Huntsville Independent School District

Texas Online Preparatory School Middle School

2025-2026 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Texas Online Preparatory School Elementary School

Texas Online Preparatory School Middle 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 3-5 residing within Texas are eligible to attend if they meet program enrollment criteria.

- Students demonstrate proficiency on STAAR Math & Reading assessments.
- Students must have attended 90% of the school year, and/or have been promoted to the next grade level.
- 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.

SY2023-24 as of 5/23/24

Student Enrollment

Middle School: 2,121

- 6th Grade: 631
- 7th Grade: 652
- 8th Grade: 838

SY2022-23 enrollment was 1,795 total students

Grades Served:

6th-8th Grade

Total Number of Teachers and Staff

- General Education Teachers: 63
- Special Education Teachers: 6
- Support Staff: 3
- Administrative Staff: 2

Demographic Information

- AFRICAN AMERICAN: 10%
- ASIAN: 2%
- HISPANIC: 49%
- AMERICAN INDIAN: 1%
- WHITE: 9%
- OTHER: 29%

Special Programs

- % of students Economically Disadvantaged: 44.4%
- % of Students Receiving Special Education Services: 16.5%
- % of English Language Learners: 12.7%
- % of Students Receiving Gifted & Talented Services: 7.4%
- % of Students McKinney-Vento: 1.3%

Demographics Strengths

TOPS Middle School teachers have content expertise and care about the success of their students. They are well supported by a strong intervention team, counselors and the executive director. The implementation of the PLC process has started at TOPS Middle and will provide a framework for continuous school improvement. The essential TEKS have been identified and proficiency maps have been created. This work can now lead to a focus on assessments, interventions and extensions. A new leadership team has been formed and it will be important to build on the shared leadership model of the school.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Enrollment criteria is increasingly changing, including students who have not previously passed STAAR over the past two years. Instruction has not shifted to support this demographic. Only 1/3 are growing YOY in Math and ELA in their first year with us.
Root Cause: Our teachers might not know how to adjust instruction to support the lowest learners. Additionally, there may be mindset barriers about students coming to our school that teachers need to identify and work through.

Student Learning

Student Learning Summary

STAAR SY 22-23

Academic Achievement

	Reading/ELA							Math						
Sub Population	95%	Tested	Mts/Mast	% Mts or Mast	Target	Met	Diff	95%	Tested	Mts/Mast	% Mts or Mast	Target	Met	Diff
All	1661	1705	1078	63%	44%	Yes	-	1660	1709	598	35%	47%	No	-12%
African American	380	385	216	56%	32%	Yes	-	380	384	107	28%	32%	No	-4%
Hispanic	731	756	456	60%	35%	Yes	-	731	759	221	29%	39%	No	-10%
White	1054	1093	689	63%	59%	Yes	-	1054	1094	385	35%	61%	No	-26%
American Indian	48	50	34	68%	44%	Yes	-	48	51	16	31%	47%	No	-16%
Asian	91	95	81	85%	74%	Yes	-	91	95	59	62%	85%	No	-23%
Pacific Islander	10	11	10	91%	46%	Yes	-	10	11	4	36%	52%	No	-16%
Two or More Races	75	71	48	64%	56%	Yes	-	75	74	27	36%	56%	No	-20%
ECO DIS	954	971	541	56%	31%	Yes	-	954	974	271	28%	35%	No	-7%
SPED (Current)	235	244	80	33%	19%	Yes	-	235	244	58	24%	21%	Yes	-
SPED (Former)	0	0	0	n/a	38%	-	-	0	0	0	n/a	44%	-	-
EB (Current+Monitored)	260	269	176	65%	28%	Yes	-	260	267	94	35%	36%	No	-1%
High Focus	1046	1067	578	54%	33%	Yes	-	1046	1070	297	28%	36%	No	-8%

School Quality/Student Success

	RLA				Mth				Sci				Hst				All					
Sub Population	Tested	Appr+	Mts+	Mast	Tested	Appr+	Mts+	Mast	Tested	Appr+	Mts+	Mast	Tested	Appr+	Mts+	Mast	Tested	Appr+	Mts+	Mast	%	Target	M
All	1705	1475	1078	430	1709	1217	598	172	610	403	182	28	610	375	142	60	4634	75%	43%	15%	44%	47%	No
African American	385	320	216	80	384	251	107	23	145	82	28	4	145	68	20	7	1059	68%	35%	11%	38%	37%	Ye

School Quality/Student Success

Hispanic	756	643	456	165	759	511	221	64	240	144	58	9	240	140	45	21	1995	72%	39%	13%	41%	41%	Ye
White	1093	950	689	270	1094	779	385	106	390	259	114	15	390	249	96	38	2967	75%	43%	14%	44%	58%	No
American Indian	50	43	34	13	51	34	16	5	15	10	8	1	15	8	4	3	131	73%	47%	17%	46%	45%	Ye
Asian	95	89	81	46	95	85	59	34	29	26	21	6	29	26	15	9	248	91%	71%	38%	67%	74%	No
Pacific Islander	11	11	10	4	11	9	4	0	5	5	3	1	5	5	0	0	32	94%	53%	16%	54%	49%	Ye
Two or More Races	71	62	48	17	74	59	27	4	26	21	8	1	26	19	7	3	197	82%	46%	13%	47%	55%	No
ECO DIS	971	805	541	192	974	630	271	62	327	192	75	13	327	174	58	25	2599	69%	36%	11%	39%	38%	Ye
SPED (Current)	244	137	80	22	244	113	58	21	75	35	18	3	75	31	14	7	638	50%	27%	8%	28%	23%	Ye
SPED (Former)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	-	0%	42%	-
EB (Current+Monitored)	269	228	176	68	267	186	94	30	97	68	28	4	97	65	22	6	730	75%	44%	15%	45%	37%	Ye
High Focus	1067	863	578	201	1070	679	297	71	354	205	83	14	354	185	64	29	2845	68%	36%	11%	38%	38%	Ye

Academic Growth Status

	Reading						Math					
Sub Population	Tested	Points	% Growth	Target	Met	Diff	Tested	Points	% Growth	Target	Met	Diff
All	1636	1055.0	64%	63%	Yes	1%	1617	1073.5	66%	67%	No	-1%
African American	369	238.5	65%	58%	Yes	7%	364	236.0	65%	62%	Yes	3%
Hispanic	720	469.5	65%	59%	Yes	6%	714	464.5	65%	64%	Yes	1%
White	1047	668.5	64%	69%	No	-5%	1034	656.0	63%	72%	No	-9%
American Indian	49	34.5	70%	63%	Yes	7%	49	34.5	70%	67%	Yes	3%
Asian	90	63.0	70%	79%	No	-9%	88	62.0	70%	86%	No	-16%
Pacific Islander	11	9.0	82%	63%	Yes	19%	11	9.0	82%	69%	Yes	13%
Two or More Races	69	41.5	60%	68%	No	-8%	70	39.5	56%	71%	No	-15%
ECO DIS	927	579.0	62%	58%	Yes	4%	916	570.0	62%	62%	Yes	0%
SPED (Current)	217	108.0	50%	43%	Yes	7%	217	108.0	50%	50%	Yes	0%
SPED (Former)	0	0.0	n/a	61%	-	-	0	0.0	n/a	66%	-	-
EB (Current+Monitored)	258	173.0	67%	57%	Yes	10%	254	171.0	67%	62%	Yes	5%
High Focus	1013	621.0	61%	58%	Yes	3%	1002	612.0	61%	62%	No	-1%

TELPAS SY 22-23

6th grade	Basic	Intermediate	Advanced	Advanced High
Listening	1%	17%	34%	48%
Speaking	13%	35%	45%	7%
Reading	7%	13%	31%	50%
Writing	11%	42%	40%	7%
7th grade	Basic	Intermediate	Advanced	Advanced High
Listening	0%	4%	24%	73%
Speaking	10%	33%	51%	6%
Reading	0%	8%	24%	69%
Writing	4%	10%	75%	12%
8th grade	Basic	Intermediate	Advanced	Advanced High
Listening	0%	2%	14%	84%
Speaking	18%	24%	49%	10%
Reading	0%	8%	24%	69%
Writing	4%	37%	37%	22%

EL PROGRESS

56% (06), 72% (07), 77% (08), 67% (WHOLE CAMPUS), 44% ELP Target

Met EL Progress %   ELP Target
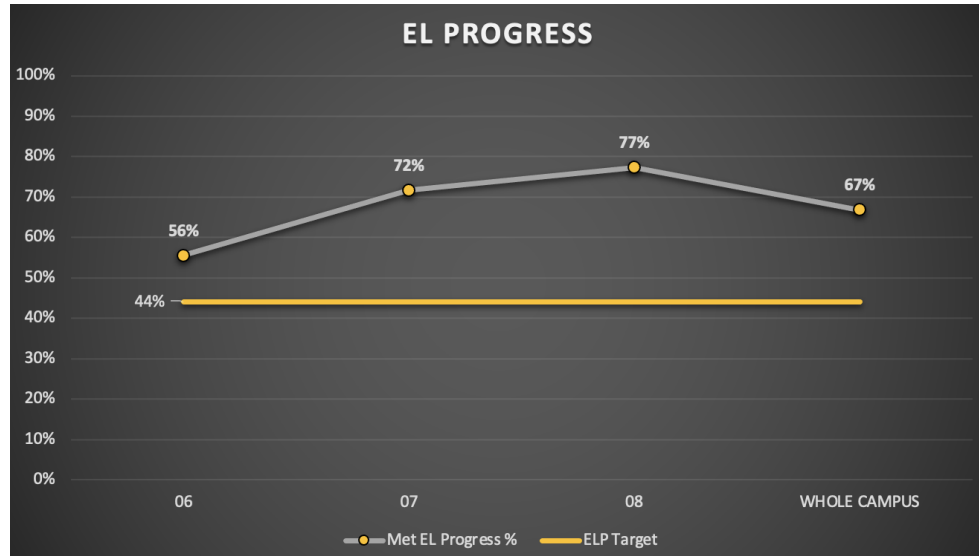
Student Learning Strengths

For 2023 STAAR, TOPS Middle School met all reading and math targets for all sub populations.

TOPS MS has some students groups where we did not meet the target: white, Asian, two or more races. The same student groups did not meet the target for math.

Our students who were enrolled in Algebra I and/or English I as 8th graders:

- Algebra I:
  - 96% approaches
  - 70% Meets
  - 40% Masters
- English I
  - 99% Approaches
  - 98% Meets
  - 43% Masters

Interim 1 (Fall 2023) and Interim 2 (Spring 2024):

Interim 1											
	GOAL	6R	7R	8R	Eng 1	6M	7M	8M	Alg 1	8S	8SS
Achievement (A+Me+Ma)	180 (A)	114	111	151	226	126	143	112	228	115	141
Growth (performance band movement)	85% (A)	47%				61%				X	X
Interim 2											
	GOAL	6R	7R	8R	Eng 1	6M	7M	8M	Alg 1	8S	8SS
Achievement (A+Me+Ma)	180 (A)	155 (+41)	158 (+47)	178 (+27)	233 (+7)	152 (+9)	152 (+9)	149 (+37)	274 (+46)	138 (+23)	184 (+43)
Growth (performance band movement)	85% (A)	68.8% (+21.9)				84.3% (+23.3)				X	X

School Processes & Programs

School Processes & Programs Summary

TOPS MS offered the following high school courses for our 8th graders:

- Spanish 1
- Spanish 2
- Touch System Data Entry
- Health
- Honors English 1
- Honors Algebra 1

For SY24-25, we are for the first time allowing students to choose from one of the following high school College and Career Prep Pathway courses:

- Foundations of Agriculture
- Principles of Applied Engineering
- Principles of Arts, AV Technology,& Communication
- Principles of Business, Marketing, and Finance
- Principles of Education & Training
- Principles of Health Science
- Principles of Human Services
- Principles of Information Technology
- Principles of Law, Public Safety, Corrections, & Security

Curriculum:

- Implementing Professional Learning Communities in all grade level/subject areas
- Creation of Curriculum Maps to structure school year
- Formative Assessments to check student learning
- Interim 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 Classkick, is used for additional support
- Class assessments and portfolios are placed in an additional Learning Management System (LMS)

Organizational:

- Head of School
- Academic Administrator
- Assistant Academic Administrator
- Lead teachers
- Content teachers

- Counselors
- Special Programs coordinators
- Special Programs Teachers
- Community Engagement Specialist

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

School Processes & Programs Strengths

TOPS Middle School teachers have content expertise and care about the success of their students. They are well supported by a strong intervention team, counselors and the executive director.The implementation of the PLC process has started at TOPS Middle and will provide a framework for continuous school improvement. The essential TEKS have been identified and proficiency maps have been created. This work can now lead to a focus on assessments, interventions and extensions.A leadership team has been formed and with a new administrative team, it will be important to build on the shared leadership model of the school.

Perceptions

Perceptions Summary

Students, learning coaches and families have more opportunities than ever to interact with school staff and learn about happenings at TOPS Middle School.

- Family Newsletter sent bi-weekly
- Who to Contact Guide shared with families in Family Newsletter
- Learning Coach orientation for new cohorts
- Creating information video library where videos are shared at designated times of the year with information about important topics
- Student/Parent Climate Surveys
- Monthly face-to-face outings and virtual outings for families who don't want to travel or prefer the virtual experience
- Student/family trips to Washington, D.C. and Boston with TOPS Staff
- Improved TOPS MS website
- TOPS Middle School social media accounts
- Learning Coaches and students can opt-in to texting with staff as an option to a phone call or email

Student Engagement:

- Character Development Plan - Counselors work with students using 7 Mindsets curriculum and TOPS campuses use the "Narwhal" Way to teach, reinforce and reward character traits.
- Strong Start process for all new students including orientation, meet the teacher, and work in an Orientation course in the OMS.
- Teachers required to make phone calls to all students during the school year
- Multi-tiered support system works to identify struggling students early and find ways to support them in order for them to be successful at TOPS

Perceptions Strengths

TOPS MS is working on plans to continue relevant and clear communication about the campus and helpful information about how to increase student engagement which leads to increased student success.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Campus expectations for student success differ from LC and student definitions of student success.
Root Cause: Mastery of essential standards and STAAR performance are campus success criteria. Attendance and work completion (not including participation quality) are often LC and student success criteria.

Priority Problem Statements

Problem Statement 1: Campus expectations for student success differ from LC and student definitions of student success.

Root Cause 1: Mastery of essential standards and STAAR performance are campus success criteria. Attendance and work completion (not including participation quality) are often LC and student success criteria.

Problem Statement 1 Areas: Student Achievement - School Culture and Climate - Family and Community Engagement - Perceptions

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)
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Observation Survey results
- State-developed online interim assessments

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
- Special education/non-special education population including discipline, progress and participation 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.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

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 by 5%

    Evaluation Data Sources: Data from state assessments and common assessments

Strategy 1 Details	Reviews			
Strategy 1: The campus will work as one PLC with Teachers, Interventionists, and Special Programs representatives participating in content teams to increase the number of students in the Meets and Masters performance levels on current year STAAR.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increasing Meets/Masters across all STAAR tests by 5%
     Staff Responsible for Monitoring: Principal
 	
     TEA Priorities:
 Build a foundation of reading and math, Improve low-performing schools
  - **ESF Levers:**
 Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will participate in data driven instruction conversations monthly with campus administration with a focus on student data and instructional practices as evidenced through walkthroughs, student and teacher data.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Promotion/Passing rates will increase and match STAAR achievement.
     Staff Responsible for Monitoring: Principal
 	
     TEA Priorities:
 Improve low-performing schools
  - **ESF Levers:**
 Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Teachers and interventionists will provide 15-30 hours of tutoring to students that failed the STAAR in the 24-25 SY per HB1416 requirements. **Strategy's Expected Result/Impact:** Growth from DNM to Approaches or higher on STAAR **Staff Responsible for Monitoring:** Principal and HB1416 Coordinator **Funding Sources:** Interventionists, Tutoring Vendor, STAAR aligned instructional materials - State Comp Ed	Formative			Summative
	Oct	Jan	Mar	June

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

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%

    Evaluation Data Sources: Data from state assessments and common assessments

Strategy 1 Details	Reviews			
Strategy 1: Coaches, Interventionists and Special Programs instructors attend content team meetings and follow PMAPs to ensure at-risk students, including special programs, are receiving appropriate scaffolding of material to fill gaps in content knowledge.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increasing precent of Approaches, Meets, and Masters levels across all subjects
    Staff Responsible for Monitoring: Principal
 	
    TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction
 - **Targeted Support Strategy - Additional Targeted Support Strategy**
    Funding Sources: Coaches, Interventionists - State Comp Ed				

No Progress   Accomplished   Continue/Modify   Discontinue

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%

HB3 Goal

Evaluation Data Sources: Data from state assessments and common assessments

Strategy 1 Details	Reviews			
Strategy 1: Implement content team planning with support of content leads and instructional coaches to ensure team is implementing standards based curriculum, effective teaching strategies for all learners, and creating common formative assessments at appropriate rigor.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Increasing precent of Approaches, Meets, and Masters levels across all subjects **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** Coaches, interventionists, supplemental materials - State Comp Ed				

Strategy 2 Details	Reviews			
Strategy 2: Math and ELA Interventionists target at-risk students through the campus Response to Intervention (RTI) plan.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increasing precent of Approaches, Meets, and Masters levels across Math and ELA	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Principal **Funding Sources:** Interventionists, resources for Tier 2 and Tier 3 instruction - State Comp Ed				

Strategy 3 Details	Reviews			
Strategy 3: Math Interventionist will screen all students that scored DNM on their Math STAAR assessment for mathematical fluency and accuracy. Students that are not at grade level will have additional small group sessions targeted to improving basic math skills.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Increasing precent of Approaches, Meets, and Masters levels in Math **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

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 (PK-K) or reading on grade level (1-8) by 5%

HB3 Goal

Evaluation Data Sources: Data from state assessments and common assessments

Strategy 1 Details	Reviews			
Strategy 1: ELA teachers utilize common assessment data to target under-performing students. They will utilize TOPS instructional framework to determine supports for students via targeted small groups or RTI/Intervention efforts.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increasing precent of Approaches, Meets, and Masters levels in ELA	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Interventionist, supplemental materials - State Comp Ed				

Strategy 2 Details	Reviews			
Strategy 2: ELA Interventionist will screen all students that scored DNM on their Reading STAAR assessment for reading fluency and accuracy. Students that are not at grade level will have additional small group sessions targeted to improving reading skills.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increasing precent of Approaches, Meets, and Masters levels in ELA	Oct	Jan	Mar	June
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

○ No Progress   ◯ Accomplished   ➔ Continue/Modify   ✕ Discontinue

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%

> **HB3 Goal**

> **Evaluation Data Sources:** Schedule of opportunities offered

Strategy 1 Details	Reviews			
Strategy 1: Students in grades 6-8 will be presented with opportunities to explore careers and the career learning program monthly.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will be prepared to enroll in career learning courses and complete associated certification assessments once they enter high school. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning				
⬤ No Progress ⬤ Accomplished ➡ Continue/Modify ✖ Discontinue				

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: Student attendance, student engagement

Strategy 1 Details	Reviews			
Strategy 1: TOPS will develop monthly focus areas to support student behavior in the online school. These will include general engagement habits, including attendance to live class connects, utilizing web camera to interact with teachers, and to follow prescribed due dates in the platforms. These focus areas will be facilitated via weekly meetings with the homeroom teacher and in newsletter communication from administration.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The expectations for participation, attendance, and behavior whilst enrolled in the online school will become commonplace and will result in more engagement via web camera, live attendance, and passing rates. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Create targeted support for increased parent involvement of at-risk students by leveraging at-risk engagement specialist communication with parent.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased engagement of at-risk students. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** At-risk engagement specialist, resources to support at-risk students - State Comp Ed				

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.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased engagement of at-risk students. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** at-risk Social worker, engagement specialist, resources and programs to support at risk students - State Comp Ed	**Oct**	**Jan**	**Mar**	**June**

No Progress   Accomplished   → Continue/Modify   ✗ Discontinue

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 behavior 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 tools and supports within 30 days of school start. **Staff Responsible for Monitoring:** Executive Director of Campus **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				
No Progress	Accomplished	Continue/Modify	Discontinue	

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

Strategy 1 Details	Reviews			
Strategy 1: Review character education program for improvements and enhancements. Ensure that each month has a consistent focus and offers students multiple opportunities to attend, interact, and engage with curriculum and topic. All teachers presented with training in month's focus and provided with tools to engage students in ongoing weekly conversations in homeroom class connect sessions. Reinforce focus by utilizing marketing tools, social media, and common language across campus.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Learning community will have a more balanced understanding of the positive culture espoused by the mission, vision, and values. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

○ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

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 will continue to foster parent and community involvement by Town Hall meetings to update and collaborate on school process and spirit. TOPS has fully launched a Learning Coach Community within the K12 App for TOPS-only families to connect with each other and the school. TOPS is also offering Learning Coach videos which will be rolled about throughout the school year offering information on topics of importance at that particular time of the school year.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Attendance to Learning Coach orientation sessions, Attendance to Town Hall and other parent meetings, Increased family satisfaction on pulse check surveys
    Staff Responsible for Monitoring: Principal
 	
    ESF Levers:
    Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

⬤ No Progress   ⬤ Accomplished   ➡ Continue/Modify   ✖ Discontinue

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: Family/student pulse check, TOPS social media platforms, family newsletters

Strategy 1 Details	Reviews			
Strategy 1: Build stronger relationships with students and families by utilizing the homeroom teacher to ensure that the Learning Coach and teacher are partnering.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Build strong relationships via strong communication between homeroom teacher and home will help ensure student success **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 3: Positive School Culture				
⬤ No Progress　⬤ Accomplished　➡ Continue/Modify　✖ Discontinue				

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: Attendance to Learning Coach University sessions

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: Principal
 	
    ESF Levers:
    Lever 3: Positive School Culture
		Formative			**Summative**

		Oct	Jan	Mar	June
No Progress Accomplished ➡️ Continue/Modify ✖ Discontinue					

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 and virtual and in-person outings, TOPS social media platforms, family newsletters

Strategy 1 Details		Reviews			
Strategy 1: Provide information for families about our CTE programs at monthly virtual and in person outings.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased enrollment in CCP classes the following year **Staff Responsible for Monitoring:** Principal		**Oct**	**Jan**	**Mar**	**June**

      ⬤ No Progress   ⬤ Accomplished   ➡ Continue/Modify   ✖ Discontinue

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 districts 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 **ESF Levers:** Lever 1: Strong School Leadership and Planning	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
⬤ No Progress	⬤ Accomplished	➡ Continue/Modify	❌ Discontinue	

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 reviews by admin

Strategy 1 Details			Reviews		
Strategy 1: TOPS will ensure that learning platforms are operational and that regular maintenance, upkeep, and technical support are offered throughout the school year.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: TOPS platforms will continue to improve in functionality, and K12 will continuously provide enhancements to both curriculum and platform. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning					
No Progress Accomplished Continue/Modify Discontinue					

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 to support new and returning staff to meet campus strategic plan.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will be proficient in virtual instructional strategies so TOPS can meet strategic plan of STAAR performance growth	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

No Progress   Accomplished   Continue/Modify   Discontinue

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

Strategy 1 Details			Reviews		
Strategy 1: Increase recruiting efforts via social media platforms and overall marketing campaign.			**Formative**		**Summative**
Strategy's Expected Result/Impact: All students will be supported by a certified teacher in critical need areas. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning		**Oct**	**Jan**	**Mar**	**June**
⬤ No Progress ⬤ Accomplished ➡ Continue/Modify ✖ Discontinue					

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: training completions and attendance

Strategy 1 Details	Reviews			
Strategy 1: Create Professional Development for teachers ensuring they are adequately trained to work with at-risk students and provide ongoing training as needed. Instructional coaches will provide support with critical content knowledge, instructional strategies, and professional development.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Student growth will increase from SY24-25 as a result of the professional development and content support. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** Instructional Coaches, professional development materials - State Comp Ed				
○ No Progress ○ Accomplished → Continue/Modify ✗ Discontinue				

2024-2025 Campus Site-Based Committee

Committee Role	Name	Position
Student	Brighton Bender	
Parent	Fatima Piperdi	
Parent	Heather Sagers	
Administrator	Erin Cogburn	
Administrator	Elizabeth Nelson	Head of School
Classroom Teacher	Heather Williams	
Classroom Teacher	Amber Cooper	
Classroom Teacher	Angie Crow	
Classroom Teacher	Jennifer Pinkerton	
Classroom Teacher	Tiffany Nayar	
Classroom Teacher	Keith Little	
Classroom Teacher	Susan Hasz	
Classroom Teacher	Amy Falco	
Classroom Teacher	Arianne Garner	
Classroom Teacher	Lauren Sotelo	
Classroom Teacher	Naomi Armstrong	
Classroom Teacher	Jessica Higgins	
Classroom Teacher	Genny Horton	
Classroom Teacher	Gina Shulse	
Classroom Teacher	Laurie Tweedle	
Community Representative	Tricia Hamilton	
Community Representative	Jennifer Pennington	
Business Representative	Gena Powell	
Business Representative	Kara Stevener	
District-level Professional	Patricia Cross	
Administrator	Crystal Frost	

Campus Funding Summary

			State Comp Ed		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Interventionists, Tutoring Vendor, STAAR aligned instructional materials		$0.00
1	2	1	Coaches, Interventionists		$0.00
1	3	1	Coaches, interventionists, supplemental materials		$0.00
1	3	2	Interventionists, resources for Tier 2 and Tier 3 instruction		$0.00
1	4	1	Interventionist, supplemental materials		$0.00
2	1	2	At-risk engagement specialist, resources to support at-risk students		$0.00
2	1	3	at-risk Social worker, engagement specialist, resources and programs to support at risk students		$0.00
5	3	1	Instructional Coaches, professional development materials		$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