

**Huntsville Independent School District**  
**Texas Online Preparatory School Elementary**  
**2021-2022 Goals/Performance Objectives/Strategies**

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# 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:** Common formative assessments, TEA Interims, and STAAR assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All TOPS Elementary teachers will successfully participate in grade level PLCs to increase the number of students in the Meets and Masters performance levels.</p> <p><b>Strategy's Expected Result/Impact:</b> The percent of students earning Approaches, Meets and Masters will increase and the percent of students earning Did Not Meets will decrease.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All TOPS Elementary 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers are completing weekly data driven instruction analysis.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 4</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

## Performance Objective 1 Problem Statements:

Student Learning
<p><b>Problem Statement 1:</b> As of August 20, 2021, STAAR Reading Results indicate 55.22% of our current 4th graders (2020-21 - 3rd graders) and 64.83% of our current 5th graders (2020-21 - 4th graders) fell at Approaches and Did Not Master for the May 2021 Reading STARR test. <b>Root Cause:</b> Lack of intervention strategies to adjust instruction and monitor formative assessments may have enhanced failures in academic growth.</p>

## Student Learning

**Problem Statement 2:** As of August 20, 2021, STAAR Math Results indicate 68.42% of our current 4th graders (2020-21 - 3rd graders) and 76.03% of our current 5th graders (2020-21 - 4th graders) fell at Approaches and Did Not Master for the May 2021 Math STARR test. **Root Cause:** Lack of intervention strategies to adjust instruction and monitor formative assessments impacted failures in academic growth.

**Problem Statement 3:** As of June 2021, MAP data in reading fell at or below 40% for all grade levels from BOY to EOY in the areas of growth, and a large decrease in EOY reading proficiency. **Root Cause:** NWEA MAP reports were not utilized to their full extent to help remediate knowledge gaps.

**Problem Statement 4:** As of June 2021, MAP data in math indicates a slight increase from BOY to EOY in the area of growth, but a decrease in EOY math proficiency. **Root Cause:** NWEA MAP reports were not utilized to their full extent to help remediate knowledge gaps.





**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. (Domain III)

**Evaluation Data Sources:** Common formative assessments, TEA Interims, and STAAR assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All TOPS teachers will receive training on reading all data reports and designing instruction based on the data.</p> <p><b>Strategy's Expected Result/Impact:</b> Using the Riskbook, Class Connect and OLS trackers, teacher will identify students in each sub group, track student performance and class connect attendance and intervene when needed.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 5, 6, 7</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 5:</b> As of June 2021, Reading Academic Achievement by Student group indicated White, Asian, Two or more races, and Special Education sub-groups fell below the state's academic achievement target. <b>Root Cause:</b> Teachers did not have the training to address disparities between different sub-populations.</p>
<p><b>Problem Statement 6:</b> As of June 2021, Math Academic Achievement by Student group indicated all sub-groups fell below the state's academic achievement target. <b>Root Cause:</b> Teachers did not have the training to address disparities between different sub-populations.</p>
<p><b>Problem Statement 7:</b> As of June 2021, proficiency levels of English Language Learners indicated at the Elementary level, 78% of the made no progress. <b>Root Cause:</b> Teachers struggled to implement appropriate language acquisition strategies.</p>





**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.

**HB3 Goal**

**Evaluation Data Sources:** Common formative assessments, TEA Interims, MAP Reading and Math Assessments and STAAR assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Intervention staff will work with classroom teachers to ensure strong Tier 1 instruction to support at-risk and educationally disadvantaged students.</p> <p><b>Strategy's Expected Result/Impact:</b> With teachers and interventionists working collaboratively together, students will have immediate feedback and remediation to successfully master academic content/TEKS.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF</b></p> <p><b>Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3, 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All small group intervention sessions will be scheduled by classroom teachers and interventions to work with students to help close the gaps for all groups in order to master grade level TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF</b></p> <p><b>Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3, 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 3 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 3:</b> As of June 2021, MAP data in reading fell at or below 40% for all grade levels from BOY to EOY in the areas of growth, and a large decrease in EOY reading proficiency. <b>Root Cause:</b> NWEA MAP reports were not utilized to their full extent to help remediate knowledge gaps.</p>
<p><b>Problem Statement 4:</b> As of June 2021, MAP data in math indicates a slight increase from BOY to EOY in the area of growth, but a decrease in EOY math proficiency. <b>Root Cause:</b> NWEA MAP reports were not utilized to their full extent to help remediate knowledge gaps.</p>

**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).

**HB3 Goal**

**Evaluation Data Sources:** MAP Reading and Math Assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All elementary teachers and campus administrators will attend the Reading Academy as presented in Texas HB 3.</p> <p><b>Strategy's Expected Result/Impact:</b> Attending this academy will increase teachers' and principals' knowledge and implementation of evidence-based practices to positively impact student literacy achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 4, 5, 7</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 4 Problem Statements:**





Student Learning
<p><b>Problem Statement 1:</b> As of August 20, 2021, STAAR Reading Results indicate 55.22% of our current 4th graders (2020-21 - 3rd graders) and 64.83% of our current 5th graders (2020-21 - 4th graders) fell at Approaches and Did Not Master for the May 2021 Reading STARR test. <b>Root Cause:</b> Lack of intervention strategies to adjust instruction and monitor formative assessments may have enhanced failures in academic growth.</p>
<p><b>Problem Statement 2:</b> As of August 20, 2021, STAAR Math Results indicate 68.42% of our current 4th graders (2020-21 - 3rd graders) and 76.03% of our current 5th graders (2020-21 - 4th graders) fell at Approaches and Did Not Master for the May 2021 Math STARR test. <b>Root Cause:</b> Lack of intervention strategies to adjust instruction and monitor formative assessments impacted failures in academic growth.</p>
<p><b>Problem Statement 3:</b> As of June 2021, MAP data in reading fell at or below 40% for all grade levels from BOY to EOY in the areas of growth, and a large decrease in EOY reading proficiency. <b>Root Cause:</b> NWEA MAP reports were not utilized to their full extent to help remediate knowledge gaps.</p>
<p><b>Problem Statement 4:</b> As of June 2021, MAP data in math indicates a slight increase from BOY to EOY in the area of growth, but a decrease in EOY math proficiency. <b>Root Cause:</b> NWEA MAP reports were not utilized to their full extent to help remediate knowledge gaps.</p>
<p><b>Problem Statement 5:</b> As of June 2021, Reading Academic Achievement by Student group indicated White, Asian, Two or more races, and Special Education sub-groups fell below the state's academic achievement target. <b>Root Cause:</b> Teachers did not have the training to address disparities between different sub-populations.</p>
<p><b>Problem Statement 7:</b> As of June 2021, proficiency levels of English Language Learners indicated at the Elementary level, 78% of the made no progress. <b>Root Cause:</b> Teachers struggled to implement appropriate language acquisition strategies.</p>

**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.

**Evaluation Data Sources:** Participation metrics for attendance to Paws in Jobland sessions.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> TOPS CRE Program Coordinator, will coordinate with the elementary campus to present a career discovery learning program, Paws in Jobland, to teacher's homeroom students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will attend Paws in Jobland sessions.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				







**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			
<p><b>Strategy 1:</b> The TOPS Elementary Counseling Team will Implement social-emotional learning using 7 Mindsets in weekly meetings with students. Teachers will reinforce the strategy introduced each week with students.</p> <p><b>Strategy's Expected Result/Impact:</b> Student behavior and engagement in live class sessions and in interactions with their peers and teachers will be more positive and decrease any negative behaviors.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Create targeted support for increased parent involvement of at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased engagement of at-risk students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Create a support plan for at-risk students by adding staff, resources, and programs to facilitate positive student behaviors and mental health.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased engagement of at-risk students with academic supports.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Problem Statements:</b> Demographics 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                   Accomplished                   Continue/Modify                   Discontinue           </p>				

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> The percentage of at-risk students has increased from the previous school year. <b>Root Cause:</b> More students qualify as at-risk because they did not take the STAAR last year primarily due to COVID concerns, increased enrollment of Special Education students, and increased enrollment of economically disadvantaged students.</p>

### Demographics

**Problem Statement 2:** TOPS Elementary enrollment has grown tremendously in a short amount of time. October 2019, the enrollment was 357 students. October 2020, the enrollment was 1023 students. August 2021 the enrollment is 2,899 and still quickly growing. **Root Cause:** Pandemic has impacted enrollment.

### School Processes & Programs





**Problem Statement 1:** Staff SWOT analysis from May of 2021 shows that low involvement by learning coaches negatively affected student engagement and performance. 39% of new Learning Coaches that completed the August pulse check have not created a Learning Coach account, which is one indicator of low involvement. **Root Cause:** Each student had multiple adults assigned to them and there was not one academic staff member that took ownership of building a partnership with the student and their family.

**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			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Head of School</p> <p><b>Title I Schoolwide Elements:</b> 2.6, 3.1</p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**





Demographics
<p><b>Problem Statement 1:</b> The percentage of at-risk students has increased from the previous school year. <b>Root Cause:</b> More students qualify as at-risk because they did not take the STAAR last year primarily due to COVID concerns, increased enrollment of Special Education students, and increased enrollment of economically disadvantaged students.</p>

**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			
<p><b>Strategy 1:</b> With support of Counseling Team, TOPS staff will model positive interactions with students and other staff members.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student/family satisfaction on pulse checks</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 3 Problem Statements:**





School Processes & Programs
<p><b>Problem Statement 1:</b> Staff SWOT analysis from May of 2021 shows that low involvement by learning coaches negatively affected student engagement and performance. 39% of new Learning Coaches that completed the August pulse check have not created a Learning Coach account, which is one indicator of low involvement. <b>Root Cause:</b> Each student had multiple adults assigned to them and there was not one academic staff member that took ownership of building a partnership with the student and their family.</p>

**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			
<p><b>Strategy 1:</b> TOPS will continue to foster parent and community involvement and holding quarterly 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance to Learning Coach orientation sessions, Attendance to Town Hall and other parent meetings, Increased family satisfaction on pulse check surveys.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**





Perceptions
<p><b>Problem Statement 1:</b> Staff SWOT analysis from May of 2021 shows that parents and external stakeholders have limited ability to interact with one another and staff. 21% of parents of students that withdrew in the 20-21 school year reported lack of socialization as the primary reason for withdrawal. <b>Root Cause:</b> The method of delivery of regular school communications can be hampered by the online school and can be seen as impersonal.</p>

**Goal 3: COMMUNITY INVOLVEMENT**

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

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

**Evaluation Data Sources:** TOPS Social Media platforms

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Build stronger communication with students and families by shifting to a self-contained model to reduce the number of adults that work with the student and family and increasing</p> <p><b>Strategy's Expected Result/Impact:</b> Building strong relationships via strong communication between school and home will help ensure student success</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1 - Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement Strong Start strategies with all students and families as they onboard for the new school year</p> <p><b>Strategy's Expected Result/Impact:</b> Implementing strong parent, learning coach and student orientations and communications will improve students success in their online classes.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**





<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> Staff SWOT analysis from May of 2021 shows that low involvement by learning coaches negatively affected student engagement and performance. 39% of new Learning Coaches that completed the August pulse check have not created a Learning Coach account, which is one indicator of low involvement. <b>Root Cause:</b> Each student had multiple adults assigned to them and there was not one academic staff member that took ownership of building a partnership with the student and their family.</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> Staff SWOT analysis from May of 2021 shows that parents and external stakeholders have limited ability to interact with one another and staff. 21% of parents of students that withdrew in the 20-21 school year reported lack of socialization as the primary reason for withdrawal. <b>Root Cause:</b> The method of delivery of regular school communications can be hampered by the online school and can be seen as impersonal.</p>

**Goal 3: COMMUNITY INVOLVEMENT**

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

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

**Evaluation Data Sources:** Attendance to Learning Coach University sessions

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1 - Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 3 Problem Statements:**





<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> Staff SWOT analysis from May of 2021 shows that low involvement by learning coaches negatively affected student engagement and performance. 39% of new Learning Coaches that completed the August pulse check have not created a Learning Coach account, which is one indicator of low involvement. <b>Root Cause:</b> Each student had multiple adults assigned to them and there was not one academic staff member that took ownership of building a partnership with the student and their family.</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> Staff SWOT analysis from May of 2021 shows that parents and external stakeholders have limited ability to interact with one another and staff. 21% of parents of students that withdrew in the 20-21 school year reported lack of socialization as the primary reason for withdrawal. <b>Root Cause:</b> The method of delivery of regular school communications can be hampered by the online school and can be seen as impersonal.</p>

**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			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Fiscal year close will result in favorable usage of monies aligned to cost-allocations across departments and campuses.</p> <p><b>Staff Responsible for Monitoring:</b> Head of School</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				







**Goal 4: RESOURCES**

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

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

**Evaluation Data Sources:** Monthly Asynchronous Course Walkthroughs by Administration

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> TOPS Elementary will complete course data dives to ensure curriculum and platform is 100% aligned to standards and properly working from the student experience.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will improve in curriculum completion and overall mastery.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2, 3, 4, 5, 6, 7</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> The percentage of at-risk students has increased from the previous school year. <b>Root Cause:</b> More students qualify as at-risk because they did not take the STAAR last year primarily due to COVID concerns, increased enrollment of Special Education students, and increased enrollment of economically disadvantaged students.</p>
Student Learning
<p><b>Problem Statement 1:</b> As of August 20, 2021, STAAR Reading Results indicate 55.22% of our current 4th graders (2020-21 - 3rd graders) and 64.83% of our current 5th graders (2020-21 - 4th graders) fell at Approaches and Did Not Master for the May 2021 Reading STARR test. <b>Root Cause:</b> Lack of intervention strategies to adjust instruction and monitor formative assessments may have enhanced failures in academic growth.</p>
<p><b>Problem Statement 2:</b> As of August 20, 2021, STAAR Math Results indicate 68.42% of our current 4th graders (2020-21 - 3rd graders) and 76.03% of our current 5th graders (2020-21 - 4th graders) fell at Approaches and Did Not Master for the May 2021 Math STARR test. <b>Root Cause:</b> Lack of intervention strategies to adjust instruction and monitor formative assessments impacted failures in academic growth.</p>
<p><b>Problem Statement 3:</b> As of June 2021, MAP data in reading fell at or below 40% for all grade levels from BOY to EOY in the areas of growth, and a large decrease in EOY reading proficiency. <b>Root Cause:</b> NWEA MAP reports were not utilized to their full extent to help remediate knowledge gaps.</p>
<p><b>Problem Statement 4:</b> As of June 2021, MAP data in math indicates a slight increase from BOY to EOY in the area of growth, but a decrease in EOY math proficiency. <b>Root Cause:</b> NWEA MAP reports were not utilized to their full extent to help remediate knowledge gaps.</p>
<p><b>Problem Statement 5:</b> As of June 2021, Reading Academic Achievement by Student group indicated White, Asian, Two or more races, and Special Education sub-groups fell below the state's academic achievement target. <b>Root Cause:</b> Teachers did not have the training to address disparities between different sub-populations.</p>
<p><b>Problem Statement 6:</b> As of June 2021, Math Academic Achievement by Student group indicated all sub-groups fell below the state's academic achievement target. <b>Root Cause:</b> Teachers did not have the training to address disparities between different sub-populations.</p>
<p><b>Problem Statement 7:</b> As of June 2021, proficiency levels of English Language Learners indicated at the Elementary level, 78% of the made no progress. <b>Root Cause:</b> Teachers struggled to implement appropriate language acquisition strategies.</p>



**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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide training and professional development support to the large number of new staff hired to meet the explosive enrollment.</p> <p><b>Strategy's Expected Result/Impact:</b> Newly hired teachers will be proficient in virtual instructional strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals -</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p> <p><b>Problem Statements:</b> Demographics 2</p>	Formative			Summative
	Oct	Jan	Mar	June

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> TOPS Elementary enrollment has grown tremendously in a short amount of time. October 2019, the enrollment was 357 students. October 2020, the enrollment was 1023 students. August 2021 the enrollment is 2,899 and still quickly growing. <b>Root Cause:</b> Pandemic has impacted enrollment.</p>


**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:** Staffing list with certifications.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase recruiting efforts via social media platforms and overall marketing campaign. Hold annual hiring fair for prospective candidates throughout the school year as student enrollment increases.</p> <p><b>Strategy's Expected Result/Impact:</b> TOPS Elementary students will all be supported by certified teachers in critical areas.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF</b></p> <p><b>Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2</p>	Formative			Summative
	Oct	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> TOPS Elementary enrollment has grown tremendously in a short amount of time. October 2019, the enrollment was 357 students. October 2020, the enrollment was 1023 students. August 2021 the enrollment is 2,899 and still quickly growing. <b>Root Cause:</b> Pandemic has impacted enrollment.</p>


**Goal 5: STAFF**


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


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


**Evaluation Data Sources:** Professional Development plan, Student growth on STAAR, Student growth on NWEA MAP, Student growth on common assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create Professional Development for teachers ensuring they are adequately trained to work with students and provide ongoing training as needed. Math and Reading Coaches, as well as Teacher Trainers, will provide support with critical content knowledge, instructional strategies, and professional development.</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth will increase from SY20-21 as a result of the professional development and content support.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 3 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> The percentage of at-risk students has increased from the previous school year. <b>Root Cause:</b> More students qualify as at-risk because they did not take the STAAR last year primarily due to COVID concerns, increased enrollment of Special Education students, and increased enrollment of economically disadvantaged students.</p>