Approximately 5.3% of our scholars receive Emergent Bilingual (EB) services, 9.1% receive Special Education services, and 8.8% receive Dyslexia services. Approximately 63.7% of our scholars are identified as At-Risk. These student demographics and support needs guide our campus priorities and inform our efforts to provide equitable access to high-quality instruction, targeted interventions, and comprehensive academic and student support services.

The campus currently has a total of 19 highly qualified teachers, including one Dyslexia teacher and one Special Education teacher. Grades K–8 are supported by 17 general education teachers, along with one Physical Education (P.E.) coach. Mentor teachers have been assigned to provide ongoing support, guidance, and professional collaboration for new teachers on campus.

Ignite Community School – Huntsville is proud to have a diverse faculty and staff representing a variety of backgrounds and experiences. Our teachers and staff work collaboratively to create an inclusive, supportive, and engaging learning environment for all scholars. Classroom sizes generally range from approximately 20–25 scholars per teacher, allowing staff to build meaningful relationships with scholars while maintaining a strong focus on academic achievement, student engagement, and positive school culture.

Strengths

Ignite Community School Huntsville benefits from a collaborative school community that includes engaged administrators, teachers, staff, and parents who are committed to improving student outcomes. During the Comprehensive Needs Assessment meeting, stakeholders actively analyzed student achievement data, discussed instructional practices, and provided meaningful feedback on campus strengths and areas for growth. Parents contributed valuable perspectives regarding curriculum implementation, student engagement, attendance, and communication, demonstrating a strong partnership between families and the school. This collaborative approach supports informed decision-making and continuous improvement.

The campus also demonstrates a commitment to creating a positive learning environment by strengthening attendance initiatives, expanding family engagement opportunities, and implementing programs that support the whole child. Plans to recognize and reward positive attendance, implement the Leader in Me framework, utilize ClassBank to encourage positive behavior, and increase hands-on learning experiences reflect the campus's focus on meeting the diverse needs of its scholars. Stakeholders expressed optimism that consistent instructional practices, strong relationships, and increased parent involvement will continue to support the academic and social-emotional success of all students.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 ★ ICS-Huntsville has a significant need for our Special Education and our Emergent Bilingual scholars to receive appropriate Tier 2/3 support in and outside of the classrooms.	Lack of personnel and hiring constraints for needed personnel.
2 ★ Scholars have diverse interests, strengths, and social-emotional needs, creating a need for consistent access to leadership, enrichment, hands-on learning, positive behavior supports, and other opportunities that promote the development of the whole child.	Limited positive behavior interventions and supports across all grade levels with Inconsistent behavioral expectations and enforcement by some staff.
3 ★ Inconsistent communication and collaboration among campus stakeholders may impact timely decision-making and the consistent implementation of campus priorities.	Limited opportunities for consistent, structured communication between campus leadership, staff, and district leadership.

★ = Priority

Student Learning

Summary

Student achievement data was reviewed by content area and grade level.

English Language Arts (ELAR)

STAAR ELAR performance showed the following passing rates:

- Grade 3 – 53%
- Grade 4 – 64%
- Grade 5 – 77%
- Grade 6 – 77%
- Grade 7 – 88%
- Grade 8 – 83%

The committee discussed the implementation of Amplify, Reading Academy, Curriculum Corner, and the Bluebonnet curriculum. Members acknowledged that frequent curriculum changes created instructional challenges; however, improvements in student reading confidence and kindergarten literacy growth were noted after Bluebonnet was implemented.

Teachers emphasized the importance of:

- Differentiated instruction to meet scholars where they are.
- Closing learning gaps beginning in the early grades.
- Increasing writing instruction to support STAAR performance.
- Providing instructional coaching for newer teachers.
- Adjusting instructional pacing while maintaining alignment with the TEKS.

Mathematics

STAAR Mathematics passing rates included:

- Grade 3 – 55%
- Grade 4 – 41%
- Grade 5 – 66%
- Grade 6 – 65%
- Grade 7 – 50%
- Grade 8 – 72%

Committee members discussed several factors impacting mathematics achievement, including student motivation, foundational math fact fluency, curriculum pacing, and reading comprehension required to solve mathematical problems.

Suggested strategies included:

- Reassessing student needs after the first MAP assessment.
- Expanding intervention opportunities through Power Hour and Title I-funded supports.
- Increasing peer tutoring and big scholars/little Scholars mentoring opportunities.
- Providing additional hands-on learning experiences and field trips.
- Incorporating engaging, project-based learning opportunities when appropriate.

The committee agreed that strengthening teacher-student relationships and providing timely academic interventions will improve scholar engagement and achievement.

Strengths

Ignite Community School – Huntsville demonstrates several strengths in student learning across both English Language Arts

(ELAR) and Mathematics. In ELAR, scholars in Grades 5–8 demonstrated relatively strong performance, with STAAR passing rates ranging from 77% to 88%. Grade 7 had the highest ELAR passing rate at 88%, followed by Grade 8 at 83%. The committee also noted positive growth in scholars' reading confidence and early literacy development, particularly following the implementation of the Bluebonnet curriculum. These gains indicate that scholars respond positively to consistent, structured literacy instruction and targeted curriculum supports.

In Mathematics, Grade 8 demonstrated a 72% STAAR passing rate, while Grades 5 and 6 achieved passing rates of 66% and 65%, respectively. The campus has identified opportunities to build on these strengths through foundational skill development, intervention, hands-on learning, and increased student engagement. The implementation of Power Hour, Title I supports, peer tutoring, and mentoring provides additional opportunities for scholars to receive targeted instruction based on individual needs.

Across content areas, a significant strength is the campus's willingness to use student achievement data to identify learning gaps and adjust instruction. Teachers and leaders recognize the importance of differentiated instruction, timely interventions, strong teacher-student relationships, and engaging learning experiences. The campus also demonstrates a commitment to identifying and addressing learning gaps early, while using assessment data such as MAP and STAAR results to inform instructional decisions. These practices provide a strong foundation for continued academic growth and improved student achievement.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 ★ Student achievement in ELAR and Mathematics remains below desired performance levels in several grade levels, particularly in Grades 3, 4, and 7.	Learning gaps resulting from previous years have not been fully addressed through targeted interventions and differentiated instruction. Adjustments to curriculum changes and internalization requirements have reduced instructional consistency and limited opportunities for teachers and scholars to master instructional programs.
2 ★ Some scholars demonstrate low engagement and motivation, which negatively impacts classroom performance and various data points including: MAP and STAAR outcomes.	Limited opportunities for hands-on learning, enrichment activities, and project-based learning reduce student engagement. Teachers need additional support and autonomy in using data to differentiate instruction and intervene based on individual student needs.
3 ★ There is a need for a strong, foundational reading and writing curriculum for K-2 scholars to be utilized consistently over at least 3-5 years.	Learning gaps in foundational literacy skills are not consistently identified and addressed early enough, resulting in scholars progressing to subsequent grades without the reading, comprehension, and writing skills necessary to meet grade-level expectations.

★ = Priority

School Processes & Programs

Summary

The committee reviewed current instructional and operational programs that support student success.

Programs discussed included:

- Amplify
- Bluebonnet Learning
- Reading Academy
- Curriculum Corner
- Leader in Me
- ClassBank
- SIBME
- MAP Growth Assessments
- Power Hour interventions
- Title I instructional supports

Leader in Me will be fully implemented to strengthen school culture and develop student leadership through the 7 Habits framework.

ClassBank will replace ClassDojo as the campus behavior management and incentive system while simultaneously reinforcing financial literacy and real-world mathematics.

Attendance remains a campus priority. The committee reviewed plans to increase Average Daily Attendance (ADA) through scholar recognition, parent incentives, and a campus-wide attendance campaign centered around spelling "HUNTSVILLE."

Professional development priorities include:

- Strengthening Tier I instruction.
- Coaching less experienced teachers.
- Improving differentiation practices.
- Building teacher capacity to identify and address student learning gaps.
- Increasing instructional monitoring through SIBME.

The committee also discussed concerns regarding teacher workload, staffing shortages, substitute availability, and the need for additional personnel to better support instructional staff.

Strengths

Ignite Community School – Huntsville has established a variety of instructional, intervention, assessment, behavior, and school culture programs designed to support scholar achievement and overall student success. The committee identified several strengths in the current systems and programs.

1. Comprehensive Instructional Programs

The campus utilizes multiple instructional resources and programs, including Amplify, Bluebonnet Learning, Reading Academy, and Curriculum Corner. These resources provide teachers with structured curriculum, literacy support, and instructional tools aligned to student learning needs.

2. Data-Driven Assessment Practices

MAP Growth Assessments provide the campus with valuable student achievement data that can be used to identify learning gaps, monitor growth, and inform instructional planning. The use of assessment data supports the campus in making more targeted decisions regarding interventions and differentiated instruction.

3. Targeted Intervention Supports

Power Hour and Title I instructional supports provide opportunities for scholars to receive additional instruction based on identified academic needs. These interventions allow the campus to provide targeted support while working to close learning gaps and improve student achievement.

4. Strong School Culture and Leadership Development

The implementation of Leader in Me provides an opportunity to strengthen campus culture and develop scholar leadership through the 7 Habits framework. The program supports the development of student ownership, responsibility, collaboration, and leadership skills across the campus.

5. Positive Behavior and Incentive Systems

The transition from ClassDojo to ClassBank provides the campus with a behavior management and incentive system that can reinforce positive behavior while also incorporating financial literacy and real-world mathematics skills. This creates an opportunity to connect behavior expectations with meaningful life skills.

6. Attendance Improvement Systems

Attendance remains a campus priority, with systems being developed to increase Average Daily Attendance (ADA). Scholar recognition, parent incentives, and the campus-wide "HUNTSVILLE" attendance campaign provide multiple strategies for encouraging consistent attendance and increasing scholar and family engagement.

7. Professional Development and Teacher Capacity Building

The campus has identified clear professional development priorities focused on strengthening Tier I instruction, improving differentiation, coaching less experienced teachers, and increasing teacher capacity to identify and address student learning gaps. These priorities demonstrate a commitment to continuous instructional improvement.

8. Instructional Monitoring and Coaching

The use of SIBME provides an opportunity for administrators and instructional leaders to monitor classroom instruction, provide meaningful feedback, and support teacher development. Increased instructional monitoring can help ensure that effective instructional practices are implemented consistently across grade levels.

9. Commitment to Continuous Improvement

The committee demonstrated a willingness to evaluate existing programs, identify areas for improvement, and adjust campus systems based on student and staff needs. The focus on instructional quality, attendance, school culture, intervention, and professional development provides a strong foundation for continued campus improvement.

10. Recognition of Staff Needs

The committee also demonstrated awareness of challenges related to teacher workload, staffing shortages, substitute availability, and the need for additional personnel. Recognizing these barriers is an important strength because it allows campus leadership to identify resources and systems that can better support teachers and protect instructional time.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 ★ Instructional programs and campus systems have not been consistently implemented to maximize student achievement.	Curriculum components limit the educators poortunity to create data-driven instructional changes to meet the needs of the scholars. Professional development and PLCs have not consistently used a monthly planned and structured approach for effectiveness.
2 ★ Student attendance continues to impact academic performance and instructional continuity across grade levels.	Attendance incentives and family engagement strategies have not been consistently implemented to improve scholar attendance. Some families face barriers that limit regular student attendance and participation.
3 ★ The campus has multiple instructional programs and resources, including Amplify, Bluebonnet Learning, Reading Academy, Curriculum Corner, MAP Growth, and SIBME; however, consistent implementation and monitoring across grade levels remains an area for improvement. Variations in implementation may impact instructional consistency, curriculum pacing, differentiation, and scholar access to grade-level	Multiple instructional resources and previous curriculum changes have created challenges with implementation consistency, teacher familiarity, and alignment. Teachers need continued coaching, collaboration, and monitoring to ensure instructional programs are implemented with fidelity and aligned to student needs.

★ = Priority

Perceptions

Summary

Parents, teachers, and campus leaders shared valuable feedback regarding campus culture, communication, and stakeholder satisfaction.

Strengths identified included:

- Positive relationships between teachers and scholars.
- Increased student confidence in reading.
- Strong commitment from campus leadership.
- Excitement surrounding the implementation of Leader in Me.
- Desire to increase student recognition and positive behavior supports.

Areas of concern included:

- Frequent curriculum changes during the school year.
- Communication from the district level and the use of multiple communication platforms.
- Teacher workload resulting from extracurricular expectations.
- Staffing shortages and limited substitute teacher availability.
- Parent concerns regarding bullying communication.
- Need for consistent communication regarding after-school programming.

Behavior data indicated that disrespect was the primary behavioral concern during the previous school year. The committee agreed that implementing Leader in Me, ClassBank, positive behavior incentives, and stronger relationship-building strategies will improve student accountability, ownership, and overall campus culture.

Overall, the committee concluded that improving Tier I instruction, strengthening campus communication, increasing attendance, supporting teacher development, expanding student engagement opportunities, and maintaining consistent instructional practices will be critical priorities for improving student outcomes during the upcoming school year.

Strengths

Parents, teachers, and campus leaders provided valuable feedback regarding campus culture, communication, student behavior, instructional practices, and overall stakeholder satisfaction. The feedback reflected a strong commitment to improving the student experience while also identifying areas where greater consistency and support are needed.

Strengths Identified

1. **Positive Teacher-Scholar Relationships**
Stakeholders identified positive relationships between teachers and scholars as a significant campus strength. Strong relationships provide a foundation for student engagement, trust, academic risk-taking, and positive behavior.
2. **Increased Scholar Confidence in Reading**
Teachers and stakeholders noted increased scholar confidence in reading. This reflects positive progress in literacy development and suggests that continued implementation of effective literacy practices can support additional academic growth.
3. **Strong Campus Leadership Commitment**
Stakeholders expressed confidence in the commitment of campus leadership to improving student achievement, school culture, and overall campus operations.
4. **Excitement About Leader in Me**
There is strong enthusiasm surrounding the implementation of Leader in Me. Stakeholders believe the program can strengthen student leadership, accountability, ownership, and positive decision-making.
5. **Increased Focus on Recognition and Positive Behavior**
Teachers and leaders expressed a desire to increase opportunities to recognize scholars for positive behavior, academic achievement, leadership, attendance, and personal growth. The use of ClassBank and other positive behavior incentives is

viewed as an opportunity to strengthen the overall campus culture.

Areas of Concern

1. Curriculum Consistency
Stakeholders expressed concerns regarding frequent curriculum changes throughout the school year. Frequent changes can create challenges with instructional pacing, teacher planning, and consistency for scholars.
2. Communication
Parents and staff identified communication as an area requiring improvement, particularly regarding district-level communication and the use of multiple communication platforms. Stakeholders would benefit from clear, consistent, and streamlined communication expectations.
3. Teacher Workload
Teachers expressed concerns regarding workload, particularly responsibilities associated with extracurricular activities and additional campus expectations. Balancing these responsibilities with instructional planning and classroom demands remains an important consideration.
4. Staffing and Substitute Availability
Staffing shortages and limited substitute teacher availability were identified as concerns that can impact instructional continuity, teacher workload, and overall campus operations.
5. Bullying Communication
Parents expressed concerns regarding communication related to bullying incidents and the follow-up process. Consistent communication and clearly defined procedures can help strengthen parent confidence and ensure concerns are addressed appropriately.
6. After-School Program Communication
Stakeholders identified a need for more consistent and timely communication regarding after-school programming, including program availability, schedules, expectations, and changes.

Behavior and School Culture

Behavior data indicated that disrespect was the primary behavioral concern during the previous school year. The committee identified the implementation of Leader in Me, ClassBank, positive behavior incentives, and intentional relationship-building strategies as key opportunities to improve scholar accountability, ownership, decision-making, and overall campus culture.

Overall Perceptions

Overall, stakeholders expressed a commitment to creating a positive, supportive, and academically focused school environment. The committee determined that improving Tier I instruction, strengthening communication, increasing attendance, supporting teacher development, expanding scholar engagement opportunities, and maintaining consistent instructional practices will be critical priorities for improving student outcomes during the upcoming school year.

The campus will continue to build on existing strengths while addressing identified concerns through consistent systems, ongoing stakeholder communication, data-informed decision-making, and a strong focus on scholar achievement and school culture.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ Stakeholders perceive inconsistencies in communication and behavior expectations across the campus.	Campus-wide behavior systems and positive reinforcement practices have not been implemented consistently across all grade levels and settings, resulting in differences in how expectations are taught, reinforced, recognized, and addressed.
2 ★ Parents are not aware of what scholars are learning and feel they are not always in a position to help their scholars.	There is a need for a campus-wide, consistent and effective parent communication system that allows for parents to be kept informed of specific classroom or grade level activities, learning objectives and upcoming deadlines as well as regular parent-teacher conferences for at-risk scholars.
3 ★ Stakeholders identified a need for stronger and more consistent communication regarding scholar progress, campus activities, and available programs.	Multiple communication platforms and inconsistent communication practices can make it difficult for families and staff to receive timely, clear, and consistent information.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

ICS-Huntsville has a significant need for our Special Education and our Emergent Bilingual scholars to receive appropriate Tier 2/3 support in and outside of the classrooms.

Lack of personnel and hiring constraints for needed personnel.

2
★

Scholars have diverse interests, strengths, and social-emotional needs, creating a need for consistent access to leadership, enrichment, hands-on learning, positive behavior supports, and other opportunities that promote the development of the whole child.

Limited positive behavior interventions and supports across all grade levels with Inconsistent behavioral expectations and enforcement by some staff.

3
★

Inconsistent communication and collaboration among campus stakeholders may impact timely decision-making and the consistent implementation of campus priorities.

Limited opportunities for consistent, structured communication between campus leadership, staff, and district leadership.

4
★

Student achievement in ELAR and Mathematics remains below desired performance levels in several grade levels, particularly in Grades 3, 4, and 7.

Learning gaps resulting from previous years have not been fully addressed through targeted interventions and differentiated instruction. Adjustments to curriculum changes and internalization requirements have reduced instructional consistency and limited opportunities for teachers and scholars to master instructional programs.

5
★

Some scholars demonstrate low engagement and motivation, which negatively impacts classroom performance and various data points including: MAP and STAAR outcomes.

Limited opportunities for hands-on learning, enrichment activities, and project-based learning reduce student engagement. Teachers need additional support and autonomy in using data to differentiate instruction and intervene based on individual student needs.

6
★

There is a need for a strong, foundational reading and writing curriculum for K-2 scholars to be utilized consistently over at least 3-5 years.

Learning gaps in foundational literacy skills are not consistently identified and addressed early enough, resulting in scholars progressing to subsequent grades without the reading, comprehension, and writing skills necessary to meet grade-level expectations.

7
★

Instructional programs and campus systems have not been consistently implemented to maximize student achievement.

Curriculum components limit the educators' opportunity to create data-driven instructional changes to meet the needs of the scholars. Professional development and PLCs have not consistently used a monthly planned and structured approach for effectiveness.

8
★

Student attendance continues to impact academic performance and instructional continuity across grade levels.

Attendance incentives and family engagement strategies have not been consistently implemented to improve scholar attendance. Some families face barriers that limit regular student attendance and participation.

9
★

The campus has multiple instructional programs and resources, including Amplify, Bluebonnet Learning, Reading Academy, Curriculum Corner, MAP Growth, and SIBME; however, consistent implementation and monitoring across grade levels remains an area for improvement. Variations in implementation may impact instructional consistency, curriculum pacing, differentiation, and scholar access to grade-level

Multiple instructional resources and previous curriculum changes have created challenges with implementation consistency, teacher familiarity, and alignment. Teachers need continued coaching, collaboration, and monitoring to ensure instructional programs are implemented with fidelity and aligned to student needs.

10
★

Stakeholders perceive inconsistencies in communication and behavior expectations across the campus.

Campus-wide behavior systems and positive reinforcement practices have not been implemented consistently across all grade levels and settings, resulting in differences in how expectations are taught, reinforced, recognized, and addressed.

11
★

Stakeholders identified a need for stronger and more consistent communication regarding scholar progress, campus activities, and available programs.

Multiple communication platforms and inconsistent communication practices can make it difficult for families and staff to receive timely, clear, and consistent information.

12
★

Parents are not aware of what scholars are learning and feel they are not always in a position to help their scholars.

There is a need for a campus-wide, consistent and effective parent communication system that allows for parents to be kept informed of specific classroom or grade level activities, learning objectives and upcoming deadlines as well as regular parent-teacher conferences for at-risk scholars.



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

Ignite Community School - Huntsville Campus Administration with the MTSS Liaison will provide progress monitoring tracking and oversight through regularly monitoring and updating MTSS Success Team Meeting to assess needs for intervention and monitor progress of identified Tier 2/ Tier 3 scholars needs,

Evaluation Data Source: Progress monitoring data to include assessments, interventions and student work.

Strategy 1

Campus MTSS data Liaison will monitor and oversee the completion of the MTSS spreadsheet and conduct Student Success Team meetings monthly to monitor scholar program

Strategy's Expected Result/Impact: Gaps will lessen for scholars.

Staff Responsible for Monitoring: CD, MTSS Liaison, Deans of Instruction, Student Success Team members, Classroom teachers

Problem Statements: Demographics 1

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

Formative Reviews

December

February

April

June

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

ICS-Huntsville has a significant need for our Special Education and our Emergent Bilingual scholars to receive appropriate Tier 2/3 support in and outside of the classrooms.

Lack of personnel and hiring constraints for needed personnel.

Performance Objective 2 High Priority

Ignite Community School - Huntsville will provide Math and Reading TEK-specific, accelerated interventions for all scholars in approaches and did not meets categories and TEK-specific enrichment activities and opportunities for students in meets and masters categories.

Evaluation Data Source: EOY STAAR results, MAP (projections), Attendance logs, student Data folders.

Strategy 1

Math & Reading interventions for K - 8 Tier 2 and Tier 3 identified scholars.

Strategy's Expected Result/Impact: Academic growth

Staff Responsible for Monitoring: Campus Administrator, Math Interventionists, MTSS Coordinator

Problem Statements: Student Learning 1

Title I: 2.5.1, 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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

December February April June

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student achievement in ELAR and Mathematics remains below desired performance levels in several grade levels, particularly in Grades 3, 4, and 7.	Learning gaps resulting from previous years have not been fully addressed through targeted interventions and differentiated instruction. Adjustments to curriculum changes and internalization requirements have reduced instructional consistency and limited opportunities for teachers and scholars to master instructional programs.

Performance Objective 3 High Priority

Ignite Community School - Huntsville will provide campus wide systems that support student academic performance and growth to achieve an A-Rating campus.

Strategy 1

Consistent, high-quality, math TEK-specific, Tier 2 interventions will be utilized in all 3-8 classrooms for math improvement.

Strategy's Expected Result/Impact: Academic growth

Staff Responsible for Monitoring: Campus Administration, IL Team, Classroom Teachers, and Paraprofessionals

Problem Statements: Student Learning 1, 2

Formative Reviews

December February April June

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student achievement in ELAR and Mathematics remains below desired performance levels in several grade levels, particularly in Grades 3, 4, and 7.	Learning gaps resulting from previous years have not been fully addressed through targeted interventions and differentiated instruction. Adjustments to curriculum changes and internalization requirements have reduced instructional consistency and limited opportunities for teachers and scholars to master instructional programs.
2	Some scholars demonstrate low engagement and motivation, which negatively impacts classroom performance and various data points including: MAP and STAAR outcomes.	Limited opportunities for hands-on learning, enrichment activities, and project-based learning reduce student engagement. Teachers need additional support and autonomy in using data to differentiate instruction and intervene based on individual student needs.

Performance Objective 4 High Priority

After each quarterly assessment, instructional leaders and teachers will review scholar performance data disaggregated by individual scholar, TEK, and accountability domain. Within two weeks of each assessment, teams will identify a minimum of three priority areas for instructional improvement and

implement target interventions to address gaps in mastery.

Evaluation Data Source: Scholar tracker, TFAR, Interim assessments, EOY STARR data.

Strategy 1

Provide a tool such as Scholar Tracker, to help digest the data in the most complete way and make appropriate plans to enhance scholar instruction

Strategy's Expected Result/Impact: Teachers will use data to identify gaps quickly, plan targeted interventions, and increase scholar mastery in priority TEKS

Staff Responsible for Monitoring: Teachers and leaders will consistently review data using Scholar Tracker, collaborate to set priorities, and implement instructional adjustments to improve scholar outcomes.

Problem Statements: School Processes & Programs 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, 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

Formative Reviews

December February April June

Performance Objective 4 Problem Statements Identifying School Processes & Programs

Problem Statement Root Cause

3

The campus has multiple instructional programs and resources, including Amplify, Bluebonnet Learning, Reading Academy, Curriculum Corner, MAP Growth, and SIBME; however, consistent implementation and monitoring across grade levels remains an area for improvement. Variations in implementation may impact instructional consistency, curriculum pacing, differentiation, and scholar access to grade-level

Multiple instructional resources and previous curriculum changes have created challenges with implementation consistency, teacher familiarity, and alignment. Teachers need continued coaching, collaboration, and monitoring to ensure instructional programs are implemented with fidelity and aligned to student needs.

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

Ignite Community School - Huntsville will implement explicit schoolwide expectations, policies and procedures to align with the Student Handbook and Code of Conduct focused on a safe environment and high expectations.

Evaluation Data Source: Parent Square, Student referral data, Student Surveys, Feedback from Paraprofessionals, Classroom teachers and Substitute teachers.

Strategy 1

Provide staff and scholars with consistent training and reinforcement of schoolwide expectations through orientation, ongoing lessons, and visible reminders across campus.

Strategy's Expected Result/Impact: Increased consistency in behavior management, stronger alignment with the Code of Conduct, and a safe, positive school culture that supports high expectations.

Staff Responsible for Monitoring: Campus Director, Dean of Operations, Staff and Teachers.

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, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

December

February

April

June

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Instructional programs and campus systems have not been consistently implemented to maximize student achievement.	Curriculum components limit the educators poortunity to create data-driven instructional changes to meet the needs of the scholars. Professional development and PLCs have not consistently used a monthly planned and structured approach for effectiveness.

Performance Objective 2 ☒ High Priority ☒ HB3 Goal

Ignite Community School - Huntsville will improve scholar Average Daily Attendance to achieve a minimum of 95% attendance rate for the 2026-27 school year.

Evaluation Data Source: Implement a daily attendance tracking system to monitor absences and tardies in real time.

Strategy 1

Conduct regular communication with families regarding attendance expectations, including calls, texts, and newsletters.

Strategy's Expected Result/Impact: Increased scholar attendance rates with a school-wide target of 95% ADA.

Staff Responsible for Monitoring: Leadership and staff will collaborate to implement intervention plans for students with chronic absences.

Problem Statements: Perceptions 3

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

December	February	April	June
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Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

3

Stakeholders identified a need for stronger and more consistent communication regarding scholar progress, campus activities, and available programs.

Multiple communication platforms and inconsistent communication practices can make it difficult for families and staff to receive timely, clear, and consistent information.

Goal 3

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

Performance Objective 1

Ignite Community School Huntsville will achieve a 90% student retention rate from the 2025-2026 school year to the 2026-2027 school year

Evaluation Data Source: None

Strategy 1

Implement a family engagement and communication plan that includes regular parent meetings, surveys, and family-centered events to strengthen relationships and build trust.

Strategy's Expected Result/Impact: Increased family satisfaction and commitment, leading to a minimum 90% scholar retention rate year over year.

Staff Responsible for Monitoring: Campus Director, SAM, Registrar, and Staff.

Problem Statements: Perceptions 3

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

December	February	April	June
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Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Stakeholders identified a need for stronger and more consistent communication regarding scholar progress, campus activities, and available programs.	Multiple communication platforms and inconsistent communication practices can make it difficult for families and staff to receive timely, clear, and consistent information.

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

Ignite Community School - Huntsville will implement explicit schoolwide expectations, policies and procedures to align with the Student Handbook and Code of Conduct focused on a safe environment and high expectations.

Evaluation Data Source: Parent Square, Student referral data, Student Surveys, Feedback from Paraprofessionals, Classroom teachers and Substitute teachers.

Strategy 1

Implementation of CHAMPS system schoolwide.

Strategy's Expected Result/Impact: Safe, positive school and classroom cultures.

Staff Responsible for Monitoring: Campus Administration, Classroom teachers, Paraprofessionals, all staff

Problem Statements: School Processes & Programs 2

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

Student attendance continues to impact academic performance and instructional continuity across grade levels.

Attendance incentives and family engagement strategies have not been consistently implemented to improve scholar attendance. Some families face barriers that limit regular student attendance and participation.

Performance Objective 2 High Priority HB3 Goal

Ignite Community School - Huntsville will implement promotional strategies and initiatives to maximize scholar enrollment and reach 100% for the 2026-27 school year.

Evaluation Data Source: Scholar Performance Objective (Quarterly Data Review & Targeted Interventions).

Strategy 1

Develop and execute a coordinated marketing plan, including community outreach events, social media campaigns, and direct family engagement, to increase awareness and enrollment.

Strategy's Expected Result/Impact: Increased community awareness of ICS Huntsville programs, resulting in full enrollment and retention of returning families.

Staff Responsible for Monitoring: Staff will participate in outreach events, provide tours for prospective families, share school information within their networks, and support marketing initiatives to help meet enrollment goals.

Problem Statements: School Processes & Programs 2

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

Student attendance continues to impact academic performance and instructional continuity across grade levels.

Attendance incentives and family engagement strategies have not been consistently implemented to improve scholar attendance. Some families face barriers that limit regular student attendance and participation.

Performance Objective 3

Ignite Community School will provide counseling support to 100% of referred scholars within a week of referral and conduct biweekly follow-ups to ensure stability, connect with appropriate resources, and support growth in mental health, academic progress and personal skills

Evaluation Data Source: Referrals, Documentation, Campus Visits, Virtual calls

Strategy 1

Regional counselors will provide consistent in-person and virtual counseling and student support services as needed, in compliance with SB12, to address scholars' academic, behavioral, and social-emotional needs.

Strategy's Expected Result/Impact: Ignite Community School will provide counseling support to 100% of referred scholars within a week of referral and conduct biweekly follow-ups to ensure stability, connect with appropriate resources, and support growth in mental health, academic progress and personal skills

Staff Responsible for Monitoring: Counselor, Campus Director, SAM

Problem Statements: Demographics 2

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Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

Scholars have diverse interests, strengths, and social-emotional needs, creating a need for consistent access to leadership, enrichment, hands-on learning, positive behavior supports, and other opportunities that promote the development of the whole child.

Limited positive behavior interventions and supports across all grade levels with Inconsistent behavioral expectations and enforcement by some staff.

Goal 5

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

Performance Objective 1

By the end of the year, ICS-Huntsville will host a diverse range of activities, events and opportunities for parents to attend to build a strong community and culture on our campus.

Evaluation Data Source: Individual feedback, Fall and Spring Parent Surveys

Strategy 1

Strategy 1EditRemove

Host various family engagement activities throughout the to include but not limited to:

Meet & Greet

Fall & Spring PFE Title I Meetings

Open House

Fall Festival

Holiday Program

Literacy Night

Sports Games

Family Game Night

STAAR Night

Award Assemblies

Various Club Banquets

Graduation Ceremonies: Kindergarten & 8th Grade

Strategy's Expected Result/Impact: Maintain enrollment throughout the 26-27 year and increase enrollment for 27-28 by 5%.

Staff Responsible for Monitoring: Campus Director

Teachers/Staff

SAM

Problem Statements: School Processes & Programs 2

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 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
2 Student attendance continues to impact academic performance and instructional continuity across grade levels.	Attendance incentives and family engagement strategies have not been consistently implemented to improve scholar attendance. Some families face barriers that limit regular student attendance and participation.

Performance Objective 2

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

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

Strategy 1

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

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

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

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

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

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Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Instructional programs and campus systems have not been consistently implemented to maximize student achievement.	Curriculum components limit the educators poortunity to create data-driven instructional changes to meet the needs of the scholars. Professional development and PLCs have not consistently used a monthly planned and structured approach for effectiveness.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
2 Parents are not aware of what scholars are learning and feel they are not always in a position to help their scholars.	There is a need for a campus-wide, consistent and effective parent communication system that allows for parents to be kept informed of specific classroom or grade level activities, learning objectives and upcoming deadlines as well as regular parent-teacher conferences for at-risk scholars.
3 Stakeholders identified a need for stronger and more consistent communication regarding scholar progress, campus activities, and available programs.	Multiple communication platforms and inconsistent communication practices can make it difficult for families and staff to receive timely, clear, and consistent information.

Performance Objective 3

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.

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

TEA Priorities: Improve low-performing schools

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Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Some scholars demonstrate low engagement and motivation, which negatively impacts classroom performance and various data points including: MAP and STAAR outcomes.

Limited opportunities for hands-on learning, enrichment activities, and project-based learning reduce student engagement. Teachers need additional support and autonomy in using data to differentiate instruction and intervene based on individual student needs.

3

There is a need for a strong, foundational reading and writing curriculum for K-2 scholars to be utilized consistently over at least 3-5 years.

Learning gaps in foundational literacy skills are not consistently identified and addressed early enough, resulting in scholars progressing to subsequent grades without the reading, comprehension, and writing skills necessary to meet grade-level expectations.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Instructional programs and campus systems have not been consistently implemented to maximize student achievement.

Curriculum components limit the educators poortunity to create data-driven instructional changes to meet the needs of the scholars. Professional development and PLCs have not consistently used a monthly planned and structured approach for effectiveness.

2

Student attendance continues to impact academic performance and instructional continuity across grade levels.

Attendance incentives and family engagement strategies have not been consistently implemented to improve scholar attendance. Some families face barriers that limit regular student attendance and participation.

3

The campus has multiple instructional programs and resources, including Amplify, Bluebonnet Learning, Reading Academy, Curriculum Corner, MAP Growth, and SIBME; however, consistent implementation and monitoring across grade levels remains an area for improvement. Variations in implementation may impact instructional consistency, curriculum pacing, differentiation, and scholar access to grade-level

Multiple instructional resources and previous curriculum changes have created challenges with implementation consistency, teacher familiarity, and alignment. Teachers need continued coaching, collaboration, and monitoring to ensure instructional programs are implemented with fidelity and aligned to student needs.