

Huntsville Independent School District
Texas Online Preparatory School Elementary
2025-2026 Campus Improvement Plan

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Comprehensive Needs Assessment

Revised/Approved: June 30, 2025

Demographics

Demographics Summary

Texas Online Preparatory School Elementary School

Texas Online Preparatory School Elementary School is a program of Huntsville Independent School District, operated by K12, Inc. The school was established in 2013 as a full-time, 100% online public school operating under VSN rules. Historically the school has served grades 3-5, but will add grades K-2 in the 2025-2026 school year.

School Website: <http://tops.k12.com>

The Huntsville ISD Offices are located at 441 FM 2821 E, Huntsville, TX, 77320.

SY2024-2025

Student Enrollment

Elementary School: 924

- 3rd Grade: 203
- 4th Grade: 305
- 5th Grade: 424

Grades Served:

3rd-5th Grade

Total Number of Teachers and Staff

General Education Teachers: 16

Special Education Teachers: 5

Support Staff: 3

Administrative Staff: 3 (1 ED, 1 Principal, 1 Assistant Principal)

Demographic Information

- AFRICAN AMERICAN: 25%
- ASIAN: 3%
- HISPANIC: 40%
- AMERICAN INDIAN: 0.91%
- PACIFIC ISLANDER: 0.17%
- TWO OR MORE RACES: 5%
- WHITE: 26%

Special Programs

Economically Disadvantaged: 22%

of Students Receiving Special Education Services: 193

Grade 3: 49 Grade 4: 56 Grade 5: 88

of English Language Learners: 72

Grade 3: 20 Grade 4: 19 Grade 5: 33

of Students Receiving Gifted & Talented Services: 76

Grade 3: 18 Grade 4: 24 Grade 5: 34

School Processes & Programs

School Processes & Programs Summary

Curriculum:

- Creation of Curriculum Maps to structure school year
- Formative Assessments to check student learning
- Common assessments each semester
- Targeted sessions based on formative and common assessment data
- Students attend live class sessions in Engageli
- Course content and assessments are in Stride Online Elementary School platform-moving from OLS to Canvas in 25-26
- Supplemental curriculum is utilized for additional practice.
- Class assessments and portfolios are placed in an additional Learning Management System (LMS)

Organizational

- Executive Director
- Academic Administrator (Principal)
- Assistant Academic Administrator (Assistant Principal)
- Lead teachers
- Counselor
- Special Programs coordinators
- Special Programs Teachers
- Community Engagement Specialist
- Content Teachers

Personnel

- Hiring Fairs to address quick enrollment growth
- Recruiting Q&A sessions held for interested applicants
- Teacher Trainers to support new teacher and implementation of strategies to support at-risk students

Parent/Learning Coach Experience

- Learning Coach orientation provided
- LC is CC'ed on all emails to internal student emails
- Communication is primarily through email
- Homeroom teacher provides wrap around support in addition to teacher communication
- Classrooms are self-contained, which minimizes the amount of teachers contacting a parent or a parent tracking for questions

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Low involvement by learning coaches negatively affected student engagement and performance.

Root Cause: Lack of attendance to our learning coach orientation and refusal to use the tools they are provided adds to the students falling behind or missing class and assignments. Lack of education that is accessible to the learning coaches easily to help them navigate our platforms.

Perceptions

Perceptions Summary

Will add student culture and climate survey results when available

Comments from LC Focus Groups Spring 2025:

What is going well?	Online education Class structure Teachers and their communication Outings have been good Shipment of materials Communication is great Getting mail from his teachers-makes a difference
What needs to be improved?	BOY remediation schedules were confusing; difficult transition (RTI groups) overwhelming with the homework Snapshot/when she gets her grades-only goes to her email (does that doc usign)-is the only one she has to go through her email to see it Homework gets overwhelming at the start of the year Clubs would interfere with testing so they would often not meet-were not consistent Ms. Holt in music goes through the music box to make sure everything is there-that would be helpful with ELA Unlocking function on a TFAR. Links expire and teachers need to stay on top of the links. Office hours for LCs are needed-regular interval-do not do these during lunch, parents are making lunch. Offer afternoon alternate times to lunch times. Assignments-grading tab, navigating everything was difficult. Click on things to just take you there-having all assignments in the courses. Assignments that are not hyperlinked are hard During orientation there needs to be a video on what this process looks like for LCs

	<p>LC support group for Canvas</p> <p>Nearpod access issues for LCs-they can't access the Classkicks or Nearpod with LC accounts</p> <p>Integrate the calendar of when they have classes with their email-for parents who use Alexa (automatically)</p> <p>K12 zone access and/or social time</p> <p>Not structured club time is needed more</p> <p>Clubs-confirmation registration is needed so they know student has been signed up and when they will meet (knowing when they are happening, issue was they were irregular). Day of cancellations were hard.</p> <p>PE-FitnessGram virtually. This has been hard. Especially when asking kids to do things in the moment. Have more modifications.</p>
How can onboarding be improved for families new to virtual education?	<p>Way it is advertised-the flex part is more advertised than the actual scheduled class part (might confuse families)</p> <p>Separate orientation for each grade</p> <p>Office hours again</p> <p>"school at home, not homeschool"</p> <p>Friday checklist for learning coaches</p> <p>Behind-ness can get overwhelming</p> <p>From orientation to being in class, student did not feel like he was welcomed. Just had to jump into catching up. Would have appreciated a social time with the class before jumping into this. Slower introduction.</p> <p>Counselor small groups and book club-this was really beneficial. Students felt happy leaving counseling. Small groups were good for extra social time. Extra challenges helped in groups.</p>

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

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 Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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 data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: July 10, 2025

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.





Performance Objective 1: Increase the percent of students at Approaches, Meets, and Masters on both STAAR Reading and Math tests in grades 3-5 by 5% in spring 2026 (Domain I)

High Priority

Evaluation Data Sources: PLC data, Exit tickets, Canvas coursework, common formative assessments, TEA Interims, STAAR assessments

Strategy 1 Details	Reviews			
Strategy 1: All TOPS Elementary teachers will implement STRIDE instructional model which is designed to provide research-based instructional practices as well as a guide to support the development of lessons in an efficient manner. In the 2025-2026 school year, TOPS Elementary will also be using Bluebonnet curriculum for both Math and ELA. Strategy's Expected Result/Impact: Increase the percent of students at Approaches, Meets, and Masters on both STAAR Reading and Math tests in grades 3-5 by 5% in spring 2026 Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 3	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: TOPS Elementary will use formative assessments in STAAR tested subjects using STAAR formatted question types , implement use of student practice with 1-3 STAAR formatted questions during live class sessions, and spiral previously taught TEKS in each formative assessment. Strategy's Expected Result/Impact: Increase the percent of students at Approaches, Meets, and Masters on both STAAR Reading and Math tests in grades 3-5 by 5% in spring 2026 Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2		Formative			Summative
		Oct	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: TOPS Elementary staff will work collaboratively with the Shared Services Team (Special Education, 504, Emerging Bilingual, Gifted/Talented) in PLCs and data meetings to ensure continuum of services are provided to students during the campus's instructional schedule Strategy's Expected Result/Impact: Increase the percent of students at Approaches, Meets, and Masters on both STAAR Reading and Math tests in grades 3-5 by 5% in spring 2026 Staff Responsible for Monitoring: Principal, CompEd Manager, Administrators of Shared Services Teams TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Demographics 1		Formative			Summative
		Oct	Jan	Mar	June
Strategy 4 Details		Reviews			
Strategy 4: All TOPS teachers, instructional coaches, and administrators will participate in Solution Tree Training to better support targeted instruction and best practices through higher functioning PLCs. Strategy's Expected Result/Impact: Increase the percent of students at Approaches, Meets, and Masters on both STAAR Reading and Math tests in grades 3-5 by 5% in spring 2026 Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, CompEd Manager TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 3		Formative			Summative
		Oct	Jan	Mar	June

Strategy 5 Details		Reviews			
Strategy 5: Intervention staff will work to support at-risk and and educationally disadvantaged students in Tier 2 and 3 instruction. Strategy's Expected Result/Impact: Increase the percent of students at Approaches, Meets, and Masters on both STAAR Reading and Math tests in grades 3-5 by 5% in spring 2026 Staff Responsible for Monitoring: Principal, Assistant Principal, CompEd Manager TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 2 Funding Sources: Supplemental Instructional Materials, Professional Development, Books for Book Study, Teacher and Student Incentives, Postage - State Comp Ed		Formative			Summative
		Oct	Jan	Mar	June
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Goal 1: ACADEMIC PERFORMANCE





All students will achieve academic success and demonstrate growth.

Performance Objective 2: Increase the percent of students in all special programs scoring at each of the Approaches, Meets and Masters Level on STAAR by 5%. (Domain III)

High Priority

Evaluation Data Sources: PLC data, Exit tickets, OLS coursework, common formative assessments, TEA Interims, STAAR assessments

Strategy 1 Details	Reviews			
Strategy 1: All TOPS Elementary teachers will implement STRIDE instructional model which is designed to provide research-based instructional practices as well as a guide to support the development of lessons in an efficient manner. Strategy's Expected Result/Impact: Increase the percent of students in all special programs scoring at each of the Approaches, Meets and Masters Level on STAAR by 5% Staff Responsible for Monitoring: Principal, Assistant Principal, CompEd Manager, Shared Services Administrator TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: TOPS Elementary will use formative assessments in STAAR tested subjects using STAAR formatted question types , implement use of student practice with 1-3 STAAR formatted questions during live class sessions, and spiral previously taught TEKS in each formative assessment. Strategy's Expected Result/Impact: Increase the percent of students in all special programs scoring at each of the Approaches, Meets and Masters Level on STAAR by 5% Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: TOPS Elementary staff will work collaboratively with the Shared Services Team (Special Education, 504, Emerging Bilingual, Gifted/Talented) in PLCs and data meetings to ensure continuum of services are provided to students during the campus's instructional schedule Strategy's Expected Result/Impact: Increase the percent of students in all special programs scoring at each of the Approaches, Meets and Masters Level on STAAR by 5% Staff Responsible for Monitoring: Principal, Assistant Principal, CompEd Manager, Shared Services Manager Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: All TOPS teachers, instructional coaches, and administrators will participate in Solution Tree Training to better support targeted instruction and best practices through higher functioning PLCs. Strategy's Expected Result/Impact: Increase the percent of students in all special programs scoring at each of the Approaches, Meets and Masters Level on STAAR by 5% Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, CompEd Manager Problem Statements: Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Intervention staff will work to support at-risk and and educationally disadvantaged students in Tier 2 and 3 instruction. Strategy's Expected Result/Impact: Increase the percent of students in all special programs scoring at each of the Approaches, Meets and Masters Level on STAAR by 5% Staff Responsible for Monitoring: Principal, Assistant Principal, CompEd Manager TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 2	Formative			Summative
	Oct	Jan	Mar	June
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Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.





Performance Objective 3: Increase the percent of students meeting or exceeding growth in mathematics and ELA/reading by 5% (HB 3 Goal, Domain II)

High Priority

HB3 Goal

Evaluation Data Sources: PLC data, Exit tickets, OLS coursework, common formative assessments, TEA Interims, STAAR assessments

Strategy 1 Details	Reviews			
Strategy 1: All TOPS Elementary teachers will implement STRIDE instructional model which is designed to provide research-based instructional practices as well as a guide to support the development of lessons in an efficient manner. Strategy's Expected Result/Impact: Increase the percent of students meeting or exceeding growth in mathematics and ELA/reading by 5% Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: TOPS Elementary will use formative assessments in STAAR tested subjects using STAAR formatted question types , implement use of student practice with 1-3 STAAR formatted questions during live class sessions, and spiral previously taught TEKS in each formative assessment. Strategy's Expected Result/Impact: Increase the percent of students meeting or exceeding growth in mathematics and ELA/reading by 5% Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2 Funding Sources: Supplemental Instructional Materials, Professional Development, Books for Book Study, Teacher and Student Incentives, Postage - State Comp Ed	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: All TOPS teachers, instructional coaches, and administrators will participate in Solution Tree Training to better support targeted instruction and best practices through higher functioning PLCs. Strategy's Expected Result/Impact: Increase the percent of students meeting or exceeding growth in mathematics and ELA/reading by 5% Staff Responsible for Monitoring: Principals, Assistant Principals, Instructional Coaches TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: TOPS Elementary staff will work collaboratively with the Shared Services Team (Special Education, 504, Emerging Bilingual, Gifted/Talented) in PLCs and data meetings to ensure continuum of services are provided to students during the campus's instructional schedule. Strategy's Expected Result/Impact: Increase the percent of students meeting or exceeding growth in mathematics and ELA/reading by 5% Staff Responsible for Monitoring: Principals, Assistant Principals, Shared Services Team Problem Statements: Demographics 1 - Curriculum, Instruction, and Assessment 2	Formative			Summative
	Oct	Jan	Mar	June
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Goal 1: ACADEMIC PERFORMANCE





All students will achieve academic success and demonstrate growth.

Performance Objective 4: Increase the percent of students on track for reading (Kindergarten) or reading on grade level (1-8) by 5% (HB 3 Goal, Domain I).

High Priority

HB3 Goal

Evaluation Data Sources: mClass assessment results, Reading Academy teacher completion report

Strategy 1 Details	Reviews			
Strategy 1: All elementary teachers and campus administrators will attend the Reading Academy as presented in Texas HB 3 and K-2 teachers will be trained to administer the mClass assessments to support K-2 growth. Strategy's Expected Result/Impact: Attending this academy will increase teachers' and principals' knowledge and implementation of evidence-based practices to positively impact student literacy achievement. Staff Responsible for Monitoring: Principal, Texas Compliance Team TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: TOPS Elementary will administer the mClass literacy screener in required grades and analyze data to drive instructional decisions Strategy's Expected Result/Impact: Students will grow in their reading abilities from BOY to EOY Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 1: ACADEMIC PERFORMANCE
All students will achieve academic success and demonstrate growth.

Performance Objective 5: Increase the percent of students meeting College, Career and Military Readiness criteria by 5%. (HB 3 Goal, Domains I, II, III)

HB3 Goal
Evaluation Data Sources: K12 CCMR cohort data tracking

Strategy 1 Details	Reviews			
Strategy 1: Teaching staff will support students in small group tutoring to ensure 15-30-hour tutoring requirement is met, which will help prepare elementary students to meet CCMR goals as they move through our K12 school continuum. Strategy's Expected Result/Impact: All students who are required to complete HB1416 tutoring will successfully complete their assigned tutoring hours. Staff Responsible for Monitoring: Principal, Assistant Principal, Teaching staff, Interventionist, Engagement Specialist TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 2 Funding Sources: Supplemental Instructional Materials, Professional Development, Books for Book Study, Teacher and Student Incentives, Postage - State Comp Ed	Formative			Summative
	Oct	Jan	Mar	June
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Goal 2: SAFE SCHOOLS

All schools will promote nurturing, safe and secure places for students, staff and parents.

Performance Objective 1: Implement procedures and systems that promote and support positive behaviors and social and emotional well-being

Evaluation Data Sources: Administrators and attendance team will monitor school attendance and engagement using weekly/bi-weekly reports.

Strategy 1 Details	Reviews			
Strategy 1: The TOPS Elementary Counseling Team will Implement social-emotional learning using 7 Mindsets in weekly meetings with students. Teachers will reinforce the strategy introduced each week with students. Strategy's Expected Result/Impact: Student behavior and engagement in live class sessions and in interactions with their peers and teachers will be more positive and decrease any negative behaviors. Staff Responsible for Monitoring: Principal, Assistant Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement Academic Probation Plan for students who are consistently absent and not engaged in their live classes or coursework with the purpose to re-engage them in their learning. Strategy's Expected Result/Impact: Increased engagement of at-risk students. Staff Responsible for Monitoring: Principal, Assistant Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	June





Strategy 3 Details	Reviews			
Strategy 3: Create a support plan for at-risk students by adding staff, resources, and programs to facilitate positive student behaviors and mental health. Strategy's Expected Result/Impact: Increased engagement of at-risk students with academic supports. Staff Responsible for Monitoring: Principal, Assistant Principal, Engagement Specialists, Intervention Teachers, CompEd Manager TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Curriculum, Instruction, and Assessment 2 Funding Sources: Supplemental Instructional Materials, Professional Development, Books for Book Study, Teacher and Student Incentives, Postage - State Comp Ed	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: SAFE SCHOOLS

All schools will promote nurturing, safe and secure places for students, staff and parents.

Performance Objective 2: Monitor and assess the effectiveness of the district health, safety and emergency plans.





Evaluation Data Sources: Internal Student Escalations tracker; Discipline or behavioral reports from state testing sites

Strategy 1 Details	Reviews			
Strategy 1: Develop, monitor, and continuously improve the crisis prevention plan and safety protocols within the online school. This should include more timely responses to students in crisis, as well as proactive implementation of systems to support students who respond to staff with mental health concerns, and safety during F2F events Strategy's Expected Result/Impact: Students in crisis will be referred to proper authorities; students identified and exhibiting mental health concerns will be provided tools and supports Staff Responsible for Monitoring: Executive Director, Principal, Counseling Problem Statements: Curriculum, Instruction, and Assessment 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: TOPS Elementary administration will review safety health protocols for F2F events. Strategy's Expected Result/Impact: Safety health protocols for F2F events such as state testing and/or field trips will be reviewed and implemented to ensure student and staff safety Staff Responsible for Monitoring: Principal, Assistant Principal ESF Levers: Lever 3: Positive School Culture Problem Statements: Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Oct	Jan	Mar	June
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 2: SAFE SCHOOLS
All schools will promote nurturing, safe and secure places for students, staff and parents.

Performance Objective 3: Provide and reinforce character education opportunities to increase positive interactions among and between students and staff.

Evaluation Data Sources: Student attendance to sessions led by counseling staff for character education. (7Mindsets)





Strategy 1 Details	Reviews			
Strategy 1: With support of Counseling Team, TOPS staff will model positive interactions with students and other staff members. Strategy's Expected Result/Impact: Increased student/family satisfaction on pulse checks Staff Responsible for Monitoring: Principal, Counseling Team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 2	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 3: COMMUNITY INVOLVEMENT

The District will provide parent and community partnerships in an environment that promotes trust through effective communication.

Performance Objective 1: Provide opportunities for parent and community involvement which promote academic achievement, and school climate.

Evaluation Data Sources: Pulse Check Surveys sent to students and families, attendance to virtual and in-person outings

Strategy 1 Details	Reviews			
Strategy 1: TOPS Elementary will continue to foster parent and community involvement through additional Heritage Month activities, outings, and additional opportunities to meet with staff and administration. TOPS has fully launched a Learning Coach Community within the K12 App for TOPS-only families to connect with each other and the school. Strategy's Expected Result/Impact: Attendance to Learning Coach orientation sessions, attendance to parent meetings, increased family satisfaction on pulse check surveys. Staff Responsible for Monitoring: Principal, Lead Counselor and Engagement Specialist TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 3: COMMUNITY INVOLVEMENT

The District will provide parent and community partnerships in an environment that promotes trust through effective communication.

Performance Objective 2: Provide a variety of communication methods to share information with parents, students and community stakeholders.

Evaluation Data Sources: TOPS Social Media platforms, Bi-weekly family newsletter, text opt-in for communication, teacher/parent/student conferences each semester, monthly chats with campus admin





Strategy 1 Details	Reviews			
Strategy 1: Implement Strong Start strategies with all students and families as they onboard for the new school year Strategy's Expected Result/Impact: Implementing strong parent, learning coach and student orientations and communications will improve students success in their online classes. Staff Responsible for Monitoring: Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				

Goal 3: COMMUNITY INVOLVEMENT

The District will provide parent and community partnerships in an environment that promotes trust through effective communication.

Performance Objective 3: Provide district and campus opportunities which encourage and support parent involvement in the education of their children.

Evaluation Data Sources: Attendance to Learning Coach University sessions and Learning Coach Orientation with the start of each new cohort





Strategy 1 Details	Reviews			
Strategy 1: TOPS will deliver monthly Learning Coach University sessions to further encourage collaboration and involvement of parents in the daily routines and activities of their students in the online school. Strategy's Expected Result/Impact: Parents will take a more direct role in counseling students on study habits, as well as become more familiar with the online school's processes and practices. Staff Responsible for Monitoring: Counseling team, engagement specialist, principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 3: COMMUNITY INVOLVEMENT

The District will provide parent and community partnerships in an environment that promotes trust through effective communication.

Performance Objective 4: Increase community and district awareness of the Career and Technical Education programs through community event participation

Evaluation Data Sources: Attendance to LC information sessions and other community events where CTE program is priority content





Strategy 1 Details	Reviews			
Strategy 1: TOPS Elementary will partner with our middle and high school to create parent information sessions focused on CTE programming for students Strategy's Expected Result/Impact: Parents will be more informed about available CTE programs and how they support student learning at every grade level. Staff Responsible for Monitoring: Principals, Assistant Principals TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: RESOURCES

The District will ensure fiscal accountability and responsibility through alignment and sound stewardship of our financial resources.

Performance Objective 1: Implement a budget development process that ensures resources are identified, prioritized, aligned and allocated to reflect the district's mission and core belief statements.

Evaluation Data Sources: Monthly Finance meetings; SOX compliance





Strategy 1 Details	Reviews			
Strategy 1: Develop budget alongside K12 Finance, Vice President, and Human Resource officer. Ensure cost-allocations are appropriate, as well as aligned to district's projections with regard to funding. Strategy's Expected Result/Impact: Fiscal year close will result in favorable usage of monies aligned to cost-allocations across departments and campuses. Staff Responsible for Monitoring: Executive Director, Principal 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 Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: RESOURCES

The District will ensure fiscal accountability and responsibility through alignment and sound stewardship of our financial resources.

Performance Objective 2: Develop and implement a plan to maintain and/or improve the educational environment and capabilities of our facilities.

Evaluation Data Sources: Monthly Asynchronous Course Walkthroughs by Administration

Strategy 1 Details	Reviews			
Strategy 1: TOPS Elementary will complete course data dives to ensure curriculum and platform is 100% aligned to standards and properly working from the student experience. Strategy's Expected Result/Impact: Students will improve in curriculum completion and overall mastery. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5: STAFF

The District will retain and recruit qualified staff that will maintain standards that foster student success.

Performance Objective 1: Hire and retain qualified personnel using district developed processes, procedures, and resources

Evaluation Data Sources: Training completions and attendance

Strategy 1 Details	Reviews			
Strategy 1: Provide training and professional development support to the new staff. Strategy's Expected Result/Impact: Newly hired teachers will be proficient in virtual instructional strategies. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches 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 Problem Statements: Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				

Goal 5: STAFF

The District will retain and recruit qualified staff that will maintain standards that foster student success.

Performance Objective 2: Increase recruiting of qualified teachers for all positions with an emphasis on critical need areas such as, math, science, bilingual education and special education

Evaluation Data Sources: Staffing list with certifications.





Strategy 1 Details	Reviews			
Strategy 1: Increase recruiting efforts via social media platforms and overall marketing campaign. Strategy's Expected Result/Impact: TOPS Elementary will be able to recruit motivated and certified teachers Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Staff Quality, Recruitment, and Retention 2	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				

Goal 5: STAFF

The District will retain and recruit qualified staff that will maintain standards that foster student success.

Performance Objective 3: Refine a plan to provide high quality professional development that fosters growth and includes tiered support for all teachers and staff.

Evaluation Data Sources: Professional Development plan, Student growth on STAAR, Student growth on FastBridge, Student growth on formative assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: Create Professional Development for teachers ensuring they are adequately trained to work with students and provide ongoing training as needed. Math and Reading Coaches, as well as Teacher Trainers, will provide support with critical content knowledge, instructional strategies, and professional development.</p> <p>Strategy's Expected Result/Impact: Student growth will increase from SY22-23 as a result of the professional development and content support.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1</p>				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

2024-2025 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Elizabeth Nelson	TOPS Head of School
Business Representative	Ricardo Daniels	Business member
Non-classroom Professional	Sarah Palacios	Elementary Math Coach
Non-classroom Professional	Mia Stone	Elementary Literacy Coach
Parent	Shree Williams Cole	Parent
Parent	Eileen Faulkenberry	Parent
District-level Professional	Patricia Cross	Virtual School Coordinator
Community Representative	Tricia Hamilton	Accountability
Community Representative	Leigh Radichel	Gifted and Talented Coordinator
Community Representative	Cindy Cook	Special Education Manager
Classroom Teacher	Nicole Van Houten	Teacher
Classroom Teacher	Lois Humphreys	Teacher
Classroom Teacher	Shylah Cutbirth	Teacher
Classroom Teacher	Angie Berveiler	Teacher
Classroom Teacher	Shawn Angiono	Teacher
Classroom Teacher	Ali Laura	Teacher
Classroom Teacher	Michael Griffin	Teacher
Classroom Teacher	Holly Robertson	Teacher
Classroom Teacher	Jacque Beavers	Teacher
Classroom Teacher	Jennifer Bass	Teacher
Classroom Teacher	Josh Banda	Teacher
Administrator	Jayne Iley	TOPS Elementary Principal
Community Representative	Melissa Robinett	Accountability Manager

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Supplemental Instructional Materials, Professional Development, Books for Book Study, Teacher and Student Incentives, Postage		\$0.00
1	3	2	Supplemental Instructional Materials, Professional Development, Books for Book Study, Teacher and Student Incentives, Postage		\$0.00
1	5	1	Supplemental Instructional Materials, Professional Development, Books for Book Study, Teacher and Student Incentives, Postage		\$0.00
2	1	3	Supplemental Instructional Materials, Professional Development, Books for Book Study, Teacher and Student Incentives, Postage		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$300,000.00
+/- Difference					\$300,000.00
Grand Total Budgeted					\$300,000.00
Grand Total Spent					\$0.00
+/- Difference					\$300,000.00