## Judson Independent School District



**Hopkins Elementary School** 

2025-2026 Goals/ Performance Objectives/ Strategies

### **Mission Statement**

All Hopkins Elementary students will receive a quality education enabling them to become successful in a global society.

### **Vision**

Hopkins Elementary is producing excellence!

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Goal 1

Student Academic Achievement & Success - Actively support students and teachers to ensure academic growth and overall success for all

#### Performance Objective 1 High Priority

The growth percentile for MAP Math Growth will be 54th percentile or higher for grades 1-5 by EOY 2026.

Evaluation Data Source: BOY, MOY, EOY Universal Screeners and STAAR Interim Assessments.

#### Strategy 1

Teachers in grades PK-5 will create small group lesson plans and implement small group instruction with struggling students a minimum of 3x per week to include lesson reinforcement and reteach.

Strategy's Expected Result/Impact: Improved reading success

Staff Responsible for Monitoring: Teachers, Administration

Problem Statements: Student Learning 1, 2, 3, 4

**Funding Sources:** Folders, Pockets, Clocks, Highlighters 211 Title I, \$269.71, Math 5th Grade STAAR Master Workbooks 211 Title I, \$1,413.72, Pocket Chart Kit, Jumbo Magnet Ten Frames 211 Title I, \$99.7

Title I: 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

**Formative Reviews** 

Some Progress

October January March May

#### Strategy 2

Teachers will implement the Bluebonnet Math curriculum based on the district created scope and sequence.

**Strategy's Expected Result/Impact:** Student performance on unit assessments, STAAR Interim, and MAP will increase.

Staff Responsible for Monitoring: Administration, Academic Coach, Academic Trainer, Teachers

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

**Title I:** 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 5: Effective Instruction

**Formative Reviews** 

Considerable Progress

October January March May

#### **Strategy 3**

Continued professional development and training of staff on effective techniques for all students, SPED, AA, Hispanic, White, ED, RTI, and EB instruction including math problem solving and math components.

**Strategy's Expected Result/Impact:** Attendance at District Professional Development and Module Roll Outs and math problem solving training. Implementation of strategies is evident in walk throughs, lesson plans, and observations to ensure time on task in math instruction/practice is effective

Staff Responsible for Monitoring: Administration, Academic Coach, Academic Trainer, Teachers

Problem Statements: Demographics 1, 3 - Student Learning 3, 4 - School Processes & Programs 1

Funding Sources: Dictation PD 211 Title I, \$2,912.86

Title I: 2.5.1, 2.5.2, 2.5.3

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

**ESF Levers:** Lever 5: Effective Instruction

**Formative Reviews** 

Some Progress

October January March May

#### Strategy 4

Students in grades 1-5 will use Zearn a minimum of 30 minutes per week based on their math needs.

**Strategy's Expected Result/Impact:** Student performance on unit assessments, STAAR Interim, and MAP will increase.

Staff Responsible for Monitoring: Administration, Academic Coach, Academic Trainer, Teachers

Problem Statements: Student Learning 3, 4 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

#### **Formative Reviews**

Some Progress

October January

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#### **Strategy 5**

Provide supplemental instructional materials for Tier 1, Tier 2, and Tier 3 (Spanish and English) in math, PK-5, for teachers use to supplement core instruction for all students to include SPED, ECO, AA, Hispanic, White, EB, RTI, at-risk, migrant, and McKinney Vento students.

**Strategy's Expected Result/Impact:** Materials purchased, distributed and used in classrooms. Students performance on unit assessments, STAAR Interim, and STAAR increase.

Staff Responsible for Monitoring: Administration, Academic Coach, Academic Trainer, Teachers

Problem Statements: Demographics 3 - School Processes & Programs 1

**Funding Sources:** Magnetic designer, write-wipe lapboard erasers 211 Title I, \$170.9, Clear Touch Interactive Flat Panels 211 Title I, 171 SCE \$4,638.25, \$4,638.26, Colored Pencils, sheet protectors, file folders, hanging files 211 Title I, \$150.99, math manipulatives, supply caddies, number lines, pattern blocks, etc. 211 Title I, \$1,767.26

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

Instruction

#### **Formative Reviews**

Some Progress

October

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#### **Strategy 6**

Assessment data will be used to identify At Risk students, including AA, Hispanic, White, SPED, ED, Migrant, McKinney Vento, and EB students to provide after school Extended Day and tutoring programs to increase math instruction in grades K-5 in English and Spanish. Teachers will meet regularly to disaggregate ongoing assessment to continue instruction.

**Strategy's Expected Result/Impact:** Student performance on unit assessments, STAAR Interim, and MAP will increase.

Staff Responsible for Monitoring: Administration, Academic Coach, Academic Trainer, Teachers

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

Title I: 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **ESF Levers:** Lever 5: Effective Instruction

**Formative Reviews** 

Some Progress

October January March May

#### **Strategy 7** Additional Targeted Support Strategy

To address achievement gaps in Reading and Math for African American students and students identified as Two or More Races, our campus will implement a targeted tutoring initiative. This program will use data-driven identification to select students for small-group instruction focused on foundational skills. Tutoring will be delivered by trained staff using evidence-based interventions during designated instructional times. Progress will be monitored bi-weekly, with instructional adjustments made as needed.

**Strategy's Expected Result/Impact:** The goal is to increase grade-level proficiency by at least 10% and reduce achievement gaps by 50% by the end of the academic year.

**Staff Responsible for Monitoring:** Special Pops Tutor, Administration

Problem Statements: Student Learning 2, 3

**Title I:** 2.5.1, 2.5.3

**TEA Priorities:** Build a foundation of reading and math

**Formative Reviews** 

Some Progress

October January March May

#### **Performance Objective 1 Problem Statements Identifying Demographics**

Problem Statement Root Cause

Hopkins Elementary continues to have a large at-risk population, with the 2024-2025 school year consisting of over 75% at risk.

The campus serves an economically disadvantaged community, as well as a large Emergent Bilingual population.

Hopkins Elementary serves a sizable and high-needs Special Education population, requiring additional assistance and support for these students.

The campus serves the district as a BAC unit for support of K-5th grades students, as well as a high needs community.

#### **Performance Objective 1 Problem Statements Identifying Student Learning**

**Problem Statement** 

**Root Cause** 

1

Campus attendance rate for the 2024-2025 school year was on average 93.3%. An increase from previous year but attendance needs to increase to 97% for student success.

Lack of parental understanding and support, especially in early childhood grades, which causes a significant decrease in average daily attendance to acquire required skills.

2

STAAR performance and Early Reading Diagnostics (MAP Reading) remain a low performance area for students in all grade levels.

There is a lack of consistency in teaching small group for reading comprehension, focused phonemic awareness instruction, and implementing the Science of Teaching Reading strategies focused on content objectives with skills. This would also include intervention lessons in reading implemented effectively and consistently.

3

STAAR performance and early math diagnostics (MAP Math) remain a low performance area for students in all grade levels.

Lack of consistency in a structured problem-solving model, as well as a focus on content objectives with an emphasis on word problems and multistep problems.

4

Special education students have not shown adequate growth across grade levels and content areas.

The campus serves a population with high needs and suffer with social/ emotion/behavior disorders. Students regularly perform significantly lower than their peers.

#### Performance Objective 1 Problem Statements Identifying School Processes & Programs

**Problem Statement** 

**Root Cause** 

1

Teachers need additional support in planning effectively and utilizing curriculum/pacing guides, to stay on the time line for administration and utilization of unit assessments.

The curriculum moves at a fast pace and there are many demands on teachers to close the gaps in learning, students on so many academic levels, special education students trying to keep up, it is difficult to balance the needs of all students.

#### Performance Objective 2 High Priority

The growth percentile for grades 1-5 on MAP Reading Growth and for grade 1 on MAP Reading Fluency will be 50th percentile or higher by EOY 2026.

Evaluation Data Source: BOY, MOY, EOY universal screeners, and STAAR Interim assessments.

#### Strategy 1

Teachers in grades PK-5 will implement small group instruction with struggling students a minimum of 3x per week to include lesson reinforcement and reteach.

Strategy's Expected Result/Impact: Improved reading success

Staff Responsible for Monitoring: Administration, Academic Coach, Academic Trainer, Teachers

Problem Statements: Student Learning 1, 2, 4

**Funding Sources:** 5th Grade Forde Ferrier Reading Workbooks 211 Title I, \$2,200, Alphabet Arc Mat and Letters, Stress Relief Squishies 211 Title I, \$229.93, Alphabet Arc Mat and Letters 211 Title I, \$219.98

Title I: 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

**Formative Reviews** 

Some Progress

October January March May

#### Strategy 2

Teachers in grades K-3 will implement the JISD phonics program with fidelity to include the use of decodable readers.

Strategy's Expected Result/Impact: Improve scores on different sections of Amplify for improved reading success

Staff Responsible for Monitoring: Administration, Academic Coach, Academic Trainer, Teachers

**Problem Statements:** Student Learning 1, 2, 4

Title I: 2.5.1, 2.5.2, 2.5.3

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

**ESF Levers:** Lever 5: Effective Instruction

**Formative Reviews** 

**Moderate Progress** 

October January March May

#### Strategy 3

Continued professional development and training of staff on effective techniques for all students, SPED, AA, Hispanic, White, ED, RTI, and EB instruction including phonemic awareness

and reading components.

**Strategy's Expected Result/Impact:** Attendance at District Professional Development and phonemic awareness training, implementation of strategies is evident in walk throughs, lesson plans, and observations to ensure time on task in literacy instruction/practice is effective

Staff Responsible for Monitoring: Administration, Academic Coach, Academic Trainer, Teachers

Problem Statements: Student Learning 1, 2, 4

Funding Sources: Professional Development 3 Courses Region 20 211 Title I, \$480

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 5: Effective Instruction

**Formative Reviews** 

Some Progress

October January

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#### Strategy 4

Provide supplemental instructional materials for Tier 1, Tier 2, and Tier 3 (Spanish and English) in reading, Prek-5, for teacher use to supplement core instruction for all students to include SPED, ECO, AA, Hispanic, White, EB, RTI, at risk, migrant, and McKinney Vento students.

**Strategy's Expected Result/Impact:** Materials purchased, distributed and used in classrooms, student performance on unit assessments, STAAR Interim, and STAAR increase

Staff Responsible for Monitoring: Administration, Academic Coach, Academic Trainer, Teachers

Problem Statements: Student Learning 2 - School Processes & Programs 2

**Funding Sources:** 3 ring binders, pen holder case, primary composition books 211 Title I, \$1,124.11, Tri-fold Presentation Boards, painters tape 211 Title I, \$100

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

Instruction

**Formative Reviews** 

Some Progress

October January March May

#### Strategy 5

Assessment data will be used to identify At risk students, including AA, Hispanic, White, SPED, ED, Migrant, McKinney Vento, and EB students to provide after school Extended Day, Saturday

School, tutoring programs to increase reading comprehension in grades K-5 in English and Spanish. Teachers will meet regularly to disaggregate ongoing assessment to continue instruction.

**Strategy's Expected Result/Impact:** Student Performance on unit assessments, STAAR Interim, and STAAR increase

Staff Responsible for Monitoring: Administration, Academic Coach, Academic Trainer, Teachers

Problem Statements: Student Learning 2 - School Processes & Programs 2

Funding Sources: headphones with microphones 211 Title I, \$751.8

**Title I:** 2.5.1, 2.5.2, 2.5.3

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

**ESF Levers:** Lever 5: Effective Instruction

**Formative Reviews** 

Some Progress

October January March May

#### Performance Objective 2 Problem Statements Identifying Student Learning

**Problem Statement** 

**Root Cause** 

1

Campus attendance rate for the 2024-2025 school year was on average 93.3%. An increase from previous year but attendance needs to increase to 97% for student success.

Lack of parental understanding and support, especially in early childhood grades, which causes a significant decrease in average daily attendance to acquire required skills.

2

STAAR performance and Early Reading Diagnostics (MAP Reading) remain a low performance area for students in all grade levels.

There is a lack of consistency in teaching small group for reading comprehension, focused phonemic awareness instruction, and implementing the Science of Teaching Reading strategies focused on content objectives with skills. This would also include intervention lessons in reading implemented effectively and consistently.

4

Special education students have not shown adequate growth across grade levels and content areas.

The campus serves a population with high needs and suffer with social/ emotion/behavior disorders. Students regularly perform significantly lower than their peers.

#### **Performance Objective 2 Problem Statements Identifying School Processes & Programs**

**Problem Statement** 

**Root Cause** 

2

K-2 students need more phonological awareness to increase decoding skills, word study, reading levels, and comprehension skills.

Lack of implementation of district wide phonics program resources received with professional development for implementation. Teacher training, implementation, follow up PD for consistency and application of word study.

#### 

The growth percentile for grade 5 on MAP Science Growth will be 54th percentile or higher by EOY 2026.

Evaluation Data Source: Student performance on all unit assessments, Interim STAAR, and STAAR Science

#### Strategy 1

Teachers in grades K-3 will implement the district selected curriculum with fidelity to include science experiments.

**Strategy's Expected Result/Impact:** Student Performance on unit assessments, STAAR Interim, and STAAR increase

Staff Responsible for Monitoring: Administration, Academic Coach, Academic Trainer, Teachers

Problem Statements: Demographics 1, 3 - Student Learning 4

Title I: 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Improve low-performing schools

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

Instruction

#### **Formative Reviews**

Some Progress

October January

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#### Strategy 2

Continued professional development and training of staff on effective techniques for all students, SPED, AA, Hispanic, White, ED, RTI, and EB instruction.

**Strategy's Expected Result/Impact:** Student Performance on unit assessments, STAAR Interim, and STAAR increase

Staff Responsible for Monitoring: Administration, Academic Coach, Academic Trainer, Teachers

Problem Statements: Demographics 1, 3 - Student Learning 4

January

Title I: 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Improve low-performing schools

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

Instruction

#### **Formative Reviews**

Some Progress

October

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#### Strategy 3

Provide supplemental instructional materials (Spanish and English) for science, Prek-5, for teachers use to supplement core instruction for all students to include SPED, ECO, AA, Hispanic, White, EB, at risk, migrant, and McKinney Vento students.

**Strategy's Expected Result/Impact:** Student Performance on unit assessments, STAAR Interim, and STAAR increase

Staff Responsible for Monitoring: Administration, Academic Coach, Academic Trainer, Teachers

**Problem Statements:** Demographics 1, 3 - Student Learning 4

Funding Sources: Science Forde Ferrier Workbooks 211 Title I, \$2,400

Title I: 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Improve low-performing schools

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

Instruction

**Formative Reviews** 

Some Progress

October January

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#### **Performance Objective 3 Problem Statements Identifying Demographics**

Problem Statement

**Root Cause** 

1

Hopkins Elementary continues to have a large at-risk population, with the 2024-2025 school year consisting of over 75% at risk.

The campus serves an economically disadvantaged community, as well as a large Emergent Bilingual population.

3

Hopkins Elementary serves a sizable and high-needs Special Education population, requiring additional assistance and support for these students.

The campus serves the district as a BAC unit for support of K-5th grades students, as well as a high needs community.

#### Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

**Root Cause** 



Special education students have not shown adequate growth across grade levels and content areas.

The campus serves a population with high needs and suffer with social/ emotion/behavior disorders. Students regularly perform significantly lower than their peers.

#### **Performance Objective 4** High Priority

STAAR Scores in Reading, Math, and Science will increase by 3%, 2%, and 1% in Approaches, Meets and Masters respectively by implementing a departmentalized teaching model in grades 3-5 to improve instructional quality.

Evaluation Data Source: Student Performance on unit assessments, STAAR Interim, and STAAR increase

#### Strategy 1

Improve subject matter depth and teacher expertise in content areas to enhance student growth and accountability.

Strategy's Expected Result/Impact: Student Performance on unit assessments, STAAR Interim, and STAAR increase

Staff Responsible for Monitoring: Administration, Academic Coach, Academic Trainer, Teachers

**Problem Statements:** Demographics 3 - Student Learning 2, 3, 4 - School Processes & Programs 1, 2, 3

Title I: 2.5.1, 2.5.2, 2.5.3

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

**ESF Levers:** Lever 5: Effective Instruction

**Formative Reviews** 

Some Progress

October January March May

#### **Performance Objective 4 Problem Statements Identifying Demographics**

**Problem Statement** 

**Root Cause** 

3

Hopkins Elementary serves a sizable and high-needs Special Education population, requiring additional assistance and support for these students.

The campus serves the district as a BAC unit for support of K-5th grades students, as well as a high needs community.

#### Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement

**Root Cause** 

2

STAAR performance and Early Reading Diagnostics (MAP Reading) remain a low performance area for students in all grade levels.

There is a lack of consistency in teaching small group for reading comprehension, focused phonemic awareness instruction, and implementing the Science of Teaching Reading strategies focused on content objectives with skills. This would also include intervention lessons in reading implemented effectively and consistently.

3

STAAR performance and early math diagnostics (MAP Math) remain a low performance area for students in all grade levels.

Lack of consistency in a structured problem-solving model, as well as a focus on content objectives with an emphasis on word problems and multi-

Special education students have not shown adequate growth across grade levels and content areas.

The campus serves a population with high needs and suffer with social/ emotion/behavior disorders. Students regularly perform significantly lower than their peers.

#### Performance Objective 4 Problem Statements Identifying School Processes & Programs

Problem Statement

**Root Cause** 

Teachers need additional support in planning effectively and utilizing curriculum/pacing guides, to stay on the time line for administration and utilization of unit assessments.

The curriculum moves at a fast pace and there are many demands on teachers to close the gaps in learning, students on so many academic levels, special education students trying to keep up, it is difficult to balance the needs of all students.

K-2 students need more phonological awareness to increase decoding skills, word study, reading levels, and comprehension skills.

Lack of implementation of district wide phonics program resources received with professional development for implementation. Teacher training, implementation, follow up PD for consistency and application of word study.

Campus needs to refine the implementation of an effective professional learning community so teachers can have more structured planning, data disaggregation and prep time to increase student engagement.

Overall student achievement and engagement is affected due to inconsistent implementation of expectations from PLC recommendations.

#### Performance Objective 5 High Priority



Positive School Culture: Judson ISD will create a positive school culture where the school community including staff, students, parents/quardians will feel valued, connected, and safe.

Evaluation Data Source: Student Performance on Unit assessments, STAAR Interim, and overall grades.

#### Strategy 1

Students will participate in academic enrichment, fitness, behavior contests such as spelling bee, writing awards, bike rodeo, exceptional behavior for super "E" conduct with rewards.

Strategy's Expected Result/Impact: Students will have a better sense of belonging and improve the climate and culture of the learning environment

Staff Responsible for Monitoring: Administration, teachers

Problem Statements: Demographics 1

Funding Sources: Trophies, ribbons, plaques 211 Title I, \$4,323.3

Title I: 2.5.2

**TEA Priorities:** Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

**Formative Reviews** 

Some Progress

October January March May

#### **Performance Objective 5 Problem Statements Identifying Demographics**

Problem Statement Root Cause

1

Hopkins Elementary continues to have a large at-risk population, with the 2024-2025 school year consisting of over 75% at risk.

The campus serves an economically disadvantaged community, as well as a large Emergent Bilingual population.

## Goal 2 Faculty and Staff - Recruit and value all staff to ensure satisfaction and employee retention

#### **Performance Objective 1**

The teacher turnover rate will decrease from 9% to a rate at or below ESC/Region 20 as specified by the 2025 TAPR Report.

**Evaluation Data Source: TAPR Report** 

#### Strategy 1

Maintain low turnover rate of staff members by providing increased instructional support, staff development, leadership capacity, PLC participation and ownership of campus decision making.

**Strategy's Expected Result/Impact:** Staff members perform successfully as evidenced by TTESS Evaluation Performance reviews as, walkthroughs, and informal/formal evaluations, staff surveys, and higher retention rate for 2026.

Staff Responsible for Monitoring: Administration

**Problem Statements:** Demographics 1

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

**Formative Reviews** 

**Some Progress** 

October January March May

#### Strategy 2

Assign mentors to new staff members and develop a schedule of mentorship activities.

Strategy's Expected Result/Impact: Mentor program schedule and activities

Staff Responsible for Monitoring: Administration, Lead Mentors, Mentor Teachers

Title I:

**TEA Priorities:** Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

# Some Progress October January March May

#### **Strategy 3**

Continue development of Instructional Systems to support collaborative PLC's, Vertical Alignment which provides teachers the capacity to be reflective about their practices using assessment data and target EB.

**Strategy's Expected Result/Impact:** Campus PLC's, collaborative and vertical alignment team meetings scheduled, minutes, agendas, and goals.

Staff Responsible for Monitoring: Administration, Academic Coach, Academic Trainer, Teachers

**Problem Statements:** Demographics 1

Title I:

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

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

**Formative Reviews** 

Some Progress
October

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#### **Performance Objective 1 Problem Statements Identifying Demographics**

Problem Statement Root Cause

1

Hopkins Elementary continues to have a large at-risk population, with the 2024-2025 school year consisting of over 75% at risk.

The campus serves an economically disadvantaged community, as well as a large Emergent Bilingual population.

#### **Performance Objective 2**

Create a classroom environment that is conducive to learning where students staff and teachers feel valued, connected, safe and comfortable.

**Evaluation Data Source:** Increased positive behavior and student engagement in learning activities

#### Strategy 1

Provide supplemental instructional materials and professional development to encourage a comfortable learning environment, collaboration between students, organization and small group instruction.

Strategy's Expected Result/Impact: Small group instruction in classroom on a daily basis.

Staff Responsible for Monitoring: Administration, Academic Coach, Academic Trainer, Teachers

**Problem Statements:** Demographics 1

Title I:

**TEA Priorities:** Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

**Formative Reviews** 

Some Progress

October January March May

#### Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

**Root Cause** 

1

Hopkins Elementary continues to have a large at-risk population, with the 2024-2025 school year consisting of over 75% at risk.

The campus serves an economically disadvantaged community, as well as a large Emergent Bilingual population.

#### **Performance Objective 3**

The campus will continue implementation of a Behavior program to include class meetings, peace corners, and social skills with 100% of all classes engaging in these elements throughout the school year.

Evaluation Data Source: Improved opinions of feeling safe and secure on campus survey.

#### Strategy 1

The campus will feel safe and secure by implementing safety protocols and procedures.

Strategy's Expected Result/Impact: Improved opinions of feeling safe and secure on campus survey.

**Staff Responsible for Monitoring:** Administration, Teachers

**Problem Statements:** Demographics 1

**Title I:** 2.5.2

**TEA Priorities:** Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture



#### Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement Root Cause

1

Hopkins Elementary continues to have a large at-risk population, with the 2024-2025 school year consisting of over 75% at risk.

The campus serves an economically disadvantaged community, as well as a large Emergent Bilingual population.

#### Performance Objective 4

By June 2026, all students will participate in guidance and counseling activities to promote appropriate behavior, increase in attendance, and improve academic achievement as measure by 2026 STAAR results.

**Evaluation Data Source:** Discipline Referrals, attendance data, counseling/social work logs, academic success as measured by 2026 STAAR results.

#### Strategy 1

Counselor will implement an age appropriate comprehensive social and emotional development guidance program that includes guidance, responsive services, individual plans, bullying prevention and system support.

**Strategy's Expected Result/Impact:** Student discipline infractions reduced, students attend and evaluate programs

Staff Responsible for Monitoring: Administration, Counselor, Social Worker

**Problem Statements:** Demographics 1

**Title I:** 2.5.2

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

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

**Formative Reviews** 

Some Progress

October January March May

#### **Performance Objective 4 Problem Statements Identifying Demographics**

**Problem Statement** 

**Root Cause** 

1

Hopkins Elementary continues to have a large at-risk population, with the 2024-2025 school year consisting of over 75% at risk.

The campus serves an economically disadvantaged community, as well as a large Emergent Bilingual population.

Stakeholder Engagement - Serve and market to our families, Goal 3 businesses, and broader community through communication, collaboration and connections

#### **Performance Objective 1**

Hopkins Elementary staff will teach, implement, and be accountable for the school-wide behavior expectations in all common areas and classrooms.

Evaluation Data Source: Decrease in office referrals and increase in student behavior expectations.

#### Strategy 1

Training of all teachers/social worker/counselor to support a positive behavior planning sequence including incentives for both employees and students of the month.

Strategy's Expected Result/Impact: Training accomplished, student disciplinary infractions reduced.

Staff Responsible for Monitoring: Administration, counselor, social worker, and teachers

**Problem Statements:** Demographics 1

Title I:

**TEA Priorities:** Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

**Formative Reviews** 

**Some Progress** 

**October** January March May

#### Strategy 2

Increase parent involvement on parent/community committees and events such as the Parent Involvement Committee, Parent Compact Committee, Campus Site Based Decision Making Committee, Bullying Prevention Committee, PTO.

Strategy's Expected Result/Impact: Event Agendas, Sign in Sheets, Survey Results, Increased positive campus/family and community participation

Staff Responsible for Monitoring: Administration, Teachers, Counselor, Social Worker

**Problem Statements:** Demographics 1 - Student Learning 2

**TEA Priorities:** Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

# Some Progress October January March May

#### **Performance Objective 1 Problem Statements Identifying Demographics**

Problem Statement

**Root Cause** 

1

Hopkins Elementary continues to have a large at-risk population, with the 2024-2025 school year consisting of over 75% at risk.

The campus serves an economically disadvantaged community, as well as a large Emergent Bilingual population.

#### Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

**Root Cause** 

2

STAAR performance and Early Reading Diagnostics (MAP Reading) remain a low performance area for students in all grade levels.

There is a lack of consistency in teaching small group for reading comprehension, focused phonemic awareness instruction, and implementing the Science of Teaching Reading strategies focused on content objectives with skills. This would also include intervention lessons in reading implemented effectively and consistently.

#### **Performance Objective 2**

Increase involvement by implementing strategies that will engage and facilitate effective communication and participation with stakeholders.

**Evaluation Data Source:** Evaluation Data Sources

#### Strategy 1

Provide transition presentation/information for parents of students from PK to Kindergarten. Parents will be provided with instructional resources to prepare students for kindergarten.

Strategy's Expected Result/Impact: Sign In Sheets

Staff Responsible for Monitoring: Administration, Kindergarten Teachers, District Personnel

**Problem Statements:** Demographics 1

**Title I:** 2.5.3

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

**ESF Levers:** Lever 5: Effective Instruction

**Formative Reviews** 

No Progress

October January March May

#### **Strategy 2**

Monitor and improve student attendance and tardiness through incentives and awareness.

**Strategy's Expected Result/Impact:** Increased attendance percentage by 3% and reduce number of tardy students.

Staff Responsible for Monitoring: Administration, Attendance Committee

Problem Statements: Demographics 1 - Student Learning 1

Funding Sources: Attendance Incentives, 211 Title I, \$573.46, Attendance Incentives 211 Title I,

\$390.45

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

**Formative Reviews** 

Some Progress

October January March May

#### **Strategy 3**

Hold annual Title I information meeting, develop parent and family engagement policy, receive family school compact input, and make campus improvement plan available for parents.

Strategy's Expected Result/Impact: Title I presentation, Agenda, Sign in Sheets

Staff Responsible for Monitoring: Administration, Teachers

**Problem Statements:** Demographics 1

**Title I: 2.5.2** 

**TEA Priorities:** Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

#### **Formative Reviews**



October January March May

#### Strategy 4

Utilize newsletters, social media resources, campus website, community calls, notes home, Thrill Share, Rooms, parent conferences (fall and spring), home visits, posted announcements to convey important school to home messages. Communicate expectations for students to parents through Thursday Take Home folders. Messages conveyed in both Spanish and English.

Strategy's Expected Result/Impact: Artifacts that support two way communication, Parent survey

Staff Responsible for Monitoring: Administration, Teachers

Problem Statements: Demographics 1 - Student Learning 5 - School Processes & Programs 3

**TEA Priorities:** Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

**Formative Reviews** 

Some Progress

October January March May

#### Strategy 5

Consistently participate in and include parents in campus and district events such as but not limited to: Meet the Teacher, Open House, Curriculum Night, Night at the Museum, Fall Festival, Math and Literacy Night, Bike Rodeo, Field Day, End of the Year Ceremonies, and more.

**Strategy's Expected Result/Impact:** Increased campus/family and community participation and positive parent survey results

Staff Responsible for Monitoring: Administration, campus staff

**Problem Statements:** Demographics 1

Funding Sources: HEB: candy 211 Title I, 24-25 \$188.91, , HEB: snacks, chips, water 211 Title I, 24-25 \$250, , Foam dice, play dough, markers, decks of cards 211 Title I, \$610.61, Paper goods for Hispanic Heritage Celebration 211 Title I, \$150

ESF Levers: Lever 3: Positive School Culture

**Formative Reviews** 

**Some Progress** 

#### **Performance Objective 2 Problem Statements Identifying Demographics**

**Problem Statement** 

**Root Cause** 

1

Hopkins Elementary continues to have a large at-risk population, with the 2024-2025 school year consisting of over 75% at risk.

The campus serves an economically disadvantaged community, as well as a large Emergent Bilingual population.

#### Performance Objective 2 Problem Statements Identifying Student Learning

**Problem Statement** 

**Root Cause** 

Campus attendance rate for the 2024-2025 school year was on average 93.3%. An increase from previous year but attendance needs to increase to 97% for student success.

Lack of parental understanding and support, especially in early childhood grades, which causes a significant decrease in average daily attendance to acquire required skills.

5

Hopkins Elementary had a small decrease in student enrollment, with the 2024-2025 school year having a total student population of 700, with a decrease of less than 1%.

The campus served a community with a high mobility and transient population, as well as allowing for school of choice and out of district enrollment in the area.

#### Performance Objective 2 Problem Statements Identifying School Processes & Programs

**Problem Statement** 

**Root Cause** 

3

Campus needs to refine the implementation of an effective professional learning community so teachers can have more structured planning, data disaggregation and prep time to increase student engagement.

Overall student achievement and engagement is affected due to inconsistent implementation of expectations from PLC recommendations.

## Goal 4 Finance and Operations - Implement transparent and efficient processes to ensure equitable distribution of district resources

#### **Performance Objective 1**

Involve CSBC in review and development of campus budget including Local, and Federal and State Program budgets.

**Evaluation Data Source:** Budget Approval and Quarterly reviews

#### Strategy 1

Create budget, including Local, Federal and State funds with input and review from CSBC.

Strategy's Expected Result/Impact: Budget Approved

Staff Responsible for Monitoring: Administration, CSBC Members

**Problem Statements:** Demographics 1

**TEA Priorities:** Improve low-performing schools

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

**Formative Reviews** 

**Moderate Progress** 

October January March May

#### **Performance Objective 1 Problem Statements Identifying Demographics**

Problem Statement Root Cause

1

Hopkins Elementary continues to have a large at-risk population, with the 2024-2025 school year consisting of over 75% at risk.

The campus serves an economically disadvantaged community, as well as a large Emergent Bilingual population.