

Texas College Preparatory Academies



Ignite Community School - Westchase

2026-2027 Campus Improvement Plan

Mission Statement

Together with families and communities, Ignite Community School will foster a joyful academic experience that empowers scholars with the skills, moral compass, and confidence to become change agents in our society and build a better world!

Vision

Ignite Community Schools provides a rigorous, college-preparatory program designed to raise expectations, close achievement gaps, and develop leaders. With a whole-child focus, our academics combine strong curriculum, character formation, and personalized support to help every student thrive.

Custom Curriculum — Designed specifically for Ignite, ensuring students meet and exceed high academic expectations.

Literacy Focus — Reading is emphasized as the foundation for lifelong learning and academic success.

Culturally Responsive Instruction — Lessons and literature reflect diverse cultures, empowering students to see themselves in their learning.

Differentiated Learning — Flexible classrooms adapt to student needs, whether independent, collaborative, or peer-to-peer.

Intentional Direct Instruction — Teachers guide and mentor with purpose, providing support and intervention when needed.

Safe & Supportive Environment — Daily routines, conversations, and practices ensure students feel secure and ready to learn.

Leadership Development — Academics are paired with character education, cultivating confidence and responsibility.

Test Readiness — Focused preparation equips students to succeed on state assessments, reinforcing mastery of standards and building confidence.

Value Statement

Seven Sparks

Striving for Excellence: Pursue excellence in academics and life through confidence, responsibility, and perseverance.

Developing Leaders: Build independence, responsibility, and the skills to lead with courage and positive impact.

Illustrating Determination: Encourage resilience and perseverance to overcome obstacles and achieve goals.

Setting Ambitious Goals: Teach that dedication and effort make even the boldest goals possible.

Fostering a Love of Learning: Inspire lifelong curiosity, open-mindedness, and joy in discovery.

Believing in Imagination: Nurture creativity and big dreams that open doors to new possibilities.

Embracing Courage: Empower students to face fears, take risks, and boldly pursue their potential.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	5
Student Learning	8
School Processes & Programs	10
Perceptions	14
Priority Problem Statements	17
Data Documentation for CNA	23
Improvement Planning Data	24
Accountability Data	24
Student Data: Assessments	24
Student Data: Student Groups	24
Student Data: Behavior and Other Indicators	25
Employee Data	25
Parent/Community Data	25
Support Systems and Other Data	25
Goals	26
Goal 1 : Strengthen teaching and learning to ensure continuous growth and higher l...	27
Goal 2 : Ensure all students graduate ready for postsecondary opportunities by me...	32
Goal 3 : Maintain or improve school performance ratings by fostering strong leader...	36
Goal 4 : Create supportive and engaging school environments that encourage con...	41
Goal 5 : Build strong relationships with families and communities to meet enrollmen...	46
Goal Tables	54
Targeted Support Strategies	55
Additional Targeted Support Strategies	55
Committees	56
CIP Committee	57
Meeting Logs	57
Members	57
CNA Committee	57
Meeting Logs	57
Members	57



Comprehensive Needs Assessment

Demographics

Summary

Ignite Community School - Westchase, established in 2019, is a Pre-K through 8th grade public charter school located in Houston, Texas. Our mission is to provide a safe, inclusive, and academically rigorous environment where all scholars can grow academically, socially, and emotionally. We believe in the unlimited potential of every student and foster a culture of high expectations, mutual respect, and support.

At Ignite Community School - Westchase, scholars are empowered to take academic and personal risks within a school culture that prioritizes safety, belonging, and student voice. We strive to prepare students for success in college, careers, and lifelong learning through rigorous instruction, strong relationships, and meaningful family partnerships.

Student Demographics (2026-2027, K-8)

Ethnicity

- Hispanic: **73.94%**
- Black/African American: **18.48%**
- White: **4.24%**
- Asian: **1.52%**
- Other (Two or More Races and Pacific Islander): **1.52%**
- Native American: **0.30%**

Special Populations

- Emergent Bilingual (EB)/Bilingual-ESL: **52.12%**
- Special Education: **9.7%**

The campus serves a highly diverse student population, with more than half of scholars identified as Emergent Bilingual and nearly 10% receiving Special Education services. These demographics reinforce the campus's commitment to providing culturally responsive instruction, language acquisition support, specially designed instruction, and targeted interventions that ensure equitable access to rigorous learning opportunities for every scholar.

Staff Qualifications and Structure

Ignite Community School - Westchase staff are held to high standards of professionalism and instructional effectiveness. All teachers and paraprofessionals are required to meet state and district certification requirements and participate in ongoing professional learning to strengthen instructional practices. The campus is committed to recruiting and retaining highly qualified educators dedicated to ensuring academic success for every scholar.

The current staff structure includes:

- **14** general education teachers
- **3** enrichment teachers (Art, Physical Education, and Health & Wellness)
- **3** instructional specialists (Math, Reading, and Science)
- **6** teacher aides
- **1** Special Education teacher
- **1** Special Education paraprofessional
- **1** ESL Interventionist
- **1** LPAC Coordinator

Our team reflects the cultural and linguistic diversity of the students we serve, with many staff members bilingual in English and Spanish. Small class sizes, with a maximum of 25 students, allow teachers to provide individualized instruction, foster meaningful relationships, and effectively meet the academic, linguistic, and social-emotional needs of all scholars.

Student Support and Behavior Interventions

Ignite Community School - Westchase is committed to supporting the academic, behavioral, and social-emotional development of every scholar through a comprehensive Multi-Tiered System of Supports (MTSS). The campus provides targeted academic interventions, behavioral supports, and social-emotional services designed to remove barriers to learning and promote student success.

To support scholars' behavioral and social-emotional growth, the campus provides:

- Behavioral intervention and restorative practices facilitated by campus administrators.
- Individualized behavior intervention plans and social contracts developed collaboratively with teachers and families.
- Schoolwide implementation of the **Leader in Me** social-emotional learning curriculum, which develops leadership skills, responsibility, self-regulation, collaboration, and positive behavior habits.
- Professional counseling services through a partnership with **Journey Through Life**, providing on-campus counseling and mental health support for students in need.
- Collaboration among administrators, teachers, interventionists, and families to ensure scholars receive appropriate academic, behavioral, and social-emotional supports.

This comprehensive approach addresses the needs of the whole child while fostering leadership, accountability, resilience, and strong character development. By providing rigorous academics alongside meaningful social-emotional supports, Ignite Community School - Westchase is committed to ensuring every scholar has the opportunity to thrive academically, socially, and emotionally.

Strengths

1. Diverse Student Population and Language Support

Ignite Community School - Westchase serves a culturally and linguistically diverse student population, with over half of scholars identified as Emergent Bilingual. The campus provides bilingual and ESL programming, language acquisition support, and targeted interventions to ensure equitable access to rigorous instruction.

2. Comprehensive Student Support Systems

The campus provides a Multi-Tiered System of Supports (MTSS) that includes reading and math intervention, ESL intervention, Special Education services, behavioral interventions, social-emotional learning through the Leader in Me framework, and on-site counseling through Journey Through Life. These supports address the academic, behavioral, and emotional needs of scholars.

3. Commitment to the Whole Child

Ignite Community School - Westchase emphasizes leadership development, character education, and social-emotional learning alongside academic achievement. Through restorative practices and Leader in Me, scholars develop self-regulation, responsibility, collaboration, and leadership skills.

4. Strong Family and Community Partnerships

The campus maintains meaningful relationships with families through ParentSquare, ClassDojo, bilingual communication, family engagement events, and community partnerships that provide counseling services and additional resources for students and families.

5. Personalized Learning Environment

Small class sizes and a collaborative instructional team allow teachers to provide differentiated instruction, targeted interventions, and meaningful relationships that support scholar growth.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1★ The campus average daily attendance of 94.83% is below the campus goal of 97%, resulting in lost instructional time and reduced opportunities for student achievement.	Chronic absenteeism is influenced by student illness, transportation challenges, family circumstances, and inconsistent attendance habits, resulting in missed instructional time.
2★ The campus currently has four teacher vacancies, limiting instructional capacity and increasing the need for strategic staffing to ensure consistent, high-quality instruction for all scholars.	Regional teacher shortages and increased competition for certified educators have made it challenging to recruit and retain qualified teachers before the start of the school year.
3★ More than half of the student population is identified as Emergent Bilingual, creating an increased need for instructional resources, language supports, and professional learning to accelerate English language acquisition while maintaining rigorous grade-level instruction.	The growing Emergent Bilingual population requires expanded instructional materials, teacher training, and targeted interventions to meet students' diverse language proficiency levels.
4★ The campus continues to see an increase in students requiring specialized academic, behavioral, and social-emotional supports.	Increasing enrollment of students receiving Special Education services, along with growing academic and behavioral needs, requires additional intervention resources, collaboration, and specialized instructional support.

★ = Priority

Student Learning

Summary

At Ignite Community School – Westchase, we are committed to providing high-quality instruction that is fully aligned to the Texas Essential Knowledge and Skills (TEKS). Our curriculum is implemented with fidelity through a collaborative partnership with the Responsive Education Solutions Academic Team and campus instructional leaders, ensuring that teachers have the resources and support necessary to deliver rigorous, standards-based instruction.

The campus follows the district-developed scope and sequence for each grade level and content area, which is grounded in research-based instructional practices. Teachers regularly unpack and analyze the TEKS to develop standards-aligned lessons that promote student understanding and mastery. Using student performance data, teachers continuously refine and adjust unit plans and instructional strategies to address learning gaps and meet the diverse needs of all learners.

Student progress is monitored through district benchmark assessments, unit assessments, and ongoing formative and summative classroom assessments. Assessment data is used to inform instructional decisions, guide intervention efforts, and monitor student growth throughout the school year.

Recognizing that many of our students receive specialized services, teachers implement differentiated instruction and provide appropriate accommodations and modifications in accordance with students' individualized plans. Ongoing coaching, professional learning, and support from content specialists equip teachers with effective instructional strategies and strengthen their ability to meet the academic needs of every student.

By maintaining high expectations, delivering rigorous instruction, and using data to drive continuous improvement, Ignite Community School – Westchase prepares students for long-term success. Our goal is to ensure that every student graduates with the knowledge, skills, and confidence needed to pursue higher education, technical or trade training, military service, or meaningful career opportunities.

Strengths

- Teachers utilize TEKS deconstruction to create rigorous, standards-aligned lessons focused on student mastery.
- Data-driven instructional practices are used to monitor student progress and adjust instruction based on student needs.
- Teachers implement differentiated instruction, accommodations, and modifications to support all learners, including scholars receiving specialized services.
- Multiple assessment methods are used to measure student understanding and guide intervention and enrichment opportunities.
- Access to instructional resources, intervention programs, and digital platforms supports personalized learning and academic growth.
- Ongoing coaching and professional development opportunities build teacher capacity and improve the quality of instruction across the campus.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1★	Continued improvement is needed in ensuring consistent implementation of rigorous, differentiated instruction across all classrooms to meet the diverse academic needs of all scholars.	The diverse academic needs of scholars, including students receiving specialized services and students performing at varying instructional levels, require ongoing teacher support, professional development, and coaching to strengthen differentiation, intervention strategies, and instructional rigor.
2★	Although scholars demonstrated strong academic growth across reading, mathematics, and science, achievement remains below desired proficiency levels in several grade levels, particularly in mathematics and science.	Many scholars entered the school year below grade-level expectations and continue to require accelerated learning opportunities, targeted intervention, and consistent Tier I instruction to close learning gaps.
3★	The campus must increase the percentage of scholars performing at the Meets and Masters performance levels on STAAR assessments, particularly in mathematics and science.	Instruction has focused primarily on moving students to the Approaches level, creating a need for increased academic rigor, higher-order questioning, and intentional differentiation to accelerate achievement.
4★	Achievement gaps continue to exist among Emergent Bilingual, Special Education, and other student groups requiring targeted instructional support.	The diverse academic and linguistic needs of the student population require ongoing implementation of MTSS, differentiated instruction, language acquisition strategies, and specialized interventions to ensure equitable outcomes for all scholars.
5★	Although many Emergent Bilingual scholars demonstrated proficiency at the Advanced level, 54.8% of students continue to perform at the Beginning or Intermediate proficiency levels, indicating a need to accelerate English language acquisition and academic language development across all content areas.	The campus serves a large Emergent Bilingual population with varying levels of English proficiency. Many students require additional opportunities for structured academic conversations, explicit vocabulary instruction, writing across the curriculum, and consistent implementation of sheltered instruction strategies to accelerate language development.

★ = Priority

School Processes & Programs

Summary

Ignite Community School – Westchase is committed to delivering a high-quality, standards-aligned educational experience that meets the academic, social-emotional, and developmental needs of all students. Through strong curriculum frameworks, embedded intervention, proactive communication, and robust student services, we ensure that every scholar receives equitable access to opportunities for growth and success.

Curriculum and Instruction

Ignite Community School – Westchase utilizes a comprehensive, TEKS-aligned curriculum designed to provide rigorous instruction, personalized learning opportunities, and targeted support to ensure all scholars achieve academic success.

- **Frog Street (Pre-K):** An integrated early childhood curriculum that builds foundational skills in literacy, math, science, language development, and social-emotional learning through hands-on instruction. Spanish resources are available.
- **Bluebonnet Learning (K–8 Reading and Mathematics):** A TEKS-aligned curriculum that develops strong reading and mathematical understanding through rigorous, standards-based instruction. Spanish resources are available in Kindergarten, with advanced math pathways in middle school.
- **StudySync (Grades 6–8 Reading):** A literacy program that strengthens reading comprehension, writing, vocabulary, and critical thinking through engaging texts and collaborative learning.
- **NoRedInk (Grades 3–8 Writing):** A personalized writing platform that strengthens grammar, language conventions, and writing skills through targeted practice and feedback.
- **Discovery Education Science Techbook (K–8):** An inquiry-based science curriculum that promotes hands-on learning, critical thinking, and real-world application of scientific concepts.
- **Savvas Social Studies (K–8):** A standards-based curriculum that develops historical understanding, civic responsibility, and critical thinking through engaging social studies instruction.
- **Navigate360 (K–8):** A social-emotional learning program that helps students develop self-awareness, positive relationships, resilience, and responsible decision-making.
- **Leader in Me (Pre-K–8):** A leadership framework that builds character, responsibility, collaboration, and leadership skills while supporting the development of the whole child.

Intervention and Specialized Programs

- **Edmentum Exact Path:** A personalized intervention program that identifies learning gaps and provides individualized instruction to accelerate student growth.
- **Summit K–12:** A language development program that supports English Learners in building English proficiency while accessing grade-level content.
- **504 Accommodations and Special Education Curriculum Scaffolds:** Individualized accommodations and instructional supports ensure equitable access to the curriculum and student success.

Multi-Tiered Student Support Services

Ignite Community School – Westchase offers a robust range of academic and social-emotional supports tailored to meet individual student needs:

- Reading Interventionist and Dyslexia Specialist provide targeted literacy interventions aligned with diagnostic data.
- Math Interventionist supports small-group instruction and reinforcement of foundational math skills.
- Science interventionist will support with small-group instruction for struggling tested grade levels (5th & 8th grade).
- Reading Interventionist will support with students who need additional support in K-8.
- ESL services ensure linguistic and academic support for emergent bilingual students.

Family and Community Communication

Consistent, transparent communication with families is a cornerstone of our school culture. Ignite Community School – Westchase utilizes a variety of platforms to ensure families are informed, engaged, and empowered:

- ParentSquare for direct messaging, announcements, and daily updates.

- Grade-level newsletters to share academic goals, upcoming events, and student highlights.
- School flyers and social media to promote community events, fundraisers, and celebrations.

Enrichment and Extracurricular Opportunities

Ignite Community School – Westchase offers a growing menu of extracurricular and enrichment opportunities to support student engagement, creativity, and personal growth. Current offerings include:

- Art Club (mixed media artwork, art competitions)
- The Craft & Create Club (sewing/crochet)
- Robotics/STEM Club
- Athletics and team sports, launching during the current school year.

Strengths

- Comprehensive, TEKS-aligned curriculum that provides rigorous instruction and supports academic success across all grade levels.
- Embedded intervention programs, including Edmentum Exact Path, provide personalized support to address learning gaps and accelerate student achievement.
- Multi-Tiered System of Supports (MTSS) provides coordinated academic, behavioral, linguistic, and social-emotional interventions to meet the diverse needs of scholars.
- Specialized support services, including ESL, dyslexia intervention, reading intervention, math intervention, and 504/Special Education accommodations, ensure equitable access to learning opportunities.
- A variety of extracurricular clubs, enrichment activities, and athletics provide opportunities for leadership, creativity, collaboration, and student engagement beyond the classroom.
- Social-emotional learning and character development are intentionally embedded through Leader in Me and Navigate360, supporting the development of the whole child.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 ★ While the campus provides multiple intervention programs and student support services, additional improvements are needed to increase student academic growth and proficiency across all content areas.	Students enter the campus with varying academic readiness levels and learning gaps, requiring continued refinement of intervention systems, differentiated instruction, and data-driven decision-making to accelerate learning.
2 ★ While the campus offers a variety of extracurricular programs and enrichment opportunities, continued growth is needed to expand student participation and provide additional opportunities that support diverse interests and talents.	Limited staffing, funding, and community partnerships restrict the number of enrichment opportunities available and the number of students who can participate.
3 ★ Our school currently has a low number of certified teachers, which can impact instructional quality and limit compliance with state certification requirements. It also places additional strain on certified staff who must provide mentorship and instructional support across multiple classrooms.	Competing districts offer more competitive salaries and stronger certification support programs, making it challenging to attract certified educators within our current compensation structure.
4 ★ Although Ignite Community School - Westchase has a highly qualified and committed instructional team, continued efforts are needed to recruit and retain effective teachers in an increasingly competitive education market.	Competition from surrounding school districts and charter networks offering higher compensation packages makes it challenging to attract and retain highly qualified educators. The campus must continue developing retention strategies, including staff recognition, professional growth opportunities, and additional incentives to remain competitive.
5 ★ While core instructional programs (Bluebonnet Learning, StudySync, NoRedInk, Discovery Education, Savvas) cover required TEKS, scholars in targeted demographics (e.g., At-Risk and Emergent Bilinguals) show inconsistent mastery on interim assessments and MAP benchmarks in reading and mathematics.	Grade-level collaboration time is primarily focused on curriculum pacing and surface-level lesson execution rather than in-depth deconstruction of TEKS standards to design targeted, small-group reteach plans based on real-time daily formative data.

6★

A significant percentage of scholars requiring Tier 2 and Tier 3 interventions struggle to close academic gaps in reading and math despite the inclusion of embedded intervention blocks and supplemental tools like Edmentum Exact Path.

Teachers lack a standardized protocol and explicit training for integrating adaptive software data (Exact Path) into live teacher-led small-group instruction during the designated intervention blocks, leading to passive software usage over targeted skill delivery.

7★

Instructional coaching cycles (modeling, co-teaching, data analysis) yield uneven growth in teacher capacity across subject areas, particularly in pacing complex, inquiry-based STEM (Discovery Education) and social studies content

The campus lacks a structured, objective tracking system to monitor the fidelity and implementation of coaching feedback following data analysis meetings, leaving instructional specialists with limited visibility into daily classroom follow-through.

8★

Although Ignite Community School - Westchase has established strong leadership structures, collaborative systems, and intervention supports, continued refinement is needed to ensure all campus systems are implemented consistently and effectively to maximize student achievement and staff support.

As the campus continues to grow and align with Ignite Community Schools' systems and expectations, ongoing training, communication, and monitoring are needed to ensure consistent implementation of academic, behavioral, and operational practices across all grade levels.

9★

The campus leadership structure provides strong academic, cultural, and operational support; however, continued development is needed to build teacher capacity and ensure all staff have the tools and support necessary to meet evolving student needs.

Variations in teacher experience levels and instructional needs require continued coaching, professional development, and collaboration to strengthen instructional practices and campus-wide systems.

10★

The campus has access to multiple digital learning platforms and technology resources; however, additional monitoring and support are needed to ensure consistent implementation and effective utilization of these resources to address student needs.

Teachers require continued support in analyzing digital learning data and using technology-based resources to provide targeted interventions, enrichment, and personalized learning opportunities.

★ = Priority

Perceptions

Summary

At Ignite Community School-Westchase, we are committed to providing an educational experience that extends beyond academic achievement by fostering character development, leadership skills, and a lifelong love of learning. Through strong relationships, high expectations, and intentional opportunities for growth, we support scholars in developing the knowledge, values, and skills needed to become responsible leaders who positively impact their communities.

As part of the Ignite Community Schools network, we embrace the belief that success is built through perseverance, confidence, and resilience. At Ignite Community School – Westchase, our dedicated staff works collaboratively to inspire scholars to recognize their strengths, overcome challenges, and strive for excellence in all areas of their lives. By intentionally developing self-esteem, responsibility, and a growth mindset, we prepare our scholars to approach future opportunities with confidence and determination.

This commitment will guide the way we lead our campus, support our scholars, and build a positive school culture where every student feels valued and empowered. Through a supportive and inclusive learning environment, Ignite Community School – Westchase will continue to develop scholars who are academically prepared, confident in their abilities, and equipped with the character traits and leadership skills needed for success in school, their communities, and beyond.

Culture and Core Values

At Ignite Community School – Westchase, our campus culture is built on strong relationships, collaboration, and a commitment to the growth of every scholar. Teachers and staff model open communication, empathy, professionalism, and adaptability when working with students, families, and colleagues. Our instructional approach is centered on data-driven decision-making and student needs, ensuring that each scholar receives the support, guidance, and opportunities necessary to succeed.

Family and Community Engagement

We value the partnership between our school, families, and community. The campus regularly gathers feedback through surveys, conversations, and family input opportunities to better understand needs and inform campus priorities. Family engagement is strengthened through participation in school events, volunteer opportunities, and collaboration between families and teachers. We maintain clear and consistent communication through platforms such as Parent Square, newsletters, and social media to keep families informed and connected.

Student and Staff Feedback

Ignite Community School – Westchase encourages students and staff to share their perspectives and provide feedback regarding learning experiences, campus culture, and opportunities for growth. This feedback helps guide decisions, strengthen relationships, and ensure the campus continues to meet the needs of the school community.

Community Partnerships

The campus continues to build meaningful partnerships with local organizations and community partners to provide additional resources, services, and opportunities for students and families. These collaborations support the overall well-being of our school community and extend our mission beyond the classroom by ensuring families have access to resources that promote student success.

Strengths

- A shared campus vision focused on educating the whole child through academic excellence, character development, leadership, and personal growth.
- A positive and supportive school culture where staff model empathy, professionalism, adaptability, and strong relationships with students, families, and colleagues.
- A student-centered approach to instruction that uses data and student feedback to identify needs and provide targeted support.
- Strong collaboration among staff members that promotes teamwork, open communication, and a commitment to

continuous improvement.

- Consistent family engagement through multiple communication platforms, including ParentSquare, newsletters, social media, and campus events.
- Opportunities for families, students, and staff to provide feedback that helps guide campus decisions and improve the overall school experience.
- Meaningful community partnerships that provide additional resources, services, and support to strengthen student and family success.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1★	Although the campus maintains positive relationships with families and community partners, continued growth is needed to increase opportunities for family involvement and strengthen partnerships that support the overall mission of the school.	Limited capacity and resources have impacted the campus's ability to consistently expand outreach efforts, increase community partnerships, and provide additional opportunities for family engagement.
2★	While our school offers a strong academic and community-centered experience during the school day, we currently lack sufficient after-school programs to extend learning, provide enrichment, and support working families. This limits opportunities for students to explore interests, receive academic support, and engage in structured, safe activities beyond regular school hours.	The primary barrier to expanding after-school programming is insufficient funding, which restricts our ability to hire staff, provide materials, and sustain high-quality offerings outside the traditional school day.
3★	The campus has developed a strong staff culture; however, continued focus is needed to maintain employee satisfaction, recognition, and retention in a competitive educational employment market.	Competition from surrounding districts and charter networks with higher compensation packages impacts teacher recruitment and retention efforts. Continued investment in staff recognition, professional growth, and incentives is needed to maintain a committed and experienced team.
4★	Although Ignite Community School - Westchase has implemented proactive behavior supports and positive behavior incentives, the campus recorded 101 discipline incidents involving 65 scholars, with 24.62% of disciplined scholars receiving multiple referrals, indicating the need to strengthen Tier II and Tier III behavioral interventions.	Some scholars require additional social-emotional supports, self-regulation strategies, and individualized behavior interventions to reduce repeated behavioral incidents and improve classroom engagement.
5★	Although the campus provides a variety of family engagement opportunities throughout the school year, additional community partnerships are needed to expand resources, enrichment opportunities, and fundraising efforts that support students and families.	The campus currently has a limited number of long-term community partnerships, resulting in fewer opportunities to secure additional resources, volunteers, and financial support for student programs and family engagement initiatives.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

The campus average daily attendance of 94.83% is below the campus goal of 97%, resulting in lost instructional time and reduced opportunities for student achievement.

Chronic absenteeism is influenced by student illness, transportation challenges, family circumstances, and inconsistent attendance habits, resulting in missed instructional time.

2
★

The campus currently has four teacher vacancies, limiting instructional capacity and increasing the need for strategic staffing to ensure consistent, high-quality instruction for all scholars.

Regional teacher shortages and increased competition for certified educators have made it challenging to recruit and retain qualified teachers before the start of the school year.

3
★

More than half of the student population is identified as Emergent Bilingual, creating an increased need for instructional resources, language supports, and professional learning to accelerate English language acquisition while maintaining rigorous grade-level instruction.

The growing Emergent Bilingual population requires expanded instructional materials, teacher training, and targeted interventions to meet students' diverse language proficiency levels.

4
★

The campus continues to see an increase in students requiring specialized academic, behavioral, and social-emotional supports.

Increasing enrollment of students receiving Special Education services, along with growing academic and behavioral needs, requires additional intervention resources, collaboration, and specialized instructional support.

5
★

Continued improvement is needed in ensuring consistent implementation of rigorous, differentiated instruction across all classrooms to meet the diverse academic needs of all scholars.

The diverse academic needs of scholars, including students receiving specialized services and students performing at varying instructional levels, require ongoing teacher support, professional development, and coaching to strengthen differentiation, intervention strategies, and instructional rigor.

6
★

Although scholars demonstrated strong academic growth across reading, mathematics, and science, achievement remains below desired proficiency levels in several grade levels, particularly in mathematics and science.

Many scholars entered the school year below grade-level expectations and continue to require accelerated learning opportunities, targeted intervention, and consistent Tier I instruction to close learning gaps.

7
★

The campus must increase the percentage of scholars performing at the Meets and Masters performance levels on STAAR assessments, particularly in mathematics and science.

Instruction has focused primarily on moving students to the Approaches level, creating a need for increased academic rigor, higher-order questioning, and intentional differentiation to accelerate achievement.

8
★

Achievement gaps continue to exist among Emergent Bilingual, Special Education, and other student groups requiring targeted instructional support.

The diverse academic and linguistic needs of the student population require ongoing implementation of MTSS, differentiated instruction, language acquisition strategies, and specialized interventions to ensure equitable outcomes for all scholars.

9
★

Although many Emergent Bilingual scholars demonstrated proficiency at the Advanced level, 54.8% of students continue to perform at the Beginning or Intermediate proficiency levels, indicating a need to accelerate English language acquisition and academic language development across all content areas.

The campus serves a large Emergent Bilingual population with varying levels of English proficiency. Many students require additional opportunities for structured academic conversations, explicit vocabulary instruction, writing across the curriculum, and consistent implementation of sheltered instruction strategies to accelerate language development.

10
★

While the campus provides multiple intervention programs and student support services, additional improvements are needed to increase student academic growth and proficiency across all content areas.

Students enter the campus with varying academic readiness levels and learning gaps, requiring continued refinement of intervention systems, differentiated instruction, and data-driven decision-making to accelerate learning.

11
★

While the campus offers a variety of extracurricular programs and enrichment opportunities, continued growth is needed to expand student participation and provide additional opportunities that support diverse interests and talents.

Limited staffing, funding, and community partnerships restrict the number of enrichment opportunities available and the number of students who can participate.

12
★

Although Ignite Community School - Westchase has a highly qualified and committed instructional team, continued efforts are needed to recruit and retain effective teachers in an increasingly competitive education market.

Competition from surrounding school districts and charter networks offering higher compensation packages makes it challenging to attract and retain highly qualified educators. The campus must continue developing retention strategies, including staff recognition, professional growth opportunities, and additional incentives to remain competitive.

13
★

Our school currently has a low number of certified teachers, which can impact instructional quality and limit compliance with state certification requirements. It also places additional strain on certified staff who must provide mentorship and instructional support across multiple classrooms.

Competing districts offer more competitive salaries and stronger certification support programs, making it challenging to attract certified educators within our current compensation structure.

14
★

While core instructional programs (Bluebonnet Learning, StudySync, NoRedInk, Discovery Education, Savvas) cover required TEKS, scholars in targeted demographics (e.g., At-Risk and Emergent Bilinguals) show inconsistent mastery on interim assessments and MAP benchmarks in reading and mathematics.

Grade-level collaboration time is primarily focused on curriculum pacing and surface-level lesson execution rather than in-depth deconstruction of TEKS standards to design targeted, small-group reteach plans based on real-time daily formative data.

15
★

A significant percentage of scholars requiring Tier 2 and Tier 3 interventions struggle to close academic gaps in reading and math despite the inclusion of embedded intervention blocks and supplemental tools like Edmentum Exact Path.

Teachers lack a standardized protocol and explicit training for integrating adaptive software data (Exact Path) into live teacher-led small-group instruction during the designated intervention blocks, leading to passive software usage over targeted skill delivery.

16
★

Instructional coaching cycles (modeling, co-teaching, data analysis) yield uneven growth in teacher capacity across subject areas, particularly in pacing complex, inquiry-based STEM (Discovery Education) and social studies content

The campus lacks a structured, objective tracking system to monitor the fidelity and implementation of coaching feedback following data analysis meetings, leaving instructional specialists with limited visibility into daily classroom follow-through.

17
★

Although Ignite Community School - Westchase has established strong leadership structures, collaborative systems, and intervention supports, continued refinement is needed to ensure all campus systems are implemented consistently and effectively to maximize student achievement and staff support.

As the campus continues to grow and align with Ignite Community Schools' systems and expectations, ongoing training, communication, and monitoring are needed to ensure consistent implementation of academic, behavioral, and operational practices across all grade levels.

18
★

The campus leadership structure provides strong academic, cultural, and operational support; however, continued development is needed to build teacher capacity and ensure all staff have the tools and support necessary to meet evolving student needs.

Variations in teacher experience levels and instructional needs require continued coaching, professional development, and collaboration to strengthen instructional practices and campus-wide systems.

19
★

The campus has access to multiple digital learning platforms and technology resources; however, additional monitoring and support are needed to ensure consistent implementation and effective utilization of these resources to address student needs.

Teachers require continued support in analyzing digital learning data and using technology-based resources to provide targeted interventions, enrichment, and personalized learning opportunities.

20
★

Although the campus maintains positive relationships with families and community partners, continued growth is needed to increase opportunities for family involvement and strengthen partnerships that support the overall mission of the school.

Limited capacity and resources have impacted the campus's ability to consistently expand outreach efforts, increase community partnerships, and provide additional opportunities for family engagement.

21
★

While our school offers a strong academic and community-centered experience during the school day, we currently lack sufficient after-school programs to extend learning, provide enrichment, and support working families. This limits opportunities for students to explore interests, receive academic support, and engage in structured, safe activities beyond regular school hours.

The primary barrier to expanding after-school programming is insufficient funding, which restricts our ability to hire staff, provide materials, and sustain high-quality offerings outside the traditional school day.

22
★

The campus has developed a strong staff culture; however, continued focus is needed to maintain employee satisfaction, recognition, and retention in a competitive educational employment market.

Competition from surrounding districts and charter networks with higher compensation packages impacts teacher recruitment and retention efforts. Continued investment in staff recognition, professional growth, and incentives is needed to maintain a committed and experienced team.

23
★

Although Ignite Community School - Westchase has implemented proactive behavior supports and positive behavior incentives, the campus recorded 101 discipline incidents involving 65 scholars, with 24.62% of disciplined scholars receiving multiple referrals, indicating the need to strengthen Tier II and Tier III behavioral interventions.

Some scholars require additional social-emotional supports, self-regulation strategies, and individualized behavior interventions to reduce repeated behavioral incidents and improve classroom engagement.

24
★

Although the campus provides a variety of family engagement opportunities throughout the school year, additional community partnerships are needed to expand resources, enrichment opportunities, and fundraising efforts that support students and families.

The campus currently has a limited number of long-term community partnerships, resulting in fewer opportunities to secure additional resources, volunteers, and financial support for student programs and family engagement initiatives.



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ HB3 Reading and math goals for PreK-3
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Male / Female performance, progress, and participation data

- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/stability
- ☒ At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- ☒ Section 504 data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records
- ☒ Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- ☒ School Behavioral Threat Assessment Data (Senate Bill 11)

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Teacher/Student Ratio
- ☒ Campus leadership data
- ☒ T-TESS data

Parent/Community Data

- ☒ Parent engagement rate

Support Systems and Other Data

- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Study of best practices and high yield strategies
- ☒ Scope and Sequence; Pacing Guides; and Other Focus Documents



Goals

Goal 1

Strengthen teaching and learning to ensure continuous growth and higher levels of proficiency across all grade levels and content areas.

Performance Objective 1 High Priority

By May 2027, at least 70% of K-2 scholars will perform at or above benchmark in reading, and the percentage performing Well Below will decrease by at least 10 percentage points from BOY to EOY, as measured by the campus-approved K-2 literacy assessment.

Evaluation Data Source: BOY/MOY/EOY literacy data; intervention rosters; PLC products; walkthroughs; student work

Strategy 1 Targeted Support Strategy

Use biweekly literacy data PLCs, six-week intervention cycles, targeted small groups, coaching, and progress monitoring for all student groups.

Strategy's Expected Result/Impact: Stronger foundational literacy, faster gap closure, and improved readiness for grade-level reading demands.

Staff Responsible for Monitoring: School Leader, Teachers

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

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

December

February

April

June

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
2 Although scholars demonstrated strong academic growth across reading, mathematics, and science, achievement remains below desired proficiency levels in several grade levels, particularly in mathematics and science.	Many scholars entered the school year below grade-level expectations and continue to require accelerated learning opportunities, targeted intervention, and consistent Tier I instruction to close learning gaps.
3 The campus must increase the percentage of scholars performing at the Meets and Masters performance levels on STAAR assessments, particularly in mathematics and science.	Instruction has focused primarily on moving students to the Approaches level, creating a need for increased academic rigor, higher-order questioning, and intentional differentiation to accelerate achievement.
4 Achievement gaps continue to exist among Emergent Bilingual, Special Education, and other student groups requiring targeted instructional support.	The diverse academic and linguistic needs of the student population require ongoing implementation of MTSS, differentiated instruction, language acquisition strategies, and specialized interventions to ensure equitable outcomes for all scholars.
5 Although many Emergent Bilingual scholars demonstrated proficiency at the Advanced level, 54.8% of students continue to perform at the Beginning or Intermediate proficiency levels, indicating a need to accelerate English language acquisition and academic language development across all content areas.	The campus serves a large Emergent Bilingual population with varying levels of English proficiency. Many students require additional opportunities for structured academic conversations, explicit vocabulary instruction, writing across the curriculum, and consistent implementation of sheltered instruction strategies to accelerate language development.

Performance Objective 2 High Priority HB3 Goal

By June 2027, the percentage of tested scholars performing at Meets Grade Level or above on STAAR mathematics in grades 3-8, science in grades 5 and 8, and social studies in grade 8 will increase by 15 percentage points over the 2026 baseline, with subgroup progress monitored throughout the year.

Evaluation Data Source: STAAR and interim data; common assessments; reteach plans; coaching trackers; student work

Strategy 1 Targeted Support Strategy

Conduct standards-based data cycles, reteach priority TEKS, use higher-order questioning, deliver targeted intervention, and monitor EB and Special Education performance gaps.

Strategy's Expected Result/Impact: More scholars reach Meets and Masters while gaps narrow across student groups and tested content areas.

Staff Responsible for Monitoring: CTC, School Leader, Teachers

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

Title I: 2.5.1, 2.5.2

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

ESF Levers: 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

Continued improvement is needed in ensuring consistent implementation of rigorous, differentiated instruction across all classrooms to meet the diverse academic needs of all scholars.

The diverse academic needs of scholars, including students receiving specialized services and students performing at varying instructional levels, require ongoing teacher support, professional development, and coaching to strengthen differentiation, intervention strategies, and instructional rigor.

2

Although scholars demonstrated strong academic growth across reading, mathematics, and science, achievement remains below desired proficiency levels in several grade levels, particularly in mathematics and science.

Many scholars entered the school year below grade-level expectations and continue to require accelerated learning opportunities, targeted intervention, and consistent Tier I instruction to close learning gaps.

3

The campus must increase the percentage of scholars performing at the Meets and Masters performance levels on STAAR assessments, particularly in mathematics and science.

Instruction has focused primarily on moving students to the Approaches level, creating a need for increased academic rigor, higher-order questioning, and intentional differentiation to accelerate achievement.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 While the campus provides multiple intervention programs and student support services, additional improvements are needed to increase student academic growth and proficiency across all content areas.	Students enter the campus with varying academic readiness levels and learning gaps, requiring continued refinement of intervention systems, differentiated instruction, and data-driven decision-making to accelerate learning.

Performance Objective 3

By May 2027, 100% of grade levels will provide at least two TEKS-aligned, hands-on field or community learning experiences, with at least 90% scholar participation and a standards-aligned student project, writing sample, or reflection connected to each experience.

Evaluation Data Source: Field-experience plans; attendance; projects; writing samples; teacher reflections; student surveys

Strategy 1

Map experiences to priority TEKS; plan pre-learning and vocabulary; provide access supports; and require reflection, writing, or project-based application after each experience.

Strategy's Expected Result/Impact: Greater engagement, real-world application, critical thinking, writing growth, and community connection.

Staff Responsible for Monitoring: PFE, Teachers, School Leader

Problem Statements: School Processes & Programs 2, 9

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

Formative Reviews

December	February	April	June
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Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

While the campus offers a variety of extracurricular programs and enrichment opportunities, continued growth is needed to expand student participation and provide additional opportunities that support diverse interests and talents.

Limited staffing, funding, and community partnerships restrict the number of enrichment opportunities available and the number of students who can participate.

9

The campus leadership structure provides strong academic, cultural, and operational support; however, continued development is needed to build teacher capacity and ensure all staff have the tools and support necessary to meet evolving student needs.

Variations in teacher experience levels and instructional needs require continued coaching, professional development, and collaboration to strengthen instructional practices and campus-wide systems.

Goal 2

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

Performance Objective 1

By May 2027, 100% of scholars will use a Leader in Me leadership notebook or portfolio to set and monitor at least one academic goal and one personal leadership goal each quarter, with progress shared through student-led conferences, classroom leadership roles, or portfolio reviews.

Evaluation Data Source: Leadership notebooks; portfolios; goal trackers; conference records; walkthroughs; surveys

Strategy 1

Implement quarterly goal cycles, leadership notebooks, student data reflection, student-led conferences, classroom leadership roles, and public-speaking opportunities.

Strategy's Expected Result/Impact: Greater ownership, leadership, efficacy, communication, and responsibility for academic progress.

Staff Responsible for Monitoring: Teachers, School Leaders

Problem Statements: Demographics 4 - Perceptions 4

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

December

February

April

June

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

4

The campus continues to see an increase in students requiring specialized academic, behavioral, and social-emotional supports.

Increasing enrollment of students receiving Special Education services, along with growing academic and behavioral needs, requires additional intervention resources, collaboration, and specialized instructional support.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

4

Although Ignite Community School - Westchase has implemented proactive behavior supports and positive behavior incentives, the campus recorded 101 discipline incidents involving 65 scholars, with 24.62% of disciplined scholars receiving multiple referrals, indicating the need to strengthen Tier II and Tier III behavioral interventions.

Some scholars require additional social-emotional supports, self-regulation strategies, and individualized behavior interventions to reduce repeated behavioral incidents and improve classroom engagement.

Performance Objective 2

By May 2027, 100% of scholars in grades 6-8 will participate in at least two structured college, career, or military-awareness experiences, and 100% of eighth-grade scholars will complete an academic and career transition plan identifying interests, goals, pathways, and needed supports.

Evaluation Data Source: Participation records; student portfolios; inventories; transition plans; surveys; reflections

Strategy 1

Provide interest inventories, guest speakers, field experiences, pathway exploration, community service, and eighth-grade transition planning.

Strategy's Expected Result/Impact: Stronger awareness of future options and clearer connections between present learning and long-term goals.

Staff Responsible for Monitoring: Teachers, PFE, Admin

Problem Statements: School Processes & Programs 2 - Perceptions 2

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

December

February

April

June

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

While the campus offers a variety of extracurricular programs and enrichment opportunities, continued growth is needed to expand student participation and provide additional opportunities that support diverse interests and talents.

Limited staffing, funding, and community partnerships restrict the number of enrichment opportunities available and the number of students who can participate.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

2

While our school offers a strong academic and community-centered experience during the school day, we currently lack sufficient after-school programs to extend learning, provide enrichment, and support working families. This limits opportunities for students to explore interests, receive academic support, and engage in structured, safe activities beyond regular school hours.

The primary barrier to expanding after-school programming is insufficient funding, which restricts our ability to hire staff, provide materials, and sustain high-quality offerings outside the traditional school day.

Performance Objective 3 High Priority

By May 2027, scholar participation in extracurricular, athletic, service-learning, or formal leadership opportunities will increase from 0% to 25%, with participation reviewed by grade level and student group to ensure equitable access.

Evaluation Data Source: Club and athletic rosters; service logs; student surveys; participation by student group

Strategy 1

Use interest surveys, expand campus and partner-supported offerings, remove access barriers, and recognize scholar participation and service.

Strategy's Expected Result/Impact: More scholars build teamwork, leadership, service, belonging, perseverance, and future-ready skills.

Staff Responsible for Monitoring: Admin, Teachers

Problem Statements: Perceptions 1, 2, 5

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

December

February

April

June

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Although the campus maintains positive relationships with families and community partners, continued growth is needed to increase opportunities for family involvement and strengthen partnerships that support the overall mission of the school.

Limited capacity and resources have impacted the campus's ability to consistently expand outreach efforts, increase community partnerships, and provide additional opportunities for family engagement.

2

While our school offers a strong academic and community-centered experience during the school day, we currently lack sufficient after-school programs to extend learning, provide enrichment, and support working families. This limits opportunities for students to explore interests, receive academic support, and engage in structured, safe activities beyond regular school hours.

The primary barrier to expanding after-school programming is insufficient funding, which restricts our ability to hire staff, provide materials, and sustain high-quality offerings outside the traditional school day.

5

Although the campus provides a variety of family engagement opportunities throughout the school year, additional community partnerships are needed to expand resources, enrichment opportunities, and fundraising efforts that support students and families.

The campus currently has a limited number of long-term community partnerships, resulting in fewer opportunities to secure additional resources, volunteers, and financial support for student programs and family engagement initiatives.

Goal 3

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

Performance Objective 1 High Priority

By May 2027, 100% of grade-level and content teams will complete a biweekly data-driven PLC cycle that identifies priority standards, student misconceptions, student-group needs, and reteach or extension actions, with at least 85% of action items evident within 10 instructional days.

Evaluation Data Source: PLC agendas and products; data trackers; student work; intervention plans; walkthroughs

Strategy 1 Targeted Support Strategy

Use a common PLC protocol, formative data, TEKS deconstruction, intervention planning, and follow-up walkthroughs to monitor implementation and impact.

Strategy's Expected Result/Impact: Faster instructional response, stronger Tier I instruction, better targeted intervention, and improved outcomes.

Staff Responsible for Monitoring: Admin, Academic Team, Teachers, ESL Interventionist, LPAC Coordinator, Math, Science and Reading Interventionist

Problem Statements: Student Learning 1, 2, 4, 5 - School Processes & Programs 1, 5, 6, 7, 8, 9, 10

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

Formative Reviews

December

February

April

June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Continued improvement is needed in ensuring consistent implementation of rigorous, differentiated instruction across all classrooms to meet the diverse academic needs of all scholars.	The diverse academic needs of scholars, including students receiving specialized services and students performing at varying instructional levels, require ongoing teacher support, professional development, and coaching to strengthen differentiation, intervention strategies, and instructional rigor.
2	Although scholars demonstrated strong academic growth across reading, mathematics, and science, achievement remains below desired proficiency levels in several grade levels, particularly in mathematics and science.	Many scholars entered the school year below grade-level expectations and continue to require accelerated learning opportunities, targeted intervention, and consistent Tier I instruction to close learning gaps.
4	Achievement gaps continue to exist among Emergent Bilingual, Special Education, and other student groups requiring targeted instructional support.	The diverse academic and linguistic needs of the student population require ongoing implementation of MTSS, differentiated instruction, language acquisition strategies, and specialized interventions to ensure equitable outcomes for all scholars.
5	Although many Emergent Bilingual scholars demonstrated proficiency at the Advanced level, 54.8% of students continue to perform at the Beginning or Intermediate proficiency levels, indicating a need to accelerate English language acquisition and academic language development across all content areas.	The campus serves a large Emergent Bilingual population with varying levels of English proficiency. Many students require additional opportunities for structured academic conversations, explicit vocabulary instruction, writing across the curriculum, and consistent implementation of sheltered instruction strategies to accelerate language development.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	While the campus provides multiple intervention programs and student support services, additional improvements are needed to increase student academic growth and proficiency across all content areas.	Students enter the campus with varying academic readiness levels and learning gaps, requiring continued refinement of intervention systems, differentiated instruction, and data-driven decision-making to accelerate learning.

5

While core instructional programs (Bluebonnet Learning, StudySync, NoRedInk, Discovery Education, Savvas) cover required TEKS, scholars in targeted demographics (e.g., At-Risk and Emergent Bilinguals) show inconsistent mastery on interim assessments and MAP benchmarks in reading and mathematics.

Grade-level collaboration time is primarily focused on curriculum pacing and surface-level lesson execution rather than in-depth deconstruction of TEKS standards to design targeted, small-group reteach plans based on real-time daily formative data.

6

A significant percentage of scholars requiring Tier 2 and Tier 3 interventions struggle to close academic gaps in reading and math despite the inclusion of embedded intervention blocks and supplemental tools like Edmentum Exact Path.

Teachers lack a standardized protocol and explicit training for integrating adaptive software data (Exact Path) into live teacher-led small-group instruction during the designated intervention blocks, leading to passive software usage over targeted skill delivery.

7

Instructional coaching cycles (modeling, co-teaching, data analysis) yield uneven growth in teacher capacity across subject areas, particularly in pacing complex, inquiry-based STEM (Discovery Education) and social studies content

The campus lacks a structured, objective tracking system to monitor the fidelity and implementation of coaching feedback following data analysis meetings, leaving instructional specialists with limited visibility into daily classroom follow-through.

8

Although Ignite Community School - Westchase has established strong leadership structures, collaborative systems, and intervention supports, continued refinement is needed to ensure all campus systems are implemented consistently and effectively to maximize student achievement and staff support.

As the campus continues to grow and align with Ignite Community Schools' systems and expectations, ongoing training, communication, and monitoring are needed to ensure consistent implementation of academic, behavioral, and operational practices across all grade levels.

9

The campus leadership structure provides strong academic, cultural, and operational support; however, continued development is needed to build teacher capacity and ensure all staff have the tools and support necessary to meet evolving student needs.

Variations in teacher experience levels and instructional needs require continued coaching, professional development, and collaboration to strengthen instructional practices and campus-wide systems.

10

The campus has access to multiple digital learning platforms and technology resources; however, additional monitoring and support are needed to ensure consistent implementation and effective utilization of these resources to address student needs.

Teachers require continued support in analyzing digital learning data and using technology-based resources to provide targeted interventions, enrichment, and personalized learning opportunities.

Performance Objective 2 High Priority

By May 2027, 100% of teachers will complete at least one targeted coaching cycle per semester, and at least 85% will demonstrate improvement in the identified instructional look-for through follow-up observations and student evidence.

Evaluation Data Source: Coaching tracker; walkthrough rubric; lesson products; student work; teacher reflection

Strategy 1  Targeted Support Strategy  Additional Targeted Support Strategy

Provide modeling, co-teaching, observation, actionable feedback, practice, and follow-up using one campus coaching tracker and clearly defined instructional look-fors.

Strategy's Expected Result/Impact: More consistent rigorous instruction and greater teacher capacity across content areas and experience levels.

Staff Responsible for Monitoring: LIFT coaches, Academic Team, Admin

Problem Statements: School Processes & Programs 7, 9

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 5: Effective Instruction

Formative Reviews

December	February	April	June
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Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
7	Instructional coaching cycles (modeling, co-teaching, data analysis) yield uneven growth in teacher capacity across subject areas, particularly in pacing complex, inquiry-based STEM (Discovery Education) and social studies content	The campus lacks a structured, objective tracking system to monitor the fidelity and implementation of coaching feedback following data analysis meetings, leaving instructional specialists with limited visibility into daily classroom follow-through.

9

The campus leadership structure provides strong academic, cultural, and operational support; however, continued development is needed to build teacher capacity and ensure all staff have the tools and support necessary to meet evolving student needs.

Variations in teacher experience levels and instructional needs require continued coaching, professional development, and collaboration to strengthen instructional practices and campus-wide systems.

Performance Objective 3 High Priority

By mid September, the campus will reduce the current four teacher vacancies to zero by filling positions with qualified educators, and retain at least 90% of effective teachers for the 2027-2028 school year.

Evaluation Data Source: Vacancy and hiring data; certification records; onboarding completion; surveys; retention data

Strategy 1

Use targeted recruitment, structured onboarding, certification support, mentoring, recognition, professional growth, stay interviews, and retention monitoring.

Strategy's Expected Result/Impact: More stable staffing, stronger instructional continuity, and less strain on certified and experienced staff.

Staff Responsible for Monitoring: Admin, Recruitment Front Office Staff, Social Media

Problem Statements: Demographics 2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

December

February

April

June

Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

The campus currently has four teacher vacancies, limiting instructional capacity and increasing the need for strategic staffing to ensure consistent, high-quality instruction for all scholars.

Regional teacher shortages and increased competition for certified educators have made it challenging to recruit and retain qualified teachers before the start of the school year.

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 for up to 6 Weeks, to support student well-being, academic progress, and personal growth.

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

Strategy 1

Utilize regional counselors and mental health specialists to provide timely in-person and virtual counseling support, in compliance with SB 12, and connect scholars and families with appropriate internal and external resources as needed.

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

Staff Responsible for Monitoring: Counselors, Campus Directors, SAM, Teachers, SPED Teacher, LPAC Coordinator, Parents and Students.

Problem Statements: Demographics 4 - School Processes & Programs 1 - Perceptions 1, 4, 5

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

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

Formative Reviews

December

February

April

June

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

4

The campus continues to see an increase in students requiring specialized academic, behavioral, and social-emotional supports.

Increasing enrollment of students receiving Special Education services, along with growing academic and behavioral needs, requires additional intervention resources, collaboration, and specialized instructional support.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

While the campus provides multiple intervention programs and student support services, additional improvements are needed to increase student academic growth and proficiency across all content areas.

Students enter the campus with varying academic readiness levels and learning gaps, requiring continued refinement of intervention systems, differentiated instruction, and data-driven decision-making to accelerate learning.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Although the campus maintains positive relationships with families and community partners, continued growth is needed to increase opportunities for family involvement and strengthen partnerships that support the overall mission of the school.

Limited capacity and resources have impacted the campus's ability to consistently expand outreach efforts, increase community partnerships, and provide additional opportunities for family engagement.

4

Although Ignite Community School - Westchase has implemented proactive behavior supports and positive behavior incentives, the campus recorded 101 discipline incidents involving 65 scholars, with 24.62% of disciplined scholars receiving multiple referrals, indicating the need to strengthen Tier II and Tier III behavioral interventions.

Some scholars require additional social-emotional supports, self-regulation strategies, and individualized behavior interventions to reduce repeated behavioral incidents and improve classroom engagement.

5

Although the campus provides a variety of family engagement opportunities throughout the school year, additional community partnerships are needed to expand resources, enrichment opportunities, and fundraising efforts that support students and families.

The campus currently has a limited number of long-term community partnerships, resulting in fewer opportunities to secure additional resources, volunteers, and financial support for student programs and family engagement initiatives.

Performance Objective 2

 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, Tableau, 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, SAM, Regional Director, Registrar, Secretary, Operations, teachers, staff, scholars, and parents.

Problem Statements: Demographics 1

Title I: 2.5.1

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

Formative Reviews

December	February	April	June
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Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 The campus average daily attendance of 94.83% is below the campus goal of 97%, resulting in lost instructional time and reduced opportunities for student achievement.	Chronic absenteeism is influenced by student illness, transportation challenges, family circumstances, and inconsistent attendance habits, resulting in missed instructional time.

Performance Objective 3

By May 2027, the percentage of disciplined scholars receiving multiple referrals will decrease from 24.62% to 15% or lower through PBIS, Navigate360, structured mentoring, individualized success plans, and Tier II and Tier III interventions.

Strategy 1

Assign mentors to identified scholars, review success plans every three weeks, strengthen SEL and self-regulation supports, recognize positive behavior, and monitor intervention response.

Strategy's Expected Result/Impact: Fewer repeat incidents, stronger self-regulation, improved belonging, more instructional time, and better progress toward individual goals.

Staff Responsible for Monitoring: SAM, Campus Director, Teachers

Problem Statements: Demographics 4 - School Processes & Programs 8 - Perceptions 4

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

DecemberFebruaryAprilJune

Performance Objective 3 Problem Statements Identifying Demographics

Problem StatementRoot Cause

4

The campus continues to see an increase in students requiring specialized academic, behavioral, and social-emotional supports.

Increasing enrollment of students receiving Special Education services, along with growing academic and behavioral needs, requires additional intervention resources, collaboration, and specialized instructional support.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem StatementRoot Cause

8

Although Ignite Community School - Westchase has established strong leadership structures, collaborative systems, and intervention supports, continued refinement is needed to ensure all campus systems are implemented consistently and effectively to maximize student achievement and staff support.

As the campus continues to grow and align with Ignite Community Schools' systems and expectations, ongoing training, communication, and monitoring are needed to ensure consistent implementation of academic, behavioral, and operational practices across all grade levels.

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

4

Although Ignite Community School - Westchase has implemented proactive behavior supports and positive behavior incentives, the campus recorded 101 discipline incidents involving 65 scholars, with 24.62% of disciplined scholars receiving multiple referrals, indicating the need to strengthen Tier II and Tier III behavioral interventions.

Some scholars require additional social-emotional supports, self-regulation strategies, and individualized behavior interventions to reduce repeated behavioral incidents and improve classroom engagement.

Goal 5

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

Performance Objective 1

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: School Processes & Programs 2 - Perceptions 1, 3, 5

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

Formative Reviews

December

February

April

June

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

While the campus offers a variety of extracurricular programs and enrichment opportunities, continued growth is needed to expand student participation and provide additional opportunities that support diverse interests and talents.

Limited staffing, funding, and community partnerships restrict the number of enrichment opportunities available and the number of students who can participate.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Although the campus maintains positive relationships with families and community partners, continued growth is needed to increase opportunities for family involvement and strengthen partnerships that support the overall mission of the school.

Limited capacity and resources have impacted the campus's ability to consistently expand outreach efforts, increase community partnerships, and provide additional opportunities for family engagement.

3

The campus has developed a strong staff culture; however, continued focus is needed to maintain employee satisfaction, recognition, and retention in a competitive educational employment market.

Competition from surrounding districts and charter networks with higher compensation packages impacts teacher recruitment and retention efforts. Continued investment in staff recognition, professional growth, and incentives is needed to maintain a committed and experienced team.

5

Although the campus provides a variety of family engagement opportunities throughout the school year, additional community partnerships are needed to expand resources, enrichment opportunities, and fundraising efforts that support students and families.

The campus currently has a limited number of long-term community partnerships, resulting in fewer opportunities to secure additional resources, volunteers, and financial support for student programs and family engagement initiatives.

Performance Objective 2

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

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

Strategy 1

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

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

Problem Statements: Demographics 1 - Perceptions 1, 2, 3, 5

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

Formative Reviews

December

February

April

June

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

The campus average daily attendance of 94.83% is below the campus goal of 97%, resulting in lost instructional time and reduced opportunities for student achievement.

Chronic absenteeism is influenced by student illness, transportation challenges, family circumstances, and inconsistent attendance habits, resulting in missed instructional time.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Although the campus maintains positive relationships with families and community partners, continued growth is needed to increase opportunities for family involvement and strengthen partnerships that support the overall mission of the school.

Limited capacity and resources have impacted the campus's ability to consistently expand outreach efforts, increase community partnerships, and provide additional opportunities for family engagement.

2

While our school offers a strong academic and community-centered experience during the school day, we currently lack sufficient after-school programs to extend learning, provide enrichment, and support working families. This limits opportunities for students to explore interests, receive academic support, and engage in structured, safe activities beyond regular school hours.

The primary barrier to expanding after-school programming is insufficient funding, which restricts our ability to hire staff, provide materials, and sustain high-quality offerings outside the traditional school day.

3

The campus has developed a strong staff culture; however, continued focus is needed to maintain employee satisfaction, recognition, and retention in a competitive educational employment market.

Competition from surrounding districts and charter networks with higher compensation packages impacts teacher recruitment and retention efforts. Continued investment in staff recognition, professional growth, and incentives is needed to maintain a committed and experienced team.

5

Although the campus provides a variety of family engagement opportunities throughout the school year, additional community partnerships are needed to expand resources, enrichment opportunities, and fundraising efforts that support students and families.

The campus currently has a limited number of long-term community partnerships, resulting in fewer opportunities to secure additional resources, volunteers, and financial support for student programs and family engagement initiatives.

Performance Objective 3

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, Facebook, 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, SAM, PFE, Registrar, Secretary, Operations, and Regional Director.

Problem Statements: Demographics 1 - School Processes & Programs 2, 4, 8 - Perceptions 1, 2, 3, 5

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

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

Formative Reviews

December

February

April

June

Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

The campus average daily attendance of 94.83% is below the campus goal of 97%, resulting in lost instructional time and reduced opportunities for student achievement.

Chronic absenteeism is influenced by student illness, transportation challenges, family circumstances, and inconsistent attendance habits, resulting in missed instructional time.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

While the campus offers a variety of extracurricular programs and enrichment opportunities, continued growth is needed to expand student participation and provide additional opportunities that support diverse interests and talents.

Limited staffing, funding, and community partnerships restrict the number of enrichment opportunities available and the number of students who can participate.

4

Although Ignite Community School - Westchase has a highly qualified and committed instructional team, continued efforts are needed to recruit and retain effective teachers in an increasingly competitive education market.

Competition from surrounding school districts and charter networks offering higher compensation packages makes it challenging to attract and retain highly qualified educators. The campus must continue developing retention strategies, including staff recognition, professional growth opportunities, and additional incentives to remain competitive.

8

Although Ignite Community School - Westchase has established strong leadership structures, collaborative systems, and intervention supports, continued refinement is needed to ensure all campus systems are implemented consistently and effectively to maximize student achievement and staff support.

As the campus continues to grow and align with Ignite Community Schools' systems and expectations, ongoing training, communication, and monitoring are needed to ensure consistent implementation of academic, behavioral, and operational practices across all grade levels.

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Although the campus maintains positive relationships with families and community partners, continued growth is needed to increase opportunities for family involvement and strengthen partnerships that support the overall mission of the school.

Limited capacity and resources have impacted the campus's ability to consistently expand outreach efforts, increase community partnerships, and provide additional opportunities for family engagement.

2

While our school offers a strong academic and community-centered experience during the school day, we currently lack sufficient after-school programs to extend learning, provide enrichment, and support working families. This limits opportunities for students to explore interests, receive academic support, and engage in structured, safe activities beyond regular school hours.

The primary barrier to expanding after-school programming is insufficient funding, which restricts our ability to hire staff, provide materials, and sustain high-quality offerings outside the traditional school day.

3

The campus has developed a strong staff culture; however, continued focus is needed to maintain employee satisfaction, recognition, and retention in a competitive educational employment market.

Competition from surrounding districts and charter networks with higher compensation packages impacts teacher recruitment and retention efforts. Continued investment in staff recognition, professional growth, and incentives is needed to maintain a committed and experienced team.

5

Although the campus provides a variety of family engagement opportunities throughout the school year, additional community partnerships are needed to expand resources, enrichment opportunities, and fundraising efforts that support students and families.

The campus currently has a limited number of long-term community partnerships, resulting in fewer opportunities to secure additional resources, volunteers, and financial support for student programs and family engagement initiatives.

Performance Objective 4

By May 2027, Westchase will increase long-term community partnerships from three to six, with each partnership providing a documented contribution such as student programming, volunteers, family resources, enrollment outreach, fundraising, financial support, or after-school enrichment.

Evaluation Data Source: Partnership agreements; contact logs; volunteer hours; donations; services; program rosters; event participation

Strategy 1

Create a partner prospect list, assign outreach owners, develop partnership agreements, recognize partners, and use consistent multichannel communication to promote the campus mission, programs, needs, and opportunities.

Strategy's Expected Result/Impact: More resources, stronger community visibility, expanded enrichment, family support, and sustainable enrollment growth.

Staff Responsible for Monitoring: Ignite Operations Coordinator, PFE, Campus Director, SAM

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

Title I: 2.5.2

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

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

December

February

April

June

Performance Objective 4 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

While the campus offers a variety of extracurricular programs and enrichment opportunities, continued growth is needed to expand student participation and provide additional opportunities that support diverse interests and talents.

Limited staffing, funding, and community partnerships restrict the number of enrichment opportunities available and the number of students who can participate.

Performance Objective 4 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Although the campus maintains positive relationships with families and community partners, continued growth is needed to increase opportunities for family involvement and strengthen partnerships that support the overall mission of the school.	Limited capacity and resources have impacted the campus's ability to consistently expand outreach efforts, increase community partnerships, and provide additional opportunities for family engagement.
5 Although the campus provides a variety of family engagement opportunities throughout the school year, additional community partnerships are needed to expand resources, enrichment opportunities, and fundraising efforts that support students and families.	The campus currently has a limited number of long-term community partnerships, resulting in fewer opportunities to secure additional resources, volunteers, and financial support for student programs and family engagement initiatives.



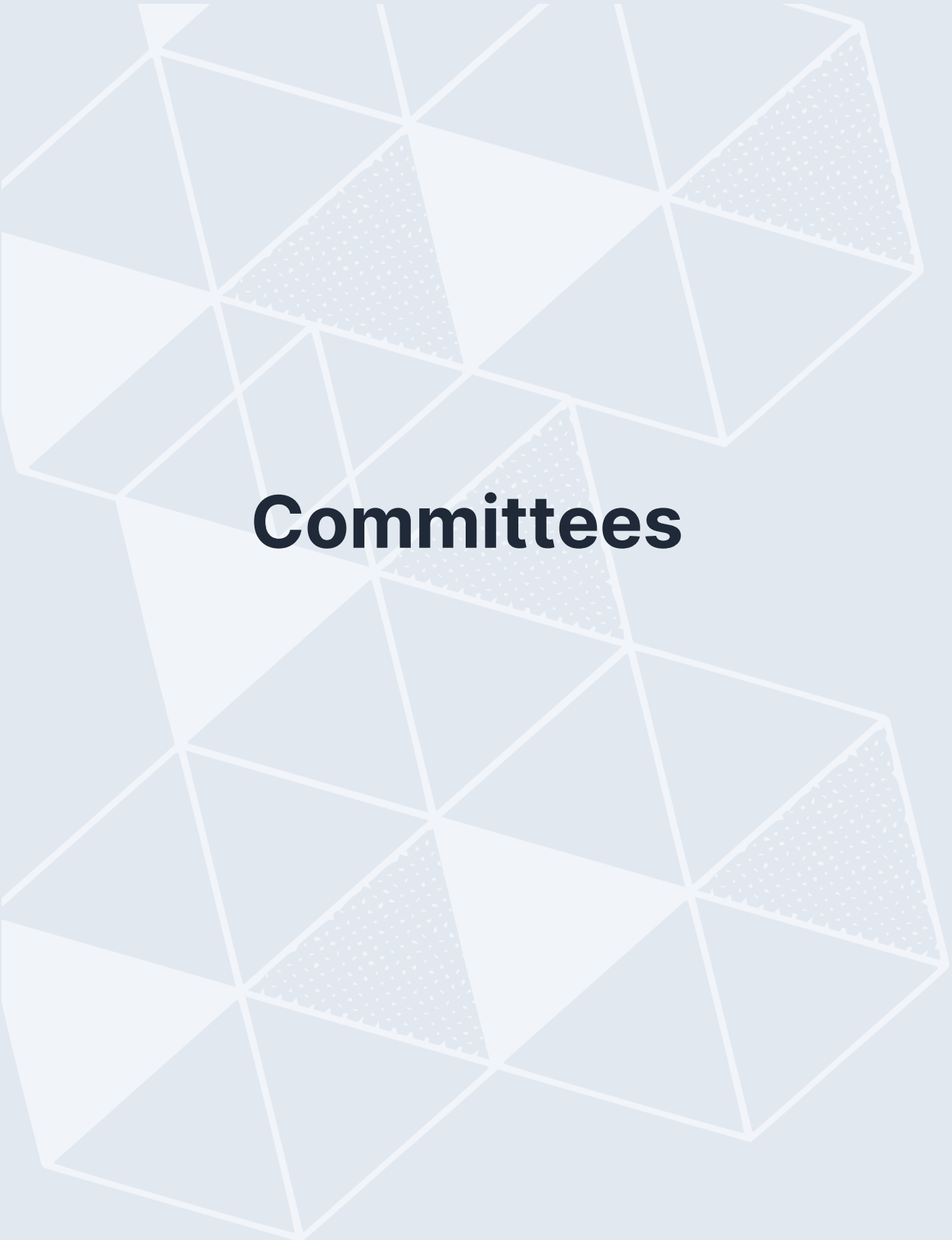
Goal Tables

Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
1	1	1	Use biweekly literacy data PLCs, six-week intervention cycles, targeted small groups, coaching, and progress monitoring for all student groups.
1	2	1	Conduct standards-based data cycles, reteach priority TEKS, use higher-order questioning, deliver targeted intervention, and monitor EB and Special Education performance gaps.
3	1	1	Use a common PLC protocol, formative data, TEKS deconstruction, intervention planning, and follow-up walkthroughs to monitor implementation and impact.
3	2	1	Provide modeling, co-teaching, observation, actionable feedback, practice, and follow-up using one campus coaching tracker and clearly defined instructional look-fors.

Additional Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
3	2	1	Provide modeling, co-teaching, observation, actionable feedback, practice, and follow-up using one campus coaching tracker and clearly defined instructional look-fors.



Committees

Committees

CIP Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
August 28, 2026 @ 9:30 AM	Westchase Library	CIP_Westchase_PFE Committee Meeting Participant Sign-in Sheet.pdf	CIP_Westchase_CNA Agenda and Minutes.pdf

Members

First Name	Last Name	Position	Committee Role
Robert	Mason	Journey Through Life	Community Partner
Liliana	Vasquez	Teacher	Teacher Representative
Valencia	Dunn	Teacher	Teacher Representative
Anna	Monroe	Regional Director	Regional Representative
Alondra	Monisavaais	ESL Interventionist	Emergent Bilingual Representative
Joana	Gomez	Campus Director	Campus Director
Claudia	Cardenas	SAM	SAM

CNA Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
July 31, 2026 @ 10:00 AM	Westchase Library	07312026_PFE Committee Meeting Participant Sign-In Sheet.pdf	ICS-Westchase_CNA Agenda and Minutes.pdf

Members

First Name	Last Name	Position	Committee Role
Ola	Kurbaj	Parent	Parent Representative
Leela	Collier	Executive Director	Community Member

Denise	Swisher	Interventionist (Math)	Support Staff Representative
Alondra	Monsivais	ESL Interventionist	Emergent Bilingual Representative
Alne-Me	Acosta	Teacher	Teacher Representative
Klely	Orozco	Teacher	Teacher Representative
Anna	Monroe	Regional Director	District Representative
Claudia	Cardenas	SAM	Campus Director
Joana	Gomez	Campus Director	Campus Director