Huntsville Independent School District

Texas Online Preparatory School High School

2025-2026 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Texas Online Preparatory School High School

Texas Online Preparatory School High 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. Students in grades 9-12 residing within Texas are eligible to attend if they meet program enrollment criteria.

- Students must be on cohort.
- Students must not be off-track for graduation.
- Must have passing score on any EOC participated.
- Students must have attended 90% of the school year, and/or have received credit for taking the corresponding course.
- Students must have no expulsions or incomplete DAEP/JJAEP assignments.

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

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

SY2020-2021

Student Enrollment

High School: 1934

- 9th Grade: 565
- 10th Grade: 507
- 11th Grade: 465
- 12th Grade: 397

Grades Served:

9th-12th Grade

Total Number of Teachers and Staff

General Education Teachers: 62

Special Education Teachers: 3

Support Staff: 3

Administrative Staff: 4

Demographic Information

- AFRICAN AMERICAN: 11.7%
- ASIAN: 3.4%
- HISPANIC: 27.4%
- AMERICAN INDIAN: 0.7%
- PACIFIC ISLANDER: 0.2%
- TWO OR MORE RACES: 6.8%
- WHITE: 49.7%

Special Programs

Economically Disadvantaged: 43.6%

% of Students Receiving Special Education Services: 3.9%

% of English Language Learners: 2.4%

% of Students Receving Gifted & Talented Services: 8.7%

% of Students At-Risk: 31.0%

Mobility Rate: 34.5%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): New students are more in danger of not completing our program or losing high school credits and falling off cohort.
Root Cause: New students struggle with organization and movement from brick and mortar learning to virtual learning.

Problem Statement 2: New students are more in danger of not completing our program or losing high school credits and falling off cohort.
Root Cause: New students struggle with organization and movement from brick and mortar learning to virtual learning.

Problem Statement 3 (Prioritized): Although we have a 98% graduation rate of students who stay with us to graduation, students who leave our program and aren't claimed by other schools in time are hurting our graduation rate.
Root Cause: Better tracking and follow up procedures need to be in place to make sure students are claimed before they become 98 leavers on our graduation accountability.

Problem Statement 4 (Prioritized): Students need to feel connected to the school and others students with a strong sense of belonging to the TOPS community
Root Cause: While some progress has been made, building a TOPS identity and set of core values/beliefs is still work we need to engage in both for students and their LCs

Problem Statement 5 (Prioritized): Students who are at risk and are currently HB1416 from previous tests are not showing growth of one year in math and reading.
Root Cause: Teachers were not trained on the meaning of at-risk in order to better understand how to serve students. Tier 2 and 3 instruction must be stronger.

Student Learning

Student Learning Summary

SY24-25 Scorecard.xlsx

Student Learning Strengths

TOPS has strong graduation rates and is meeting targets for graduation rates in Domain 3. For the All Students group, English I and II performance is strong: 77% of students Meet Grade Level and Academic Achievement targets were met for evaluated student groups. Course passing rates have narrow rates of disparity for English IV. Biology and U.S. History STAAR EOC passing rates are also strong, and U.S. History has a high rate of students who Master Grade Level on the EOC.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students who are at risk and are currently HB1416 from previous tests are not showing growth of one year in math and reading.
Root Cause: Teachers were not trained on the meaning of at-risk in order to better understand how to serve students. Tier 2 and 3 instruction must be stronger.

Problem Statement 2 (Prioritized): EOC Math Scores for Algebra 1 are below expectations for approaches, meets, and masters performance categories
Root Cause: Lack of strong instruction on priority standards that spiral back and create deeper understanding of the topics. Gaps in data analysis protocols within PLT structures to identify student misconceptions and reteach the concepts quickly

Problem Statement 3 (Prioritized): EOC English 1 scores had a slight drop over SY23-24 with more students scoring approaching.
Root Cause: Tier 1 instruction is not aligned with EOC.

Problem Statement 4 (Prioritized): Although we have a 98% graduation rate of students who stay with us to graduation, students who leave our program and aren't claimed by other schools in time are hurting our graduation rate.
Root Cause: Better tracking and follow up procedures need to be in place to make sure students are claimed before they become 98 leavers on our graduation accountability.

Problem Statement 5 (Prioritized): There are gaps in the alignment and rigor of asynchronous instruction and graded assignments
Root Cause: Students need to receive a stronger Tier 1 Asynchronous instruction with assignments that show true data for reteach and extension.

Problem Statement 6 (Prioritized): New students are more in danger of not completing our program or losing high school credits and falling off cohort.
Root Cause: New students struggle with organization and movement from brick and mortar learning to virtual learning.

School Processes & Programs

School Processes & Programs Summary

CTE Growth

State of Program, SY20-21

- 6 a-la-carte courses: Marketing, Family and Consumer Science, Accounting, Health science, Web Design?
- 4 certifications offered in Microsoft Office Specialist (13 student certifiers?)
- Limited Work-Based Learning Organizations?
- 1 Career and Technical Student Organizations

Additions in SY21-22

- 8 Career Programs of Study?
- 22 CTE course offerings?
- Career Development Activities (In class support; College/Career Fairs?)
- 10 Industry-Based Learning Certifications offered?
- 6 Career and Technical Student Organizations?
- 6 Project-Based Learning Courses?
- Offering Career Preparation course for internships/employment for HS credit?

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 Newrow
- Course content and assessments are in Stride Online Middle School (D2L) platform
- Supplemental curriculum, such as USATestprep, is utilized for additional practice.
- Class assessments and portfolios are placed in an additional Learning Management System (LMS)

Organizational

- Head of School
- Academic Administrator
- Assistant Academic Administrators
- Lead teachers
- Counselors
- 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 warp around support in addition to teacher communication

School Processes & Programs Strengths

Texas Online Preparatory High School has multiple student supports based on student need. Expansion of the CTE curriculum offerings has increased student engagement in CTE, which will better prepare students for life post-high school. Hiring fairs have been implemented to address hiring needed due to high enrollments.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: New students are more in danger of not completing our program or losing high school credits and falling off cohort.
Root Cause: New students struggle with organization and movement from brick and mortar learning to virtual learning.

Problem Statement 2 (Prioritized): Although we have a 98% graduation rate of students who stay with us to graduation, students who leave our program and aren't claimed by other schools in time are hurting our graduation rate.
Root Cause: Better tracking and follow up procedures need to be in place to make sure students are claimed before they become 98 leavers on our graduation accountability.

Problem Statement 3 (Prioritized): Students need to feel connected to the school and others students with a strong sense of belonging to the TOPS community
Root Cause: While some progress has been made, building a TOPS identity and set of core values/beliefs is still work we need to engage in both for students and their LCs

Problem Statement 4 (Prioritized): Provide high quality professional development that fosters growth and includes tiered support for all teachers and staff especially in the PLC Process
Root Cause: Teachers are still learning how to be a professional learning community and use data to drive their instruction

Problem Statement 5: New families have a limited understanding of virtual education and the expectations for success.
Root Cause: Discrepancy between enrollment discussions, initial perceptions of virtual schooling, and lack of in depth orientation for both learning coach and student.

Perceptions

Perceptions Summary

Student Feedback:

TOPS Strengths	TOPS Weaknesses
• 40%: Flexibility/Freedom • 17%: Own Pace • 17%: Teachers • 3% Course Options • 4% Support • 12%: At Home • 7%: Organized	• Lack of Socialization • Multiple Classes at Once • Lack of classes that apply to career focus

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents and external stakeholders have limited understanding of all programs offered at TOPS High School. Parents often times do not understand graduation requirements, EOC requirements, and different pathways offered at our school.
Root Cause: Education jargon used often in communication. Native languages should be utilized. Graduation plans should be reviewed with students regularly.

Problem Statement 2: New families have a limited understanding of virtual education and the expectations for success.
Root Cause: Discrepancy between enrollment discussions, initial perceptions of virtual schooling, and lack of in depth orientation for both learning coach and student.

Problem Statement 3 (Prioritized): Students need to feel connected to the school and others students with a strong sense of belonging to the TOPS community
Root Cause: While some progress has been made, building a TOPS identity and set of core values/beliefs is still work we need to engage in both for students and their LCs

Problem Statement 4 (Prioritized): There are gaps in LC understanding of their role and associated accountability needs
Root Cause: LC support community must be stronger to make sure learning coaches know how to support their students in our online platforms and organization of their school week.

Problem Statement 5 (Prioritized): New students are more in danger of not completing our program or losing high school credits and falling off cohort.
Root Cause: New students struggle with organization and movement from brick and mortar learning to virtual learning.

Priority Problem Statements

Problem Statement 1: EOC Math Scores for Algebra 1 are below expectations for approaches, meets, and masters performance categories

Root Cause 1: Lack of strong instruction on priority standards that spiral back and create deeper understanding of the topics. Gaps in data analysis protocols within PLT structures to identify student misconceptions and reteach the concepts quickly

Problem Statement 1 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning

Problem Statement 2: EOC English 1 scores had a slight drop over SY23-24 with more students scoring approaching.

Root Cause 2: Tier 1 instruction is not aligned with EOC.

Problem Statement 2 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning

Problem Statement 3: There are gaps in the alignment and rigor of asynchronous instruction and graded assignments

Root Cause 3: Students need to receive a stronger Tier 1 Asynchronous instruction with assignments that show true data for reteach and extension.

Problem Statement 3 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning

Problem Statement 4: Students who are at risk and are currently HB1416 from previous tests are not showing growth of one year in math and reading.

Root Cause 4: Teachers were not trained on the meaning of at-risk in order to better understand how to serve students. Tier 2 and 3 instruction must be stronger.

Problem Statement 4 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment - Demographics - Student Learning

Problem Statement 5: New students are more in danger of not completing our program or losing high school credits and falling off cohort.

Root Cause 5: New students struggle with organization and movement from brick and mortar learning to virtual learning.

Problem Statement 5 Areas: Demographics - School Culture and Climate - Demographics - Student Learning - Perceptions

Problem Statement 6: Although we have a 98% graduation rate of students who stay with us to graduation, students who leave our program and aren't claimed by other schools in time are hurting our graduation rate.

Root Cause 6: Better tracking and follow up procedures need to be in place to make sure students are claimed before they become 98 leavers on our graduation accountability.

Problem Statement 6 Areas: Demographics - Student Achievement - Family and Community Engagement - Demographics - Student Learning - School Processes & Programs

Problem Statement 7: Parents and external stakeholders have limited understanding of all programs offered at TOPS High School. Parents often times do not understand graduation requirements, EOC requirements, and different pathways offered at our school.

Root Cause 7: Education jargon used often in communication. Native languages should be utilized. Graduation plans should be reviewed with students regularly.

Problem Statement 7 Areas: Family and Community Engagement - Perceptions

Problem Statement 8: Students need to feel connected to the school and others students with a strong sense of belonging to the TOPS community

Root Cause 8: While some progress has been made, building a TOPS identity and set of core values/beliefs is still work we need to engage in both for students and their LCs

Problem Statement 8 Areas: Demographics - School Culture and Climate - Family and Community Engagement - Demographics - School Processes & Programs - Perceptions

Problem Statement 9: There are gaps in LC understanding of their role and associated accountability needs

Root Cause 9: LC support community must be stronger to make sure learning coaches know how to support their students in our online platforms and organization of their school week.

Problem Statement 9 Areas: School Culture and Climate - Family and Community Engagement - Perceptions

Problem Statement 10: Provide high quality professional development that fosters growth and includes tiered support for all teachers and staff especially in the PLC Process

Root Cause 10: Teachers are still learning how to be a professional learning community and use data to drive their instruction

Problem Statement 10 Areas: Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - School Organization - School Processes & Programs

Goals

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 1: Increase the percent of students at each of the Approaches, Meets, and Masters Level on STAAR.

    Evaluation Data Sources: Data from state assessments and common assessments

Strategy 1 Details	Reviews			
Strategy 1: Utilize interventions during beginning of year with scaffolded instruction (DNM in plus groups) to remediate missed skills from 23-24 into 24-25 instruction in the gen ed classroom and accelerated instruction sessions with interventionists and gen ed collaborating and working together.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: TOPS will increase the percent of students in Approaches, Meets, and Masters Level on STAAR and decrease the percent of students in Did Not Meet. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 5 - Demographics 5 - Student Learning 1 - Student Achievement 6 - Curriculum, Instruction, and Assessment 5 **Funding Sources:** Tutoring vendor, instructional materials - State Comp Ed				

Strategy 2 Details	Reviews			
Strategy 2: TOPS High School will require critical thinking in 100% of high school courses through the use of writing, reading, and real-world applications.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase the number of students who earn Meets and Masters. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 3, 5 - Student Achievement 1, 2, 5 - Curriculum, Instruction, and Assessment 1, 2, 3				

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 5: Students who are at risk and are currently HB1416 from previous tests are not showing growth of one year in math and reading.   **Root Cause**: Teachers were not trained on the meaning of at-risk in order to better understand how to serve students. Tier 2 and 3 instruction must be stronger.
Student Learning
Problem Statement 1: Students who are at risk and are currently HB1416 from previous tests are not showing growth of one year in math and reading.   **Root Cause**: Teachers were not trained on the meaning of at-risk in order to better understand how to serve students. Tier 2 and 3 instruction must be stronger.
Problem Statement 2: EOC Math Scores for Algebra 1 are below expectations for approaches, meets, and masters performance categories   **Root Cause**: Lack of strong instruction on priority standards that spiral back and create deeper understanding of the topics. Gaps in data analysis protocols within PLT structures to identify student misconceptions and reteach the concepts quickly
Problem Statement 3: EOC English 1 scores had a slight drop over SY23-24 with more students scoring approaching.   **Root Cause**: Tier 1 instruction is not aligned with EOC.
Problem Statement 5: There are gaps in the alignment and rigor of asynchronous instruction and graded assignments   **Root Cause**: Students need to receive a stronger Tier 1 Asynchronous instruction with assignments that show true data for reteach and extension.

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.

    Evaluation Data Sources: Data from state assessments and common assessments

Strategy 1 Details	Reviews			
Strategy 1: TOPS High School will utilize additional positions, including interventionists and coaches to implement best practices in instruction and intervention to improve student mastery.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: 85% of At-risk students will move up at least one performance band in all STAAR EOC assessments.
     Staff Responsible for Monitoring: Principal
 	
     TEA Priorities:
 Improve low-performing schools
  - ESF Levers:
 Lever 5: Effective Instruction
     Problem Statements: Demographics 5 - Demographics 5 - Student Learning 1, 2, 3, 5 - Student Achievement 1, 2, 5, 6 - Curriculum, Instruction, and Assessment 1, 2, 3, 5
     Funding Sources: Professional development tailored to coaching and intervention - State Comp Ed, workbooks to support scaffolded instruction - State Comp Ed				

Strategy 2 Details	Reviews			
Strategy 2: TOPS High School will implement a research based Professional Learning Community that focuses on improving student performance.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 85% of all student groups will move up at least one performance band in all STAAR EOC assessments. **Problem Statements:** Student Learning 5 - Student Achievement 5 - School Processes & Programs 4 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 4 - School Organization 1				

Strategy 3 Details	Reviews			
Strategy 3: TOPS High School will implement strategies from Content Based Language Instruction, including structured vocabulary in both asynchronous and synchronous instruction.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 85% of English Learners will move up at least one performance band in English 1 and/or English 2 STAAR EOC assessments. **Problem Statements:** School Processes & Programs 4 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 4 - School Organization 1				

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 5: Students who are at risk and are currently HB1416 from previous tests are not showing growth of one year in math and reading. **Root Cause**: Teachers were not trained on the meaning of at-risk in order to better understand how to serve students. Tier 2 and 3 instruction must be stronger.

Student Learning
Problem Statement 1: Students who are at risk and are currently HB1416 from previous tests are not showing growth of one year in math and reading. **Root Cause**: Teachers were not trained on the meaning of at-risk in order to better understand how to serve students. Tier 2 and 3 instruction must be stronger.
Problem Statement 2: EOC Math Scores for Algebra 1 are below expectations for approaches, meets, and masters performance categories **Root Cause**: Lack of strong instruction on priority standards that spiral back and create deeper understanding of the topics. Gaps in data analysis protocols within PLT structures to identify student misconceptions and reteach the concepts quickly
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Problem Statement 5: There are gaps in the alignment and rigor of asynchronous instruction and graded assignments **Root Cause**: Students need to receive a stronger Tier 1 Asynchronous instruction with assignments that show true data for reteach and extension.

School Processes & Programs
Problem Statement 4: Provide high quality professional development that fosters growth and includes tiered support for all teachers and staff especially in the PLC Process **Root Cause**: Teachers are still learning how to be a professional learning community and use data to drive their instruction

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.

    Evaluation Data Sources: Data from state assessments and common assessments

Strategy 1 Details	Reviews			
Strategy 1: TOPS HS will use common formative assessments to target instruction in smaller class-sizes, homogeneous ability levels, and increased learning time through additional live class connect sessions and targeted intervention.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Meet the Growth target for all students in Mathematics and Reading. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 5 - Demographics 5 - Student Learning 1, 2, 3 - Student Achievement 1, 2, 6 - Curriculum, Instruction, and Assessment 2, 3, 5				

      ○ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 5: Students who are at risk and are currently HB1416 from previous tests are not showing growth of one year in math and reading. **Root Cause**: Teachers were not trained on the meaning of at-risk in order to better understand how to serve students. Tier 2 and 3 instruction must be stronger.

Student Learning
Problem Statement 1: Students who are at risk and are currently HB1416 from previous tests are not showing growth of one year in math and reading. **Root Cause**: Teachers were not trained on the meaning of at-risk in order to better understand how to serve students. Tier 2 and 3 instruction must be stronger.
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Problem Statement 3: EOC English 1 scores had a slight drop over SY23-24 with more students scoring approaching. **Root Cause**: Tier 1 instruction is not aligned with EOC.

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

Performance Objective 4: Increase the percent of students meeting College, Career and Military Readiness criteria.

    Evaluation Data Sources: CCMR Tracker, IBC Results

Strategy 1 Details			Reviews		
Strategy 1: TOPS High School will increase pathway offerings and IBCs and include graduation requirement of BIM or an equivalent technology applications course.			**Formative**		**Summative**
			Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Through a variety of pathways being offered, student choice and interest will increase and IBC completion will increase.
    Staff Responsible for Monitoring: Principal
 	
    Problem Statements: Demographics 3 - Demographics 2 - Student Learning 4 - Student Achievement 4 - School Processes & Programs 2 - Family and Community Engagement 3					

Strategy 2 Details			Reviews		
Strategy 2: TOPS High School will implement a strategic future ready campaign starting in August that targets each student based on their chosen life goals.			**Formative**		**Summative**
			Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: TOPS High School will improve CCMR points in all grade levels. **Staff Responsible for Monitoring:** Principal **Problem Statements:** Demographics 1, 3, 4 - Demographics 2, 3, 4 - Student Learning 4, 6 - Student Achievement 4 - School Processes & Programs 2, 3 - School Culture and Climate 1, 4 - Perceptions 1, 3, 5 - Family and Community Engagement 3, 4, 5					

Strategy 3 Details			Reviews		
Strategy 3: TOPS High School will implement TSIA2 campaign in all higher level math courses and English 3 and 4.			**Formative**		**Summative**
Strategy's Expected Result/Impact: Increase student graduation rate and college/career acceptance rate.			**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal **Problem Statements:** Student Learning 5 - Student Achievement 5 - Curriculum, Instruction, and Assessment 1					

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: New students are more in danger of not completing our program or losing high school credits and falling off cohort.   **Root Cause**: New students struggle with organization and movement from brick and mortar learning to virtual learning.
Problem Statement 3: Although we have a 98% graduation rate of students who stay with us to graduation, students who leave our program and aren't claimed by other schools in time are hurting our graduation rate.   **Root Cause**: Better tracking and follow up procedures need to be in place to make sure students are claimed before they become 98 leavers on our graduation accountability.
Problem Statement 4: Students need to feel connected to the school and others students with a strong sense of belonging to the TOPS community   **Root Cause**: While some progress has been made, building a TOPS identity and set of core values/beliefs is still work we need to engage in both for students and their LCs

Student Learning
Problem Statement 4: Although we have a 98% graduation rate of students who stay with us to graduation, students who leave our program and aren't claimed by other schools in time are hurting our graduation rate.   **Root Cause**: Better tracking and follow up procedures need to be in place to make sure students are claimed before they become 98 leavers on our graduation accountability.
Problem Statement 5: There are gaps in the alignment and rigor of asynchronous instruction and graded assignments   **Root Cause**: Students need to receive a stronger Tier 1 Asynchronous instruction with assignments that show true data for reteach and extension.
Problem Statement 6: New students are more in danger of not completing our program or losing high school credits and falling off cohort.   **Root Cause**: New students struggle with organization and movement from brick and mortar learning to virtual learning.

School Processes & Programs
Problem Statement 2: Although we have a 98% graduation rate of students who stay with us to graduation, students who leave our program and aren't claimed by other schools in time are hurting our graduation rate.   **Root Cause**: Better tracking and follow up procedures need to be in place to make sure students are claimed before they become 98 leavers on our graduation accountability.
Problem Statement 3: Students need to feel connected to the school and others students with a strong sense of belonging to the TOPS community   **Root Cause**: While some progress has been made, building a TOPS identity and set of core values/beliefs is still work we need to engage in both for students and their LCs

Perceptions
Problem Statement 1: Parents and external stakeholders have limited understanding of all programs offered at TOPS High School. Parents often times do not understand graduation requirements, EOC requirements, and different pathways offered at our school.   **Root Cause**: Education jargon used often in communication. Native languages should be utilized. Graduation plans should be reviewed with students regularly.
Problem Statement 3: Students need to feel connected to the school and others students with a strong sense of belonging to the TOPS community   **Root Cause**: While some progress has been made, building a TOPS identity and set of core values/beliefs is still work we need to engage in both for students and their LCs
Problem Statement 5: New students are more in danger of not completing our program or losing high school credits and falling off cohort.   **Root Cause**: New students struggle with organization and movement from brick and mortar learning to virtual learning.

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: Attendance to sessions

Strategy 1 Details	Reviews			
Strategy 1: TOPS High School will implement a holistic Character Development plan.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Entire campus will increase a sense of belonging and community in addition to clear guidelines for positive behavior. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Demographics 4 - Student Learning 6 - School Culture and Climate 4 - Perceptions 5	**Oct**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Create a tiered support plan for at-risk students by adding staff, resources, and programs to facilitate positive student behaviors and mental health.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased engagement of at-risk students and reduce number of out of cohort students. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 5 - Demographics 5 - Student Learning 1 - Student Achievement 6 - Curriculum, Instruction, and Assessment 5 **Funding Sources:** rewards and incentives - State Comp Ed	**Oct**	**Jan**	**Mar**	**June**

○ No Progress	○ Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: New students are more in danger of not completing our program or losing high school credits and falling off cohort. **Root Cause**: New students struggle with organization and movement from brick and mortar learning to virtual learning.

Problem Statement 5: Students who are at risk and are currently HB1416 from previous tests are not showing growth of one year in math and reading. **Root Cause**: Teachers were not trained on the meaning of at-risk in order to better understand how to serve students. Tier 2 and 3 instruction must be stronger.

Student Learning

Problem Statement 1: Students who are at risk and are currently HB1416 from previous tests are not showing growth of one year in math and reading. **Root Cause**: Teachers were not trained on the meaning of at-risk in order to better understand how to serve students. Tier 2 and 3 instruction must be stronger.

Problem Statement 6: New students are more in danger of not completing our program or losing high school credits and falling off cohort. **Root Cause**: New students struggle with organization and movement from brick and mortar learning to virtual learning.

Perceptions

Problem Statement 5: New students are more in danger of not completing our program or losing high school credits and falling off cohort. **Root Cause**: New students struggle with organization and movement from brick and mortar learning to virtual learning.

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 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Students in crisis will be referred to proper authorities; students identified and exhibiting mental health concerns will be provided ongoing tools and supports.
    Staff Responsible for Monitoring: Head of School
 	
    ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
    Problem Statements: Demographics 4 - Demographics 3 - School Processes & Programs 3 - School Culture and Climate 1 - Perceptions 3 - Family and Community Engagement 4				

No Progress Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 4: Students need to feel connected to the school and others students with a strong sense of belonging to the TOPS community **Root Cause**: While some progress has been made, building a TOPS identity and set of core values/beliefs is still work we need to engage in both for students and their LCs

School Processes & Programs
Problem Statement 3: Students need to feel connected to the school and others students with a strong sense of belonging to the TOPS community **Root Cause**: While some progress has been made, building a TOPS identity and set of core values/beliefs is still work we need to engage in both for students and their LCs

Perceptions
Problem Statement 3: Students need to feel connected to the school and others students with a strong sense of belonging to the TOPS community **Root Cause**: While some progress has been made, building a TOPS identity and set of core values/beliefs is still work we need to engage in both for students and their LCs

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: District discipline data
   Character education program and implementation plan

Strategy 1 Details	Reviews			
Strategy 1: TOPS High School will implement character education through the use of Social Emotional Learning in all POD activities, monthly staff meetings, and within all family newsletters by implementing the Narwhal Way	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve student relationships, overall health and contribute to a positive culture. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 4 - Demographics 3, 4 - Student Learning 6 - School Processes & Programs 3 - School Culture and Climate 1, 4 - Perceptions 3, 5 - Family and Community Engagement 4				

⬤ No Progress   ⬤ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: New students are more in danger of not completing our program or losing high school credits and falling off cohort.   **Root Cause**: New students struggle with organization and movement from brick and mortar learning to virtual learning.
Problem Statement 4: Students need to feel connected to the school and others students with a strong sense of belonging to the TOPS community   **Root Cause**: While some progress has been made, building a TOPS identity and set of core values/beliefs is still work we need to engage in both for students and their LCs

Student Learning
Problem Statement 6: New students are more in danger of not completing our program or losing high school credits and falling off cohort.   **Root Cause**: New students struggle with organization and movement from brick and mortar learning to virtual learning.

School Processes & Programs
Problem Statement 3: Students need to feel connected to the school and others students with a strong sense of belonging to the TOPS community   **Root Cause**: While some progress has been made, building a TOPS identity and set of core values/beliefs is still work we need to engage in both for students and their LCs

Perceptions

Problem Statement 3: Students need to feel connected to the school and others students with a strong sense of belonging to the TOPS community   **Root Cause**: While some progress has been made, building a TOPS identity and set of core values/beliefs is still work we need to engage in both for students and their LCs

Problem Statement 5: New students are more in danger of not completing our program or losing high school credits and falling off cohort.   **Root Cause**: New students struggle with organization and movement from brick and mortar learning to virtual learning.

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: Student/family pulse checks, attendance to virtual and in-person outings

Strategy 1 Details		Reviews			
Strategy 1: TOPS High School will implement monthly collaboration among all stakeholders.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase parent and student communication with teachers and overall culture. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 3 - Perceptions 1, 4 - Family and Community Engagement 1, 5		**Oct**	**Jan**	**Mar**	**June**
Strategy 2 Details		Reviews			
Strategy 2: TOPS High School will create a cultural connections committee dedicated to inclusivity and diversity.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase awareness of diverse stakeholders and inclusivity into campus. **Problem Statements:** Demographics 1, 4 - Demographics 3, 4 - Student Learning 6 - School Processes & Programs 3 - School Culture and Climate 1, 4 - Perceptions 3, 5 - Family and Community Engagement 4		**Oct**	**Jan**	**Mar**	**June**

⬤ No Progress ⬤ Accomplished ➡ Continue/Modify ✖ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: New students are more in danger of not completing our program or losing high school credits and falling off cohort.   **Root Cause**: New students struggle with organization and movement from brick and mortar learning to virtual learning.
Problem Statement 4: Students need to feel connected to the school and others students with a strong sense of belonging to the TOPS community   **Root Cause**: While some progress has been made, building a TOPS identity and set of core values/beliefs is still work we need to engage in both for students and their LCs

Student Learning
Problem Statement 6: New students are more in danger of not completing our program or losing high school credits and falling off cohort.   **Root Cause**: New students struggle with organization and movement from brick and mortar learning to virtual learning.

School Processes & Programs
Problem Statement 3: Students need to feel connected to the school and others students with a strong sense of belonging to the TOPS community   **Root Cause**: While some progress has been made, building a TOPS identity and set of core values/beliefs is still work we need to engage in both for students and their LCs

Perceptions
Problem Statement 1: Parents and external stakeholders have limited understanding of all programs offered at TOPS High School. Parents often times do not understand graduation requirements, EOC requirements, and different pathways offered at our school.   **Root Cause**: Education jargon used often in communication. Native languages should be utilized. Graduation plans should be reviewed with students regularly.
Problem Statement 3: Students need to feel connected to the school and others students with a strong sense of belonging to the TOPS community   **Root Cause**: While some progress has been made, building a TOPS identity and set of core values/beliefs is still work we need to engage in both for students and their LCs
Problem Statement 4: There are gaps in LC understanding of their role and associated accountability needs   **Root Cause**: LC support community must be stronger to make sure learning coaches know how to support their students in our online platforms and organization of their school week.
Problem Statement 5: New students are more in danger of not completing our program or losing high school credits and falling off cohort.   **Root Cause**: New students struggle with organization and movement from brick and mortar learning to virtual learning.

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: Student/family pulse check, TOPS social media platforms

Strategy 1 Details		Reviews			
Strategy 1: TOPS High School will implement monthly collaboration via live interactive sessions with stakeholders and bi-weekly communication via email with a focus tied to our Strategic Plan.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: This will improve relationships, community involvement, and overall student learning.
    Staff Responsible for Monitoring: Principal
 	
    Problem Statements: Demographics 1, 4 - Demographics 3, 4 - Student Learning 6 - School Processes & Programs 3 - School Culture and Climate 1, 3, 4 - Perceptions 1, 3, 4, 5 - Family and Community Engagement 1, 4, 5					

◯ No Progress ◯ Accomplished ➡ Continue/Modify ✖ Discontinue					

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: New students are more in danger of not completing our program or losing high school credits and falling off cohort.   **Root Cause**: New students struggle with organization and movement from brick and mortar learning to virtual learning.
Problem Statement 4: Students need to feel connected to the school and others students with a strong sense of belonging to the TOPS community   **Root Cause**: While some progress has been made, building a TOPS identity and set of core values/beliefs is still work we need to engage in both for students and their LCs

Student Learning
Problem Statement 6: New students are more in danger of not completing our program or losing high school credits and falling off cohort.   **Root Cause**: New students struggle with organization and movement from brick and mortar learning to virtual learning.

School Processes & Programs
Problem Statement 3: Students need to feel connected to the school and others students with a strong sense of belonging to the TOPS community   **Root Cause**: While some progress has been made, building a TOPS identity and set of core values/beliefs is still work we need to engage in both for students and their LCs

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Problem Statement 1: Parents and external stakeholders have limited understanding of all programs offered at TOPS High School. Parents often times do not understand graduation requirements, EOC requirements, and different pathways offered at our school.   **Root Cause**: Education jargon used often in communication. Native languages should be utilized. Graduation plans should be reviewed with students regularly.
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Problem Statement 5: New students are more in danger of not completing our program or losing high school credits and falling off cohort.   **Root Cause**: New students struggle with organization and movement from brick and mortar learning to virtual learning.

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 and family engagement in the education of their children.

Evaluation Data Sources: Student/family pulse check, attendance to Learning Coach activities

Strategy 1 Details	Reviews			
Strategy 1: TOPS High School will incorporate monthly Learning Coach activities to foster community and involvement.	**Formative**			**Summative**
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.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 4 - Demographics 3, 4 - Student Learning 6 - School Processes & Programs 3 - School Culture and Climate 1, 4 - Perceptions 1, 3, 5 - Family and Community Engagement 4, 5				

○ No Progress   ◯ Accomplished   → Continue/Modify   ✖ Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: New students are more in danger of not completing our program or losing high school credits and falling off cohort.   **Root Cause**: New students struggle with organization and movement from brick and mortar learning to virtual learning.
Problem Statement 4: Students need to feel connected to the school and others students with a strong sense of belonging to the TOPS community   **Root Cause**: While some progress has been made, building a TOPS identity and set of core values/beliefs is still work we need to engage in both for students and their LCs

Student Learning
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School Processes & Programs
Problem Statement 3: Students need to feel connected to the school and others students with a strong sense of belonging to the TOPS community   **Root Cause**: While some progress has been made, building a TOPS identity and set of core values/beliefs is still work we need to engage in both for students and their LCs

Perceptions

Problem Statement 1: Parents and external stakeholders have limited understanding of all programs offered at TOPS High School. Parents often times do not understand graduation requirements, EOC requirements, and different pathways offered at our school.   **Root Cause**: Education jargon used often in communication. Native languages should be utilized. Graduation plans should be reviewed with students regularly.

Problem Statement 3: Students need to feel connected to the school and others students with a strong sense of belonging to the TOPS community   **Root Cause**: While some progress has been made, building a TOPS identity and set of core values/beliefs is still work we need to engage in both for students and their LCs

Problem Statement 5: New students are more in danger of not completing our program or losing high school credits and falling off cohort.   **Root Cause**: New students struggle with organization and movement from brick and mortar learning to virtual learning.

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.	**Formative**			**Summative**
	Oct	Jan	Mar	June
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 and Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Demographics 4 - Demographics 3 - School Processes & Programs 3 - School Culture and Climate 1 - Perceptions 3 - Family and Community Engagement 4				

○ No Progress　　◎ Accomplished　　➡ Continue/Modify　　✖ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: Students need to feel connected to the school and others students with a strong sense of belonging to the TOPS community **Root Cause**: While some progress has been made, building a TOPS identity and set of core values/beliefs is still work we need to engage in both for students and their LCs

School Processes & Programs
Problem Statement 3: Students need to feel connected to the school and others students with a strong sense of belonging to the TOPS community **Root Cause**: While some progress has been made, building a TOPS identity and set of core values/beliefs is still work we need to engage in both for students and their LCs

Perceptions
Problem Statement 3: Students need to feel connected to the school and others students with a strong sense of belonging to the TOPS community **Root Cause**: While some progress has been made, building a TOPS identity and set of core values/beliefs is still work we need to engage in both for students and their LCs

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 admin

Strategy 1 Details	Reviews			
Strategy 1: TOPS High School will complete course data dives to ensure curriculum and platform is 100% aligned to standards and properly working from student experience.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will improve in curriculum completion and overall mastery. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** School Processes & Programs 4 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 4 - School Organization 1	**Oct**	**Jan**	**Mar**	**June**

⬤ No Progress ⬤ Accomplished ➡ Continue/Modify ✖ Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 4: Provide high quality professional development that fosters growth and includes tiered support for all teachers and staff especially in the PLC Process **Root Cause**: Teachers are still learning how to be a professional learning community and use data to drive their instruction

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 and procedures.

    Evaluation Data Sources: Training completions and attendance

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 foreign languages.

    Evaluation Data Sources: All positions filled with highly qualified, competent educators prepared to meet the needs of student learners.

Strategy 1 Details			Reviews		
Strategy 1: TOPS High School will increase awareness of open positions through targeted social media and current employees.			**Formative**		**Summative**
			Oct	Jan	Mar	June

Strategy's Expected Result/Impact: All positions will be fully staff by highly qualified teachers so that there is minimal disruption to students even during staff turnover or quick enrollment increases.
    Staff Responsible for Monitoring: Principal
 	
    ESF Levers:
Lever 1: Strong School Leadership and Planning
    Problem Statements: Demographics 1, 4 - Demographics 3, 4 - Student Learning 6 - School Processes & Programs 3 - School Culture and Climate 1, 4 - Perceptions 3, 5 - Family and Community Engagement 4						

   ◯ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: New students are more in danger of not completing our program or losing high school credits and falling off cohort. **Root Cause**: New students struggle with organization and movement from brick and mortar learning to virtual learning.
Problem Statement 4: Students need to feel connected to the school and others students with a strong sense of belonging to the TOPS community **Root Cause**: While some progress has been made, building a TOPS identity and set of core values/beliefs is still work we need to engage in both for students and their LCs

Student Learning
Problem Statement 6: New students are more in danger of not completing our program or losing high school credits and falling off cohort. **Root Cause**: New students struggle with organization and movement from brick and mortar learning to virtual learning.

School Processes & Programs
Problem Statement 3: Students need to feel connected to the school and others students with a strong sense of belonging to the TOPS community   **Root Cause**: While some progress has been made, building a TOPS identity and set of core values/beliefs is still work we need to engage in both for students and their LCs

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Problem Statement 5: New students are more in danger of not completing our program or losing high school credits and falling off cohort.   **Root Cause**: New students struggle with organization and movement from brick and mortar learning to virtual learning.

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: Report Card Pass Rates, Graduation Rate, STAAR Performance

Strategy 1 Details		Reviews		
Strategy 1: TOPS will utilize embedded teacher development through the focused use of a professional learning community that encompasses all staff on the high school campus, especially teachers, interventionists, engagement specialists, and instructional coaches.		**Formative**		**Summative**
		Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Lower the disparity between educationally disadvantaged and non-disadvantaged students on pass rates, graduation rate, and STAAR. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Student Learning 5 - Student Achievement 5 - School Processes & Programs 4 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 4 - School Organization 1					
◯ No Progress ◯ Accomplished → Continue/Modify ✕ Discontinue					

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 5: There are gaps in the alignment and rigor of asynchronous instruction and graded assignments   **Root Cause**: Students need to receive a stronger Tier 1 Asynchronous instruction with assignments that show true data for reteach and extension.
School Processes & Programs
Problem Statement 4: Provide high quality professional development that fosters growth and includes tiered support for all teachers and staff especially in the PLC Process   **Root Cause**: Teachers are still learning how to be a professional learning community and use data to drive their instruction

2024-2025 Campus Site-Based Committee

Committee Role	Name	Position
Classroom Teacher	Celisa Henderson	Teacher
Classroom Teacher	Bethany Johnson	Teacher
Classroom Teacher	Monica Henderson	Teacher
Classroom Teacher	Kelly Randolph	Teacher
Classroom Teacher	Sarah Tadesse	Teacher
Classroom Teacher	Kelli Cager	Teacher
Classroom Teacher	Melissa Davis	Teacher
Classroom Teacher	Lindsay Watts	Teacher
Classroom Teacher	Susan Norrell	Teacher
Classroom Teacher	Amber Perry	Teacher
Classroom Teacher	Christopher Fisher	Teacher
Classroom Teacher	Drew Crumbaugh	Teacher
Classroom Teacher	Tolulope Osoba	Teacher
Classroom Teacher	Amanda Towry	Teacher
Classroom Teacher	Rebecca Morris	Teacher
Classroom Teacher	Rachel Hodge	Teacher
Classroom Teacher	Krista Timms	Teacher
Classroom Teacher	Michelle Hoo-Sheffer	Teacher
Classroom Teacher	Ashley Spencer	Teacher
Classroom Teacher	April Hanson	Teacher
Classroom Teacher	Morgan Andoe	Teacher
Parent	Tura Stewart	Parent
Parent	Sharon Gifford	Parent
Student	Ella Jostes	
Paraprofessional	Tamara Alexander	Community Engagement
Non-classroom Professional	Onyinye Ewulu	Literacy Coach
Non-classroom Professional	Emiy Spivey	Math Coach

Committee Role	Name	Position
Non-classroom Professional	Jennifer Gover	Comp Ed Manager
Non-classroom Professional	Sarah Sumrall	Lead Counselor
Non-classroom Professional	Micah Painter	SCP Coordinator
Non-classroom Professional	Marcus Walker	SCP Manager
Community Representative	Luciana Zuniga	Community Member
Community Representative	Evangelene Glover	Community Member
District-level Professional	Patricia Cross	District Professional
Administrator	Travis Johnson	Assistant Principal
Administrator	Marissa Lopez	Assistant Principal
Business Representative	Tiffany Cook	Business Member
Business Representative	David Rico	Business Member
Administrator	Elizabeth Nelson	Head of School
Administrator	Juli Laechelin	High School Principal

Campus Funding Summary

			State Comp Ed		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Tutoring vendor, instructional materials		$0.00
1	2	1	Professional development tailored to coaching and intervention		$0.00
1	2	1	workbooks to support scaffolded instruction		$0.00
2	1	2	rewards and incentives		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$65,000.00
				+/- Difference	$65,000.00
				Grand Total Budgeted	$65,000.00
				Grand Total Spent	$0.00
				+/- Difference	$65,000.00