

# Texas College Preparatory Academies



## **Ignite Community School - Mesquite**

## **2026-2027 Campus Improvement Plan**



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# Comprehensive Needs Assessment

# Demographics

## Summary

IGNITE Community School – Mesquite opened in 2015 as Founders Classical Academy of Mesquite and was renamed IGNITE Community School – Mesquite for the 2024–2025 school year. The campus serves students in Kindergarten through Grade 12 and is located in Mesquite, Texas. During the 2025–2026 school year, the campus served approximately 400 students.

The student population reflected the diverse Mesquite community, with approximately 75.7% Hispanic, 10.5% African American, 8.9% White, 3.3% Two or More Races, and 1.6% Other. Enrollment was evenly divided between 51.0% male and 49.0% female students. As a Title I campus, approximately 76.8% of students were identified as economically disadvantaged.

Student program participation included:

- 51.0% Emergent Bilingual (EB)
- 13.5% Special Education
- 4.7% Dyslexia
- 58.7% At-Risk

Student mobility continued to impact enrollment throughout the 2025–2026 school year. Student withdrawals occurred at various times during the year, including the beginning, middle, and end of the school year, demonstrating the need for ongoing enrollment efforts and support for student retention.

During the 2025–2026 school year, 11 seniors graduated, resulting in a 100% graduation rate for the graduating class.

The campus continues to provide students with opportunities to prepare for college, career, and military readiness (CCMR) through Dual Credit, TSIA2 testing, and other postsecondary readiness opportunities.

## Strengths

### Data-Based Celebrations (Suitable for a CNA)

- **100% Graduation Rate (11 of 11 graduates)**
- Students have access to **Dual Credit, TSIA2, and CCMR opportunities.**
- Comprehensive support services are available for **Emergent Bilingual, Special Education, Dyslexia, and At-Risk students.**
- The campus serves a **diverse student population** that reflects the local community.
- The school offers a **complete K–12 educational pathway**, supporting long-term student growth.
- Additional Title I resources support students with the greatest academic and social-emotional needs.

# Problem Statements Identifying Demographics Needs

|    | Problem Statement                                                                                                                                                                                       | Root Cause                                                                                                                                                                                                                  |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1★ | ICS Mesquite is not on track to hit our enrollment goal of 472 scholars.                                                                                                                                | Based on the feedback from the parent/student survey. Parents said no because of teacher vacancies and student said because of bright thinker. In addition to limited amount of extracurricular activities at ICS Mesquite. |
| 2★ | ICS Mesquite does not provide transportation to scholars.                                                                                                                                               | The lack of reliable transportation options for families and scholars to compete with local ISD'S and charters who render such services. (STAR TRANSIT, HOP SKIP & DRIVE, TAXI MOM, CONTRACTS WITH BUS VENDORS)             |
| 3★ | ICS Mesquite does not have awnings for safe and efficient transitions from building to building.                                                                                                        | It will help with discipline, safety, shielding from weather and defined pathways.                                                                                                                                          |
| 4★ | Parent and family engagement opportunities need to be strengthened to increase meaningful participation in campus events, academic activities, and two-way communication that supports student success. | Inconsistent communication, limited engagement opportunities, scheduling conflicts, and insufficient opportunities for parent input have contributed to low family participation.                                           |
| 5★ | ICS Mesquite does not have another option to escalate discipline other than out of school suspension.                                                                                                   | We did not have an effective PBIS incentive based program to be proactive.                                                                                                                                                  |

★ = Priority

# Student Learning

## Summary

As of July 31, 2026, Ignite Community School Mesquite earned an overall “C” rating for the 2024–2025 school year and a “C” rating for the 2025–2026 school year, as reported by the Texas Education Agency. We are proud of our scholars, staff, and families for their dedication and remain committed to working together to improve academic outcomes and achieve excellence in the years ahead.

## Math and RLA

STAAR Data 2025-2026

### STAAR Score Percentages

|                          | Did Not Meet | High Did Not Meet | Approaches | High Approaches | Meets  | Masters |
|--------------------------|--------------|-------------------|------------|-----------------|--------|---------|
| <b>3rd Grade Math</b>    | 22%          | 33%               | 44%        | 22%             | 11%    | 11%     |
| <b>4th Grade Math</b>    | 35%          | 27%               | 45%        | 35%             | 13%    | 8%      |
| <b>5th Grade Math</b>    | 18%          | 22%               | 59%        | 22%             | 11%    | 3%      |
| <b>6th Grade Math</b>    | 6%           | 41%               | 51%        | 24%             | 13%    | 0%      |
| <b>7th Grade Math</b>    | 34%          | 25%               | 39%        | 30%             | 23%    | 2%      |
| <b>8th Grade Math</b>    | 4%           | 8%                | 86%        | 78%             | 56%    | 0%      |
| <b>Algebra 1</b>         | 0%           | 7%                | 92.00%     | 46%             | 25.00% | 0%      |
| <b>Math Overalls</b>     |              |                   |            |                 |        |         |
|                          |              |                   |            |                 |        |         |
|                          |              |                   |            |                 |        |         |
|                          | Did Not Meet | High Did Not Meet | Approaches | High Approaches | Meets  | Masters |
| <b>3rd Grade Reading</b> | 38%          | 33%               | 33%        | 22%             | 11%    | 0%      |
| <b>4th Grade Reading</b> | 32%          | 8%                | 59%        | 37%             | 27%    | 5%      |
| <b>5th Grade Reading</b> | 18%          | 33%               | 48%        | 37%             | 33%    | 7%      |
| <b>6th Grade Reading</b> | 44%          | 10%               | 44%        | 34%             | 27%    | 13%     |
| <b>7th Grade Reading</b> | 25%          | 16%               | 58%        | 37%             | 25%    | 11%     |
| <b>8th Grade Reading</b> | 0%           | 4%                | 91%        | 91%             | 78%    | 26%     |
| <b>English 1</b>         | 14%          | 7%                | 78%        | 71%             | 60%    | 0%      |
| <b>English 2</b>         | 11%          | 5%                | 82%        | 82%             | 70%    | 0%      |

## BIOLOGY

Science STAAR Data 2025-2026 and Social Studies STAAR Data 2025-2026

|                                 | Did Not Meet | High Did Not Meet | Approaches | High Approaches | Meets | Masters |
|---------------------------------|--------------|-------------------|------------|-----------------|-------|---------|
| <b>5th Grade Science</b>        | 32%          | 28%               | 40%        | 12              | 0%    | 8%      |
| <b>8th Grade Science</b>        | 4.80%        | 4.80%             | 91%        | 72.00%          | 48%   | 5%      |
| <b>Biology</b>                  |              |                   |            |                 |       |         |
|                                 |              |                   |            |                 |       |         |
|                                 | Did Not Meet | High Did Not Meet | Approaches | High Approaches | Meets | Masters |
| <b>8th Grade Social Studies</b> | 8%           | 30%               | 60%        | 52%             | 21%   | 0%      |

|            |    |    |     |     |     |     |
|------------|----|----|-----|-----|-----|-----|
| US History | 0% | 5% | 94% | 94% | 89% | 57% |
|------------|----|----|-----|-----|-----|-----|

# Amplify Data K-2

| Grade     | Well Below Benchmark % | Below Benchmark % | At Benchmark %   | Above Benchmark % |
|-----------|------------------------|-------------------|------------------|-------------------|
| Kinder    | 67% - 12 Students      | 22% - 4 Students  | 11% 2 Students   | 0% - 0 Students   |
| 1st Grade | 9% - 2 Students        | 14% - 3 Students  | 23% - 5 Students | 55% - 12 Students |
| 2nd Grade | 28% - 5 Students       | 17% - 3 Students  | 28% - 5 Students | 28% - 5 Students  |
| 2nd Grade | 21% - 4 Students       | 32% - 6 Students  | 21% - 4 Students | 26% - 5 Students  |

# TELPAS Composite Data 2025-2026

### Kinder

|               |     |
|---------------|-----|
| Adv High = 4  | 0%  |
| Adv = 3       | 33% |
| Inte = 2      | 78% |
| Beginning = 1 | 22% |

### 1st Grade

|               |     |
|---------------|-----|
| Adv High = 4  | 18% |
| Adv = 3       | 50% |
| Inte = 2      | 82% |
| Beginning = 1 | 14% |

### 2nd Grade

|               |     |
|---------------|-----|
| Adv High = 4  | 0%  |
| Adv = 3       | 14% |
| Inte = 2      | 79% |
| Beginning = 1 | 21% |

### 3rd Grade

|               |     |
|---------------|-----|
| Adv High = 4  | 0%  |
| Adv = 3       | 0%  |
| Inte = 2      | 71% |
| Beginning = 1 | 29% |

### 4th Grade

|               |     |
|---------------|-----|
| Adv High = 4  | 0%  |
| Adv = 3       | 21% |
| Inte = 2      | 71% |
| Beginning = 1 | 29% |

### 5th Grade

|               |      |
|---------------|------|
| Adv High = 4  | 13%  |
| Adv = 3       | 38%  |
| Inte = 2      | 100% |
| Beginning = 1 | 0%   |

### 6th Grade

|               |      |
|---------------|------|
| Adv High = 4  | 38%  |
| Adv = 3       | 75%  |
| Inte = 2      | 100% |
| Beginning = 1 | 0%   |

### 7th Grade

|               |     |
|---------------|-----|
| Adv High = 4  | 0%  |
| Adv = 3       | 10% |
| Inte = 2      | 85% |
| Beginning = 1 | 15% |

### 8th Grade

|               |      |
|---------------|------|
| Adv High = 4  | 25%  |
| Adv = 3       | 88%  |
| Inte = 2      | 100% |
| Beginning = 1 | 0%   |

### 9th Grade

|               |      |
|---------------|------|
| Adv High = 4  | 9%   |
| Adv = 3       | 64%  |
| Inte = 2      | 100% |
| Beginning = 1 | 0%   |

### 10th Grade

|               |      |
|---------------|------|
| Adv High = 4  | 44%  |
| Adv = 3       | 77%  |
| Inte = 2      | 100% |
| Beginning = 1 | 0%   |

### 11th Grade

|               |      |
|---------------|------|
| Adv High = 4  | 14%  |
| Adv = 3       | 71%  |
| Inte = 2      | 100% |
| Beginning = 1 | 0%   |

# Strengths

# STAAR DATA

Strong performance in Algebra I demonstrates college- and career-readiness in high school mathematics.

- 92% of Algebra I students achieved the Approaches level, while 25% met the Meets Grade Level standard.

Eighth-grade mathematics students demonstrated exceptional academic achievement.

- 86% scored at the Approaches level, 56% achieved Meets Grade Level, and only 4% did not meet grade level.

Secondary English Language Arts performance was a significant campus strength.

English I

- 78% Approaches
- 60% Meets

English II

- 82% Approaches
- 70% Meets

Eighth-grade Reading was the highest-performing tested reading grade level.

- 91% achieved the Approaches standard.
- 78% achieved Meets Grade Level.
- 26% achieved the Masters Grade Level standard.

- Eighth-grade Science demonstrated exceptional overall achievement.
  - 91% of students achieved the Approaches Grade Level standard, with 48% meeting grade-level expectations and 5% achieving the Masters Grade Level standard.

# AMPLIFY DATA

- **First grade demonstrated exceptional literacy performance, with 78% of students meeting or exceeding benchmark expectations.**
  - **23%** of students performed **At Benchmark**, while **55%** performed **Above Benchmark**, indicating strong foundational literacy skills.
- **Second grade demonstrated balanced student achievement, with 56% of students meeting or exceeding benchmark expectations.**
  - **28%** of students were **At Benchmark**, and an additional **28%** performed **Above Benchmark**, reflecting strong grade-level proficiency.

# Problem Statements Identifying Student Learning Needs

| Problem Statement                                                                                                                                                                                                                                                | Root Cause                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>1★</div> <p>Third Grade Reading continues to be an area of concern, with 28% of students scoring Did Not Meet Grade Level and only 11% achieving the Meets Grade Level standard on the 2026 STAAR Reading assessment.</p>                                   | <p>Lack of support for reading and more need for coaching. Need support for K-2 foundation grade levels and content.</p>                                                                                                                    |
| <div>2★</div> <p>Fifth Grade Science demonstrated low levels of mastery, with 60% of students performing below the Approaches Grade Level standard (32% Did Not Meet and 28% High Did Not Meet) and 0% of students achieving the Meets Grade Level standard.</p> | <p>Lack of experiments and immersive, hands-on, engaging learning to connect content with the real world.</p>                                                                                                                               |
| <div>3★</div> <p>Seventh Grade Mathematics achievement remains a concern, with 59% of students performing below the Approaches Grade Level standard (34% Did Not Meet and 25% High Did Not Meet), while only 23% achieved the Meets Grade Level standard.</p>    | <p>Lack of project-based learning and hands-on learning outside the school environment to connect with the real world. Lack of visuals due to not being able to display visuals using printed posters.</p>                                  |
| <div>4★</div> <p>Kindergarten benchmark data indicate significant foundational learning gaps, with 67% of students performing Well Below Benchmark and only 11% performing At Benchmark at the beginning of the year.</p>                                        | <p>Lack of centers and hands-on activities. Inconsistency of the teacher during the year due to absences. We want to hire a bilingual certified Dual Language Immersion teacher who can serve our emerging bilingual Domain 3 students.</p> |

★ = Priority

# School Processes & Programs

## Summary

### ADA Summary

|               | 2025-2026 | 2026-2027 | Difference |
|---------------|-----------|-----------|------------|
| 1st Six Weeks | 95.42%    | 94.76%    | -0.66%     |
| 2nd Six Weeks | 95.41%    | 94.89%    | -0.52%     |
| 3rd Six Weeks | 94.79%    | 94.73%    | -0.06%     |
| 4th Six Weeks | 94.05%    | 93.40%    | -0.65%     |
| 5th Six Weeks | 94.18%    | 93.35%    | -0.83%     |
| 6th Six Weeks | 94.21%    | 94.21%    | 0.0%       |
| Total         | 94.73%    | 94.29%    | -0.44%     |

### Saturday School ADSY

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.

### Early Release Fridays and Staff PD

At ICS Mesquite, 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 Professional Learning Communities (PLC's) that include data analysis, instructional planning, team collaboration, coaching, and training aligned with our campus goals. These weekly PLC blocks ensure continuous growth, alignment, and innovation in the classroom.

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

We offer multiple clubs and athletics programs on campus, including but not limited to:

- After School Care
- Extracurricular activities ( M.S. Boys and Girls Basketball, JV and Varsity Boys 6 Man Tackle Football, M.S. and JV Boys and Girls Soccer)
- National Honor Society
- Male Initiative Club

Although ICS Mesquite did not have an official PTO, we successfully cultivated several meaningful partnerships with local businesses and nonprofit organizations to support fundraising and community engagement. Some of our valued partners included CiCi's Pizza, Chipotle,

Kona Ice, Peppers BBQ, First Responders of Mesquite, Family First Cathedral, and Mayor Daniel Aleman. These collaborations played a vital role in enhancing our school culture and expanding community involvement.

## Strengths

The Male Initiative Club (MIC) mission is to help scholars pursue their personal and academic goals through mentoring and knowledgeable information.

**Early Release Fridays provide dedicated time for continuous teacher professional learning and collaboration.**

- Weekly Professional Learning Communities (PLCs) focus on **data analysis, instructional planning, coaching, collaboration, and professional development**, promoting continuous improvement in instructional practices.

**The campus provides a variety of extracurricular opportunities that support student development beyond academics.**

- Students have access to athletics, clubs, National Honor Society, the Male Initiative Club, and after-school care, promoting leadership, teamwork, and school connectedness.

**The campus has developed strong partnerships with community organizations and local businesses.**

- Partnerships with organizations such as **CiCi's Pizza, Chipotle, Kona Ice, Peppers BBQ, First Responders of Mesquite, Family First Cathedral, and the City of Mesquite** have expanded fundraising opportunities, student experiences, and community engagement.

**The campus demonstrates a commitment to supporting the whole child.**

- Academic interventions, enrichment programs, extracurricular activities, after-school care, and family support initiatives provide students with comprehensive academic, social, and emotional support.

# Problem Statements Identifying School Processes & Programs Needs

| Problem Statement                                                                                                                                                                                                                                                                                                               | Root Cause                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <div>1★</div> <p>The campus Average Daily Attendance (ADA) declined from 94.73% in 2024-2025 to 94.29% in 2025-2026, including decreases in five of the six six-week grading periods.</p>                                                                                                                                       | <p>We do not offer consistent attendance incentives or a PBIS system to encourage students' attendance.</p>       |
| <div>2★</div> <p>Although the campus offers a variety of extracurricular programs and community partnerships, parent participation and family engagement opportunities can be expanded to increase consistent involvement in school events, academic programs, and campus decision-making.</p>                                  | <p>Lack of opportunities, programs, and initiatives for parents to be directly involved in school events.</p>     |
| <div>3★</div> <p>While the campus has established weekly Professional Learning Communities (PLCs), student achievement data indicate inconsistent academic outcomes across grade levels and subjects, suggesting the need to strengthen the implementation and monitoring of instructional practices developed during PLCs.</p> | <p>Lack of team-building and professional development and PLC's activities outside of the school environment.</p> |

★ = Priority

# Perceptions

## Summary

| IGNITE                                                  |                   |                    |                      |          |          |
|---------------------------------------------------------|-------------------|--------------------|----------------------|----------|----------|
| Ignite Culture & Climate Heat Map   Overview   Mesquite |                   |                    |                      |          |          |
| Staff Survey                                            |                   |                    | Composite Comparison |          |          |
| Domain                                                  | Survey 1 (n = 22) | Survey 2 (n = 14)  | Survey Type          | Survey 1 | Survey 2 |
| Collective Efficacy                                     | 83.2%             | 81.4%              | Staff Survey         | 63.3%    | 68.0%    |
| School Culture                                          | 68.4%             | 60.0%              | Parent Survey        | 77.7%    | 74.8%    |
| School Leadership                                       | 54.0%             | 66.2%              | Student Survey       | 83.3%    | 62.1%    |
| Staff Agency                                            | 65.4%             | 77.2%              |                      |          |          |
| School Safety                                           | 43.0%             | 52.4%              |                      |          |          |
| Collaborative Practices                                 | 65.6%             | 70.8%              |                      |          |          |
| Overall Score                                           | 63.3%             | 68.0%              |                      |          |          |
| Parent Survey                                           |                   |                    |                      |          |          |
| Domain                                                  | Survey 1 (n = 30) | Survey 2 (n = 33)  |                      |          |          |
| School Culture                                          | 75.4%             | 74.2%              |                      |          |          |
| Instruction                                             | 69.8%             | 64.0%              |                      |          |          |
| Parental Involvement                                    | 81.0%             | 83.6%              |                      |          |          |
| School Safety                                           | 83.4%             | 79.8%              |                      |          |          |
| School Leadership                                       | 76.2%             | 71.4%              |                      |          |          |
| Communication                                           | 80.6%             | 76.0%              |                      |          |          |
| Overall Score                                           | 77.7%             | 74.8%              |                      |          |          |
| Student Survey                                          |                   |                    |                      |          |          |
| Domain                                                  | Survey 1 (n = 1)  | Survey 2 (n = 218) |                      |          |          |
| School Culture                                          | 80.0%             | 56.5%              |                      |          |          |
| School Engagement                                       | 100.0%            | 57.3%              |                      |          |          |
| Teacher Support                                         | 80.0%             | 66.6%              |                      |          |          |
| Academic Expectations                                   | 100.0%            | 76.0%              |                      |          |          |
| Belonging                                               | 80.0%             | 62.2%              |                      |          |          |
| School Safety                                           | 60.0%             | 53.8%              |                      |          |          |
| Overall Score                                           | 83.3%             | 62.1%              |                      |          |          |
| IGNITE                                                  |                   |                    |                      |          |          |

# Ignite Culture & Climate Heat Map | Staff Survey | Mesquite

| Domains & Items                | Survey 1 (n = 22) | Survey 2 (n = 14) |
|--------------------------------|-------------------|-------------------|
| <b>Collective Efficacy</b>     | <b>83.2%</b>      | <b>81.4%</b>      |
| Shared Growth Belief           | 90%               | 86%               |
| Challenging Student Success    | 84%               | 64%               |
| Meaningful Impact Confidence   | 79%               | 100%              |
| Collective Improvement Ability | 84%               | 86%               |
| Unified Learning Support       | 79%               | 71%               |
| <b>School Culture</b>          | <b>68.4%</b>      | <b>60.0%</b>      |
| Mutual Respect                 | 67%               | 62%               |
| Welcoming Environment          | 67%               | 54%               |
| Orderly Environment            | 71%               | 69%               |
| Kindness Among Students        | 67%               | 46%               |
| Culture of Success             | 70%               | 69%               |
| <b>School Leadership</b>       | <b>54.0%</b>      | <b>66.2%</b>      |
| Trust Decisions                | 50%               | 62%               |
| Encourage Voice                | 65%               | 69%               |
| Effective Communication        | 45%               | 54%               |
| Provide Resources              | 50%               | 69%               |
| Constructive Feedback          | 60%               | 77%               |
| <b>Staff Agency</b>            | <b>65.4%</b>      | <b>77.2%</b>      |
| Empowered to Solve Challenges  | 61%               | 77%               |
| Decision-Making Opportunities  | 76%               | 85%               |
| Encouraged to Innovate         | 69%               | 85%               |
| Access to Mentorship           | 53%               | 62%               |
| Supported Professional Growth  | 68%               | 77%               |
| <b>School Safety</b>           | <b>43.0%</b>      | <b>52.4%</b>      |
| Feel Physically Safe           | 68%               | 85%               |
| Rare Bullying Incidents        | 37%               | 38%               |
| Rare Physical Violence         | 42%               | 69%               |
| Rare Disruptive Behavior       | 21%               | 8%                |
| Secure Building                | 47%               | 62%               |
| <b>Collaborative Practices</b> | <b>65.6%</b>      | <b>70.8%</b>      |
| Common Practices               | 67%               | 77%               |
| Discuss Practices              | 73%               | 69%               |
| Set School Goals               | 76%               | 69%               |
| Opportunities to Lead          | 59%               | 62%               |
| Expert Knowledge Valued        | 53%               | 77%               |

## IGNITE

# Ignite Culture & Climate Heat Map | Parent Survey | Mesquite

| Domains & Items       | Survey 1 (n = 30) | Survey 2 (n = 33) |
|-----------------------|-------------------|-------------------|
| <b>School Culture</b> | <b>75.4%</b>      | <b>74.2%</b>      |
| Culture of Success    | 80%               | 77%               |

|                                |              |              |
|--------------------------------|--------------|--------------|
| Balances Work and Joy          | 80%          | 79%          |
| Fosters Virtuous Habits        | 77%          | 79%          |
| Orderly Environment            | 72%          | 75%          |
| Kindness Among Students        | 68%          | 61%          |
| <b>Instruction</b>             | <b>69.8%</b> | <b>64.0%</b> |
| Instructional Quality          | 68%          | 64%          |
| Academic Progress              | 75%          | 71%          |
| School Resources               | 64%          | 61%          |
| Extracurriculars               | 71%          | 56%          |
| Academic Rigor                 | 71%          | 68%          |
| <b>Parental Involvement</b>    | <b>81.0%</b> | <b>83.6%</b> |
| Welcomed and Valued            | 96%          | 89%          |
| Volunteer at School            | 50%          | 59%          |
| Empowered to Advocate          | 81%          | 85%          |
| Attend School Events           | 85%          | 96%          |
| Actively Participate           | 93%          | 89%          |
| <b>School Safety</b>           | <b>83.4%</b> | <b>79.8%</b> |
| Secure Building                | 89%          | 75%          |
| Efficient and Safe Car Line    | 96%          | 89%          |
| Controlled Disruptive Behavior | 78%          | 64%          |
| Address Bullying Behavior      | 69%          | 82%          |
| Prioritize Student Safety      | 85%          | 89%          |
| <b>School Leadership</b>       | <b>76.2%</b> | <b>71.4%</b> |
| Understand Parents' View       | 78%          | 76%          |
| Visible to Community           | 78%          | 74%          |
| Timely Concern Addressing      | 78%          | 70%          |
| Accessible to Parents          | 69%          | 59%          |
| Support Children's Needs       | 78%          | 78%          |
| <b>Communication</b>           | <b>80.6%</b> | <b>76.0%</b> |
| Clear Academic Expectations    | 81%          | 81%          |
| Regular Progress Updates       | 69%          | 62%          |
| Timely Event Updates           | 88%          | 88%          |
| Quick Concern Responses        | 85%          | 73%          |
| Valued Parent Input            | 80%          | 76%          |

## IGNITE

### Ignite Culture & Climate Heat Map | Student Survey | Mesquite

| Domains & Items          | Survey 1 (n = 1) | Survey 2 (n = 218) |
|--------------------------|------------------|--------------------|
| <b>School Culture</b>    | <b>80.0%</b>     | <b>56.5%</b>       |
| Feel Welcome             | 0%               | 63%                |
| Respectful Staff         | 100%             | 53%                |
| Kindness Among Students  | 100%             | 49%                |
| Students Try to Learn    | 100%             | 63%                |
| Students Follow Rules    | 100%             | 55%                |
| <b>School Engagement</b> | <b>100.0%</b>    | <b>57.3%</b>       |
| Ask Questions            | 100%             | 69%                |

|                                  |               |              |
|----------------------------------|---------------|--------------|
| Enjoy Learning Even When Hard    | 100%          | 51%          |
| Participate in Class Discussions | 100%          | 74%          |
| Talk to Parents About Learning   | 100%          | 44%          |
| Time Passes Quickly              | 100%          | 49%          |
| <b>Teacher Support</b>           | <b>80.0%</b>  | <b>66.6%</b> |
| Understand Student View          | 100%          | 66%          |
| Provide Assignment Choices       | 100%          | 71%          |
| Show Patience                    | 100%          | 66%          |
| Explain Learning Reasons         | 100%          | 64%          |
| Explain Wrong Answers            | 0%            | 66%          |
| <b>Academic Expectations</b>     | <b>100.0%</b> | <b>76.0%</b> |
| Expect Good Grades               | 100%          | 89%          |
| Understand Material              | 100%          | 76%          |
| Confident with Challenges        | 100%          | 72%          |
| Performing to Potential          | 100%          | 77%          |
| Explain Learned Material         | 100%          | 67%          |
| <b>Belonging</b>                 | <b>80.0%</b>  | <b>62.2%</b> |
| Feel Connected                   | 0%            | 68%          |
| Understood by Peers              | 100%          | 66%          |
| Be Myself                        | 100%          | 64%          |
| Respect from Others              | 100%          | 58%          |
| Participate in Clubs / Teams     | 100%          | 55%          |
| <b>School Safety</b>             | <b>60.0%</b>  | <b>53.8%</b> |
| Feel Safe                        | 0%            | 52%          |
| Bullying Rare                    | 100%          | 50%          |
| Disruptive Behavior Rare         | 100%          | 32%          |
| Secure from Intruders            | 0%            | 62%          |
| Adults Care About Safety         | 100%          | 74%          |

## Strengths

Staff agency significantly improved, indicating that employees feel increasingly empowered and involved in campus improvement.

Evidence: Staff Agency increased from 65.4% to 77.2%. Decision-Making Opportunities and Encouraged to Innovate both reached 85%.

Staff perceptions of school leadership improved across all measured leadership indicators.

Evidence: School Leadership increased from 54.0% to 66.2%, including Constructive Feedback increasing from 60% to 77% and Provide Resources increasing from 50% to 69%.

Parent involvement is a significant campus strength.

Evidence: Parental Involvement was the highest-rated parent domain at 83.6%, increasing from 81.0%. Additionally, 96% reported attending school events and 89% reported actively participating.

Parents perceive a positive school culture.

Evidence: School Culture received a 74.2% favorable rating, including 79% for balancing work and joy and 79% for fostering virtuous habits.

Students report strong academic expectations.

Evidence: Academic Expectations was the highest student domain at **76.0%**, including **89%** reporting that teachers expect good grades and **77%** believing they are performing to their potential.

Students recognize adult commitment to safety.

Evidence: Although overall safety perceptions are low, **74%** of students reported that adults care about their safety.





# Priority Problem Statements

## Problem Statement

## Root Cause

1  
★

ICS Mesquite does not provide transportation to scholars.

The lack of reliable transportation options for families and scholars to compete with local ISD'S and charters who render such services. (STAR TRANSIT, HOP SKIP & DRIVE, TAXI MOM, CONTRACTS WITH BUS VENDORS)

2  
★

ICS Mesquite does not have awnings for safe and efficient transitions from building to building.

It will help with discipline, safety, shielding from weather and defined pathways.

3  
★

ICS Mesquite is not on track to hit our enrollment goal of 472 scholars.

Based on the feedback from the parent/student survey. Parents said no because of teacher vacancies and student said because of bright thinker. In addition to limited amount of extracurricular activities at ICS Mesquite.

4  
★

Parent and family engagement opportunities need to be strengthened to increase meaningful participation in campus events, academic activities, and two-way communication that supports student success.

Inconsistent communication, limited engagement opportunities, scheduling conflicts, and insufficient opportunities for parent input have contributed to low family participation.

5  
★

ICS Mesquite does not have another option to escalate discipline other than out of school suspension.

We did not have an effective PBIS incentive based program to be proactive.

6  
★

Third Grade Reading continues to be an area of concern, with 28% of students scoring Did Not Meet Grade Level and only 11% achieving the Meets Grade Level standard on the 2026 STAAR Reading assessment.

Lack of support for reading and more need for coaching. Need support for K-2 foundation grade levels and content.

7★

Fifth Grade Science demonstrated low levels of mastery, with 60% of students performing below the Approaches Grade Level standard (32% Did Not Meet and 28% High Did Not Meet) and 0% of students achieving the Meets Grade Level standard.

Lack of experiments and immersive, hands-on, engaging learning to connect content with the real world.

8★

Seventh Grade Mathematics achievement remains a concern, with 59% of students performing below the Approaches Grade Level standard (34% Did Not Meet and 25% High Did Not Meet), while only 23% achieved the Meets Grade Level standard.

Lack of project-based learning and hands-on learning outside the school environment to connect with the real world. Lack of visuals due to not being able to display visuals using printed posters.

9★

Kindergarten benchmark data indicate significant foundational learning gaps, with 67% of students performing Well Below Benchmark and only 11% performing At Benchmark at the beginning of the year.

Lack of centers and hands-on activities. Inconsistency of the teacher during the year due to absences. We want to hire a bilingual certified Dual Language Immersion teacher who can serve our emerging bilingual Domain 3 students.

10★

The campus Average Daily Attendance (ADA) declined from 94.73% in 2024-2025 to 94.29% in 2025-2026, including decreases in five of the six six-week grading periods.

We do not offer consistent attendance incentives or a PBIS system to encourage students' attendance.

11★

Although the campus offers a variety of extracurricular programs and community partnerships, parent participation and family engagement opportunities can be expanded to increase consistent involvement in school events, academic programs, and campus decision-making.

Lack of opportunities, programs, and initiatives for parents to be directly involved in school events.

12★

While the campus has established weekly Professional Learning Communities (PLCs), student achievement data indicate inconsistent academic outcomes across grade levels and subjects, suggesting the need to strengthen the implementation and monitoring of instructional practices developed during PLCs.

Lack of team-building and professional development and PLC's activities outside of the school environment.





# Data Documentation for CNA

# Data Documentation for CNA

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

## Improvement Planning Data

- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data



# 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

Provide on-going Professional Development and Professional Learning Communities to all PreK 4-12 staff.

**Evaluation Data Source:** MAP data, STAAR Data, CLI Engage Data, Interim Assessment Data, Amplify, Sibme, observations, walk-throughs, coaching conversations, and feedback.

### Strategy 1

Identify professional development needs for teachers that will have the greatest impact on highest leverage instruction, compliance and student achievement. Additionally we offer the Teacher Mentorship and Teacher Induction Program.

**Strategy's Expected Result/Impact:** Improve instructional practices and strategies will improve academic outcomes for students.

**Staff Responsible for Monitoring:** Campus Director, SAM, SPED, PreK-12 teachers, scholars, ILT members, and RD.

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

**Title I:** 2.5.1, 2.5.2, 2.5.3

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

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

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|----------|----------|-------|------|
|----------|----------|-------|------|

## Performance Objective 1 Problem Statements Identifying Student Learning

|   | Problem Statement                                                                                                                                                                                                                           | Root Cause                                                                                                                                                                                                                           |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Third Grade Reading continues to be an area of concern, with 28% of students scoring Did Not Meet Grade Level and only 11% achieving the Meets Grade Level standard on the 2026 STAAR Reading assessment.                                   | Lack of support for reading and more need for coaching. Need support for K-2 foundation grade levels and content.                                                                                                                    |
| 2 | Fifth Grade Science demonstrated low levels of mastery, with 60% of students performing below the Approaches Grade Level standard (32% Did Not Meet and 28% High Did Not Meet) and 0% of students achieving the Meets Grade Level standard. | Lack of experiments and immersive, hands-on, engaging learning to connect content with the real world.                                                                                                                               |
| 3 | Seventh Grade Mathematics achievement remains a concern, with 59% of students performing below the Approaches Grade Level standard (34% Did Not Meet and 25% High Did Not Meet), while only 23% achieved the Meets Grade Level standard.    | Lack of project-based learning and hands-on learning outside the school environment to connect with the real world. Lack of visuals due to not being able to display visuals using printed posters.                                  |
| 4 | Kindergarten benchmark data indicate significant foundational learning gaps, with 67% of students performing Well Below Benchmark and only 11% performing At Benchmark at the beginning of the year.                                        | Lack of centers and hands-on activities. Inconsistency of the teacher during the year due to absences. We want to hire a bilingual certified Dual Language Immersion teacher who can serve our emerging bilingual Domain 3 students. |

# Goal 2

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

## Performance Objective 1 High Priority

By May 2027, 100% of scholars will participate in at least two college, career, STEM, or real-world learning experiences, including field trips, college visits, career speakers, STEM professionals, job-site experiences, Military or community partnerships.

### Strategy 1

Strategically plan field trips, college visits, guest speakers, job site visits, invite recruiters to present information and leave pamphlets, schedule job fairs, College Fair Day, establish community partnerships including local fraternities and sororities.

**Strategy's Expected Result/Impact:** 100% of High School Seniors are College, Career, or Military ready upon graduation.

**Staff Responsible for Monitoring:** Campus Director, SAM, SPED, CCMR/CTE/PFE, Counselors, staff, teachers, students, and parents.

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

**Title I:** 2.5.1, 2.5.2, 2.5.3

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

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

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## Performance Objective 1 Problem Statements Identifying Student Learning

|   | Problem Statement                                                                                                                                                                                                                           | Root Cause                                                                                                                                                                                          |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2 | Fifth Grade Science demonstrated low levels of mastery, with 60% of students performing below the Approaches Grade Level standard (32% Did Not Meet and 28% High Did Not Meet) and 0% of students achieving the Meets Grade Level standard. | Lack of experiments and immersive, hands-on, engaging learning to connect content with the real world.                                                                                              |
| 3 | Seventh Grade Mathematics achievement remains a concern, with 59% of students performing below the Approaches Grade Level standard (34% Did Not Meet and 25% High Did Not Meet), while only 23% achieved the Meets Grade Level standard.    | Lack of project-based learning and hands-on learning outside the school environment to connect with the real world. Lack of visuals due to not being able to display visuals using printed posters. |

## Performance Objective 1 Problem Statements Identifying School Processes & Programs

|   | Problem Statement                                                                                                                                                                                                                                                         | Root Cause                                                                                             |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| 2 | Although the campus offers a variety of extracurricular programs and community partnerships, parent participation and family engagement opportunities can be expanded to increase consistent involvement in school events, academic programs, and campus decision-making. | Lack of opportunities, programs, and initiatives for parents to be directly involved in school events. |

# Goal 3

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

## Performance Objective 1 High Priority

Leadership will conduct weekly Instructional Classroom Walkthroughs followed by immediate calibration with a teacher immediate action step that will be shared through coaching feedback via email or in-person. We also have our monthly Lift visits with the TEA Coach that consists of observation and feedback as well.

**Evaluation Data Source:** Lift Observation Tool, Instructional Walk Feedback and Observation Tools, and feedback coaching emails sent directly from the Campus Director.

### Strategy 1

Examine data following each state or local assessment and inspect for implementation of coaching feedback.

**Strategy's Expected Result/Impact:** Improve classroom instruction which will foster academic gains.

**Staff Responsible for Monitoring:** Campus Director, SAM, SPED, CCMR/CTE/PFE, staff, teachers, students, and parents.

**Problem Statements:** Student Learning 1, 2, 3, 4 - 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 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 Student Learning

|   | Problem Statement                                                                                                                                                                                                                           | Root Cause                                                                                                                                                                                                                           |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Third Grade Reading continues to be an area of concern, with 28% of students scoring Did Not Meet Grade Level and only 11% achieving the Meets Grade Level standard on the 2026 STAAR Reading assessment.                                   | Lack of support for reading and more need for coaching. Need support for K-2 foundation grade levels and content.                                                                                                                    |
| 2 | Fifth Grade Science demonstrated low levels of mastery, with 60% of students performing below the Approaches Grade Level standard (32% Did Not Meet and 28% High Did Not Meet) and 0% of students achieving the Meets Grade Level standard. | Lack of experiments and immersive, hands-on, engaging learning to connect content with the real world.                                                                                                                               |
| 3 | Seventh Grade Mathematics achievement remains a concern, with 59% of students performing below the Approaches Grade Level standard (34% Did Not Meet and 25% High Did Not Meet), while only 23% achieved the Meets Grade Level standard.    | Lack of project-based learning and hands-on learning outside the school environment to connect with the real world. Lack of visuals due to not being able to display visuals using printed posters.                                  |
| 4 | Kindergarten benchmark data indicate significant foundational learning gaps, with 67% of students performing Well Below Benchmark and only 11% performing At Benchmark at the beginning of the year.                                        | Lack of centers and hands-on activities. Inconsistency of the teacher during the year due to absences. We want to hire a bilingual certified Dual Language Immersion teacher who can serve our emerging bilingual Domain 3 students. |

## Performance Objective 1 Problem Statements Identifying School Processes & Programs

|   | Problem Statement                                                                                                                                                                                                                                                                                          | Root Cause                                                                                                 |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| 3 | While the campus has established weekly Professional Learning Communities (PLCs), student achievement data indicate inconsistent academic outcomes across grade levels and subjects, suggesting the need to strengthen the implementation and monitoring of instructional practices developed during PLCs. | Lack of team-building and professional development and PLC's activities outside of the school environment. |

Performance Objective 2  High Priority

"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, SAMs, PFE, Counselors, Mental Health Specialist, RD

**Problem Statements:** Demographics 5 - Student Learning 1

**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 Demographics

|   | Problem Statement                                                                                     | Root Cause                                                                 |
|---|-------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| 5 | ICS Mesquite does not have another option to escalate discipline other than out of school suspension. | We did not have an effective PBIS incentive based program to be proactive. |

Performance Objective 2 Problem Statements Identifying Student Learning

| Problem Statement                                                                                                                                                                                                                 | Root Cause                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <div>1</div> <div>Third Grade Reading continues to be an area of concern, with 28% of students scoring Did Not Meet Grade Level and only 11% achieving the Meets Grade Level standard on the 2026 STAAR Reading assessment.</div> | <div>Lack of support for reading and more need for coaching. Need support for K-2 foundation grade levels and content.</div> |

# Goal 4

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

## Performance Objective 1 High Priority

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

**Evaluation Data Source:** Skyward Q referral and 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 Specialist to provide timely in-person and virtual counseling support, in compliance with SB 12, and connect scholars and families with appropriate internal and external resources as needed.

**Strategy's Expected Result/Impact:** 100% of referred scholars will receive counseling within one week and biweekly follow-ups up to 6 weeks resulting in improved student stability, academic progress, social-emotional skills, and access to needed support services.

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

**Problem Statements:** Demographics 5 - School Processes & Programs 1, 2

**Title I:** 2.5.1, 2.5.2, 2.5.3

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

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

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## Performance Objective 1 Problem Statements Identifying Demographics

| Problem Statement                                                                                              | Root Cause                                                                 |
|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| <b>5</b> ICS Mesquite does not have another option to escalate discipline other than out of school suspension. | We did not have an effective PBIS incentive based program to be proactive. |

## Performance Objective 1 Problem Statements Identifying School Processes & Programs

| Problem Statement                                                                                                                                                                                                                                                                  | Root Cause                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| <b>1</b> The campus Average Daily Attendance (ADA) declined from 94.73% in 2024-2025 to 94.29% in 2025-2026, including decreases in five of the six six-week grading periods.                                                                                                      | We do not offer consistent attendance incentives or a PBIS system to encourage students' attendance.   |
| <b>2</b> Although the campus offers a variety of extracurricular programs and community partnerships, parent participation and family engagement opportunities can be expanded to increase consistent involvement in school events, academic programs, and campus decision-making. | Lack of opportunities, programs, and initiatives for parents to be directly involved in school events. |

## Performance Objective 2 High Priority

By May 2027, increase academic achievement, attendance, positive behavior, and leadership among identified scholars through structured mentoring, individualized success plans, and regular progress monitoring.

**Evaluation Data Source:** Grades, STAAR/benchmark data, attendance, discipline, intervention/MTSS data, and student progress monitoring.

### Strategy 1

Provide structured mentoring for identified scholars focused on academic achievement, attendance, behavior, SEL, executive functioning, college/career readiness, tutoring, leadership, and character development. Mentors will review student data every three weeks to monitor individualized success plans. (I Am Excellence Mentorship Program).

**Strategy's Expected Result/Impact:** Improved academic performance, attendance, behavior, leadership, and SEL outcomes, with increased progress toward individualized goals.

**Staff Responsible for Monitoring:** Campus Director, SAMs, PFE, Counselors, Mental Health Specialist, RD

**Problem Statements:** Demographics 5 - Student Learning 1, 2, 3, 4 - School Processes & Programs 1

**Title I:** 2.5.1, 2.5.2, 2.5.3

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

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

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### Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

5

ICS Mesquite does not have another option to escalate discipline other than out of school suspension.

We did not have an effective PBIS incentive based program to be proactive.

### Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Third Grade Reading continues to be an area of concern, with 28% of students scoring Did Not Meet Grade Level and only 11% achieving the Meets Grade Level standard on the 2026 STAAR Reading assessment.

Lack of support for reading and more need for coaching. Need support for K-2 foundation grade levels and content.

2

Fifth Grade Science demonstrated low levels of mastery, with 60% of students performing below the Approaches Grade Level standard (32% Did Not Meet and 28% High Did Not Meet) and 0% of students achieving the Meets Grade Level standard.

Lack of experiments and immersive, hands-on, engaging learning to connect content with the real world.

3

Seventh Grade Mathematics achievement remains a concern, with 59% of students performing below the Approaches Grade Level standard (34% Did Not Meet and 25% High Did Not Meet), while only 23% achieved the Meets Grade Level standard.

Lack of project-based learning and hands-on learning outside the school environment to connect with the real world. Lack of visuals due to not being able to display visuals using printed posters.

4

Kindergarten benchmark data indicate significant foundational learning gaps, with 67% of students performing Well Below Benchmark and only 11% performing At Benchmark at the beginning of the year.

Lack of centers and hands-on activities. Inconsistency of the teacher during the year due to absences. We want to hire a bilingual certified Dual Language Immersion teacher who can serve our emerging bilingual Domain 3 students.

## Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

The campus Average Daily Attendance (ADA) declined from 94.73% in 2024-2025 to 94.29% in 2025-2026, including decreases in five of the six six-week grading periods.

We do not offer consistent attendance incentives or a PBIS system to encourage students' attendance.

## Performance Objective 3 High Priority

Increase Average Daily Attendance (ADA) to at least 95% through positive school culture, recognition, leadership opportunities, mentoring, extracurricular engagement, and family partnerships.

**Evaluation Data Source:** Skyward attendance data, ADA reports, chronic absenteeism data, attendance team records, and student participation data.

### Strategy 1

Coordinate campus-wide attendance initiatives through mentoring, PBIS, Leader in Me, athletics, clubs, attendance celebrations, incentives, field trips, and student recognition, with attendance reviewed weekly by the campus Attendance Team.

**Strategy's Expected Result/Impact:** Increase ADA to at least 95%, reduce chronic absenteeism, and strengthen student engagement and family involvement in supporting consistent attendance.

**Staff Responsible for Monitoring:** Campus Director, SAMs, PFE, Counselors, Mental Health Specialist, RD

**Problem Statements:** Demographics 1, 5 - School Processes & Programs 1

**Title I:** 2.5.1, 2.5.2, 2.5.3

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

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

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Performance Objective 3 Problem Statements Identifying Demographics

|   | Problem Statement                                                                                     | Root Cause                                                                                                                                                                                                                   |
|---|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | ICS Mesquite is not on track to hit our enrollment goal of 472 scholars.                              | Based on the feedback from the parent/ student survey. Parents said no because of teacher vacancies and student said because of bright thinker. In addition to limited amount of extracurricular activities at ICS Mesquite. |
| 5 | ICS Mesquite does not have another option to escalate discipline other than out of school suspension. | We did not have an effective PBIS incentive based program to be proactive.                                                                                                                                                   |

Performance Objective 3 Problem Statements Identifying School Processes & Programs

|   | Problem Statement                                                                                                                                                    | Root Cause                                                                                           |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| 1 | The campus Average Daily Attendance (ADA) declined from 94.73% in 2024-2025 to 94.29% in 2025-2026, including decreases in five of the six six-week grading periods. | We do not offer consistent attendance incentives or a PBIS system to encourage students' attendance. |

Performance Objective 4  High Priority

By May 2027, increase academic achievement, attendance, positive behavior, and leadership among identified scholars participating in the Dallas Mavericks Court of Dreams.

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

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, SAMs, PFE, Counselors, Mental Health Specialist, RD

**Problem Statements:** Demographics 1, 4 - Student Learning 1 - School Processes & Programs 1, 2

**Title I:** 2.5.1, 2.5.2, 2.5.3

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

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

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### Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

ICS Mesquite is not on track to hit our enrollment goal of 472 scholars.

Based on the feedback from the parent/student survey. Parents said no because of teacher vacancies and student said because of bright thinker. In addition to limited amount of extracurricular activities at ICS Mesquite.

4

Parent and family engagement opportunities need to be strengthened to increase meaningful participation in campus events, academic activities, and two-way communication that supports student success.

Inconsistent communication, limited engagement opportunities, scheduling conflicts, and insufficient opportunities for parent input have contributed to low family participation.

### Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Third Grade Reading continues to be an area of concern, with 28% of students scoring Did Not Meet Grade Level and only 11% achieving the Meets Grade Level standard on the 2026 STAAR Reading assessment.

Lack of support for reading and more need for coaching. Need support for K-2 foundation grade levels and content.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

| Problem Statement                                                                                                                                                                                                                                                                                 | Root Cause                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <div>1</div> <div>The campus Average Daily Attendance (ADA) declined from 94.73% in 2024-2025 to 94.29% in 2025-2026, including decreases in five of the six six-week grading periods.</div>                                                                                                      | <div>We do not offer consistent attendance incentives or a PBIS system to encourage students' attendance.</div>   |
| <div>2</div> <div>Although the campus offers a variety of extracurricular programs and community partnerships, parent participation and family engagement opportunities can be expanded to increase consistent involvement in school events, academic programs, and campus decision-making.</div> | <div>Lack of opportunities, programs, and initiatives for parents to be directly involved in school events.</div> |

Goal 5

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

Performance Objective 1

 High Priority

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

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

Strategy 1

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:** PFE, Campus Director, SAM, staff, teachers, Operations, RD, coaches, and parents.

**Problem Statements:** Demographics 1, 4 - School Processes & Programs 2

**Title I:** 2.5.1, 2.5.2, 2.5.3

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

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

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## Performance Objective 1 Problem Statements Identifying Demographics

|   | Problem Statement                                                                                                                                                                                       | Root Cause                                                                                                                                                                                                                  |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | ICS Mesquite is not on track to hit our enrollment goal of 472 scholars.                                                                                                                                | Based on the feedback from the parent/student survey. Parents said no because of teacher vacancies and student said because of bright thinker. In addition to limited amount of extracurricular activities at ICS Mesquite. |
| 4 | Parent and family engagement opportunities need to be strengthened to increase meaningful participation in campus events, academic activities, and two-way communication that supports student success. | Inconsistent communication, limited engagement opportunities, scheduling conflicts, and insufficient opportunities for parent input have contributed to low family participation.                                           |

## Performance Objective 1 Problem Statements Identifying School Processes & Programs

|   | Problem Statement                                                                                                                                                                                                                                                         | Root Cause                                                                                             |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| 2 | Although the campus offers a variety of extracurricular programs and community partnerships, parent participation and family engagement opportunities can be expanded to increase consistent involvement in school events, academic programs, and campus decision-making. | Lack of opportunities, programs, and initiatives for parents to be directly involved in school events. |

## 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, SAMs, PFE, Counselors, Mental Health Specialist, RD

**Problem Statements:** Demographics 4 - School Processes & Programs 2

**Title I:** 2.5.1, 2.5.2, 2.5.3

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

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

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### Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

4

Parent and family engagement opportunities need to be strengthened to increase meaningful participation in campus events, academic activities, and two-way communication that supports student success.

Inconsistent communication, limited engagement opportunities, scheduling conflicts, and insufficient opportunities for parent input have contributed to low family participation.

### Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

Although the campus offers a variety of extracurricular programs and community partnerships, parent participation and family engagement opportunities can be expanded to increase consistent involvement in school events, academic programs, and campus decision-making.

Lack of opportunities, programs, and initiatives for parents to be directly involved in school events.

### Performance Objective 3 ☒ High Priority

Ensure staff, parents, and community leaders are informed and familiar with ResponsiveEd's mission, vision, philosophy, strategies, and services through consistent and effective communication.

**Evaluation Data Source:** Skyward, ParentSquare, communication records, stakeholder surveys, social media engagement, and campus event participation data.

## Strategy 1

Communicate key information through ParentSquare, Skyward, social media, phone calls, email, ClassDojo, newsletters, flyers, and the campus website to ensure stakeholders receive timely and consistent information.

**Strategy's Expected Result/Impact:** Increase stakeholder awareness, communication, and participation in campus programs, events, and activities while strengthening engagement with the campus mission and vision.

**Staff Responsible for Monitoring:** Campus Director, SAMs, PFE, Counselors, Mental Health Specialist, RD

**Problem Statements:** Demographics 4 - School Processes & Programs 2

**Title I:** 2.5.1, 2.5.2, 2.5.3

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

**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 Demographics

| Problem Statement                                                                                                                                                                                            | Root Cause                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4<br>Parent and family engagement opportunities need to be strengthened to increase meaningful participation in campus events, academic activities, and two-way communication that supports student success. | Inconsistent communication, limited engagement opportunities, scheduling conflicts, and insufficient opportunities for parent input have contributed to low family participation. |

Performance Objective 3 Problem Statements Identifying School Processes & Programs

| Problem Statement                                                                                                                                                                                                                                                              | Root Cause                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| 2<br>Although the campus offers a variety of extracurricular programs and community partnerships, parent participation and family engagement opportunities can be expanded to increase consistent involvement in school events, academic programs, and campus decision-making. | Lack of opportunities, programs, and initiatives for parents to be directly involved in school events. |