Georgetown Independent School District

Cooper Elementary School

2023-2024 Campus Improvement Plan

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Goal 1: Student Learning, Growth and Progress Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce. 18
Goal 2: Student and Staff Well-Being Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness. 24
Goal 3: Staff Recruitment and Retention Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits. Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization. 30

Goal 4: Community and Connectivity Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information. 32
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Cooper Elementary is a diverse community of learners comprised of 737 students as reflected in the 2022-2023 Summer PEIMS Report, in EE through Grade 5. 50.61% of the students enrolled at Cooper Elementary are female; males comprise the remaining 49.39%. Cooper is a Dual Language Campus, with 26.59% of our students identifed as Emergent Bilinguals (EB). Students from Kindergarten through Grade 5; Spanish-Speaking Emergent Bilinguals and English-Speaking Opt-In students participate in two-way Dual Language instruction. Enrolled PreKindergarten students participate in one-way Dual Language Instruction. Students at Cooper Elementary also benefit from programmatic services through Special Education, Section 504, Dyslexia Services, and Gifted and Talented.

Cooper Elmentary is a Title I campus with 44.99% of the students enrolled at Cooper identifed as At-Risk. 70.28% of the students meet the Economic Disadvantage criteria, with 61.87% of the students enrolled qualifying for free school meals. 21.85% of the students at Cooper qualify for Special Education services, including Speach Therapy, Resource/ Inclusion, Mainstream, and Full Time Early Childhood.

School Population (2022 - 2023 Summer PEIMS file loaded 07/10/2023)	Count	Percent
Student Total	**737**	**100%**
Early Education Grade	6	0.81%
Pre-Kindergarten Grade	62	8.41%
Kindergarten Grade	88	11.94%
1st Grade	111	15.06%
2nd Grade	110	14.93%
3rd Grade	118	16.01%
4th Grade	133	18.05%
5th Grade	109	14.79%

Student Demographics (2022 - 2023 Summer PEIMS file loaded 07/10/2023)	Count	Percent
Gender		
Female	373	50.61%
Male	364	49.39%
Ethnicity		
Hispanic-Latino	425	57.67%

Student Demographics (2022 - 2023 Summer PEIMS file loaded 07/10/2023)	Count	Percent
Race		
American Indian - Alaskan Native	0	0.00%
Asian	10	1.36%
Black - African American	71	9.63%
Native Hawaiian - Pacific Islander	1	0.14%
White	196	26.59%
Two-or-More	34	4.61%

Student Programs (2022 - 2023 Summer PEIMS file loaded 07/10/2023)	Count	Percent
CTE Attendance	0	0.00%
Gifted and Talented	19	2.58%
Pregnancy Related Services	0	0.00%
Regional Day School Program for the Deaf	2	0.27%
Section 504	19	2.58%
Special Education (SPED)	161	21.85%
Bilingual/ESL		
Emergent Bilingual (EB)	196	26.59%
Standard or Alternative Bilingual/ESL	63	8.55%
Dual Language Immersion/One-Way	12	1.63%
Dual Language Immersion/Two-Way	137	18.59%
Dyslexia		
Dyslexia Indicator Code	67	9.09%
Dyslexia Risk Code	199	27.00%
Dyslexia Services Code	66	8.96%
Title 1 Part A		
Schoolwide Program	737	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Special Education Services (2022 - 2023 Summer PEIMS file loaded 07/10/2023)	Count	Percent
Instructional Settings		
Speech Therapy	89	11.99%
Homebound	0	0.00%
Hospital Class	1	0.13%
Resource Room	107	14.42%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	9	1.21%
Full-Time Early Childhood	6	0.81%
Mainstream	32	4.31%

Student Indicators (2022 - 2023 Summer PEIMS file loaded 07/10/2023)	Count	Percent
Foster Care	5	0.68%
IGC Reviewed	0	0.00%
Intervention Indicator	175	23.74%
Migrant	0	0.00%
Military Connected	30	4.07%
Unschooled Asylee/Refugee	0	0.00%
Economic Disadvantage		
Economic Disadvantage Total	518	70.28%
Free Meals	456	61.87%
Reduced-Price Meals	62	8.41%
Other Economic Disadvantage	0	0.00%
Homeless Statuses		
Homeless Status Total	12	1.63%
Doubled Up	5	0.68%
Unsheltered	4	0.54%
Hotel/Motel	3	0.41%

Student Indicators (2022 - 2023 Summer PEIMS file loaded 07/10/2023)	Count	Percent
Shelter	0	0.00%
Not Unaccompanied Youth	10	1.36%
Unaccompanied Youth	2	0.27%

Campus Student								
	Fall			Summer				
Campus	Snapshot Count	Transfer In Students	Eco Dis %	Eco Dis %	Homeless %	Total Refined ADA	Percent in Attendance	Tran Stu
Elementary Schools								
(246904104) - Pat Cooper EL	649	7	67.80	70.28	1.62	581.62	93.66	

At Risk Criteria Percentages for 2022 - 2023 for All Campuses

Campus	Total Student Count	At Risk		Retained		STAAR Did Not Meet 110%		PK-3 Assessment Performance		Pregnant or Parent		DAEP Placement		Expelled		Prior PEIMS Dropout		Emergent Bilingual/ English Learner		DF
		Count	Campus %	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Cour
(246904104) - Pat Cooper EL	649	292	45.0	7	2.4	33	11.3	68	23.3	0	0.0	1	0.3	0	0.0	0	0.0	174	59.6	

Demographics Strengths

The diversity of the student population benefits all students as they learn to cooperate and engage with individuals which represent various demographics. Cooper, being a Dual Language Spanish Bilingual Campus, offers the opportunity for monolingual English speakers to learn a second language and attain biliteracy and bicultural perspectives by learning about cultural aspects of various Hispano-American countries.

The campus demographic diversity also affords students the opportunity to engage in and utilize the attributes of the Georgetown ISD Learner Profile. Through collaboration, communication, critical thinking, inquiry, development of self-knowledge and personal responsibility, as well as building and modeling respectful relationships, students learn to understand and respect the perspectives of others.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students do not have access to academic material, academic support from family, exposure to family violence, and suffer from food insecurity which impacts the readiness of students for attend and participating in school. **Root Cause:** 70.28% of the students enrolled at Cooper Elementary are identifed as Economically Disadvantaged.

Student Learning

Student Learning Summary

Cooper Elementary utilizes multiple measures for determining student achievement. Students and their families receive feedback on student progress through nine-week Standards-Based Report cards, universal screener data, state assessments, and formative and summative assessments.

Attachments includes: NWEA Math MAP Scores and mClass Reading Scores.

2023 Spring STAAR Scores are pending.

<1% : Values at or near 0%	**>99% : Values at or near 100%**	**- : No Data Available**
*** :** If the number of students in the denominator is less than 5 (including 0).If the District Rate is 100% or rounds to 100%.If the District Rate is 0% or rounds to 0%.If the difference between the numerator and the denominator is less than 3.If the numerator is less than 5 (including 0).		
Note: The Estimated Results section is based off the "2022 RDA Manual" .		
Note: This report estimated results for 2021 were last updated on 07/31/23 11:27 AM		
Note: This report estimated results for 2022 were last updated on 07/31/23 11:27 AM		

BE/ESL/EB Indicator #1 BE STAAR 3-8 Passing Rate for PAT COOPER EL.	
Mathematics	**20-2**
Number of BE STAAR 3-8 Mathematics passers	16
Number of BE STAAR 3-8 Mathematics takers	34
Number of BE STAAR 3-8 Mathematics takers **minus** Number of BE STAAR 3-8 Mathematics passers	18
Mathematics BE STAAR 3-8 passing rate	47.1
Performance Level	-
Reading	**20-2**
Number of BE STAAR 3-8 Reading passers	19
Number of BE STAAR 3-8 Reading takers	34
Number of BE STAAR 3-8 Reading takers **minus** Number of BE STAAR 3-8 Reading passers	15
Reading BE STAAR 3-8 passing rate	55.9
Performance Level	-
Science	**20-2**

BE/ESL/EB Indicator #1 BE STAAR 3-8 Passing Rate for PAT COOPER EL.	
Number of BE STAAR 3-8 Science passers	0
Number of BE STAAR 3-8 Science takers	1
Number of BE STAAR 3-8 Science takers **minus** Number of BE STAAR 3-8 Science passers	1
Science BE STAAR 3-8 passing rate	0%
Performance Level	-

Achivement Scores from NWEA MAP Math 2022-2023 (Also attached)

Fall Special Education Year Comparison Percentages - Number of Years Displayed: 5 Possible Years

	2018 - 2019			2019 - 2020			2020 - 2021			2021 - 2022		
	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	P
246904104 - Pat Cooper EL	61	585	10.43%	67	591	11.34%	80	546	14.65%	91	589	1
246904 - Georgetown ISD	1,267	11,759	10.77%	1,452	12,160	11.94%	1,532	11,866	12.91%	1,692	12,618	1

Student Learning Strengths

Cooper Elementary takes into consideration multiple sources of data for determining student achievement. 4th Grade NWEA Math Map Scores demonstrated an increase in student median scores from the fall administration to the spring administration. Emergent Bilingual (EB) Indicator 1 growth in both reading and mathematics demonstrated increases in STAAR Passing rate in the 2021-2022 year over the 2020-2021 year.

The percentage of 2nd Grade students at Cooper Elementary who took the mClass Reading Assessment who scored well-above benchmark surpassed the district percentage.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students lack experience with developing basic mathematics and reading skills and critical thinkings skills which can be demonstrated in various formats, including formative and summative assessments. **Root Cause:** 63.33% of our student population is "At Risk" which indicates a need for greater specialized and individualized instruction to help them access the general education curriculum and build essential academic skills.

School Processes & Programs

School Processes & Programs Summary

Cooper Elementary participates in district and campus professional learning based on student data from formative and summative assessments written and analyzed in weekly Professional Learning Communities (PLC). The campus implements district adopted curriculum resources like Amplify for Reading; STEMScopes for Math, Science, and Social Studies; and Tier 3 Resources like Fountas & Pinnell LLI and Do the Math.

The campus master schedule was developed collaboratively to ensure students receive supplemental and accelerated instruction during the academic day. The campus has a schedule and structure for weekly PLC Meetings and bimonthly campus Multi-Tier Student Support (MTSS) Team meetings at which collaboration includes looking at attendance, student discipline, academics, and working with district behavior specialists. The campus has worked to establish a positive student culture in which students can engage with each other in positive ways.

Cooper teachers participate in district Literacy and Math Labs and Learning Walks. Participate in technology training lead by the campus technology specialist to enhance and maximize the use of 1:1 student devices.

Monthly collaborative Liaison Network Meetings are held to gain input and leverage collaborative thought from each team/department on campus. The campus plans for Title I Parent/Community Nights and student clubs like GirlStart, SeaPerch, UIL Competiton, Mile Club, Honor Choir, and Student Council.

The campus collaborates with district departments to ensure the needs of students at Cooper are met, data is taken and monitored to ensure students participate in instruction as much as possible by creating Attendance Plans with students and their families.

1 - First six weeks		2 - Second six weeks		3 - Third six weeks		4 - Fourth six weeks		5 - Fifth six weeks		6 - Sixth six weeks		Total
	PIA	Attendance Enrollment	PIA	Attendance Enrollment	PIA	Attendance Enrollment	PIA	Attendance Enrollment	PIA	Attendance Enrollment	PIA	Attendance Enrollment
Grade EE	100.0%	1	82.8%	2	88.3%	3	89.3%	4	82.0%	6	87.6%	5
Grade PK	92.0%	51	85.3%	55	90.0%	56	90.0%	58	90.2%	56	90.2%	57
Grade KG	92.9%	78	89.9%	81	89.9%	81	93.5%	78	92.9%	79	93.6%	78
Grade 01	94.7%	96	91.0%	98	91.6%	99	95.1%	101	93.2%	108	95.3%	104
Grade 02	94.6%	99	91.4%	102	92.0%	104	94.5%	101	94.6%	103	93.9%	103
Grade 03	95.1%	103	91.3%	109	92.4%	108	94.9%	107	94.5%	109	93.8%	109
Grade 04	96.0%	115	94.3%	117	92.9%	118	94.6%	119	95.0%	123	94.8%	124
Grade 05	96.6%	90	94.2%	92	94.1%	97	96.3%	101	96.3%	107	94.1%	106
Total Students	**95.0%**	**633**	**91.8%**	**656**	**92.1%**	**666**	**94.6%**	**669**	**94.3%**	**691**	**94.1%**	**686**

Discipline Action Reason Code Trend Analysis for 2021, 2022, 2023 for Georgetown ISD Where Ethnicity is All Eth-Race																
Discipline Action Reason Codes	2020 - 2021						2021 - 2022						2022 - 2			
	RP 1	RP 2	RP 3	RP 4	RP 5	RP 6	RP 1	RP 2	RP 3	RP 4	RP 5	RP 6	RP 1	RP 2	RP 3	
04	--	--	--	--	--	--	--	--	--	--	--	4	--	--	--	
21	--	--	--	--	3	--	--	1	1	--	7	24	4	10	10	
27	--	--	--	--	--	--	--	--	--	--	--	--	1	1	1	
36	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	

School Processes & Programs Strengths

Cooper Elementary works collaboratively to provide multiple and various opportunities for students to engage in the life of the school; and teachers and professionals engage in collaborative planning to provide students with quality opportunities to extend their learning.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The campus needs additional alignment to better support students behavior which will lead to greater academic engagement. **Root Cause:** The systems in place have not supported student behavior which has negatively impacted the efforts in school-wide systems and opportunities for students.

Perceptions

Perceptions Summary

See parent and staff surveys (Addendums).

6.4 of the parents who completed the 2023 Georgetown ISD Parent Survey stated they would likely recommend their student's school to a friend or colleage, based on a scale of 1-10.

6.9 of the staff surveyed on the 2023 Georgetown ISD Staff Survey stated they would recommend GISD to a friend or colleague, based on a scale of 1-10. 88.7% of those who completed the survey were Instructional Staff.

The 2023 Student Experience Survey demonstrated a gap in Student perceptions versus the district average in Creates & Innovates, obtains knwoledge through inquiry and exploration, applies critical thinking. As well as, Environmental: The ability for the school to offer a learnng environment where a student can develop their Learner Profile Traits.

Perceptions Strengths

Students at Cooper believe they are afforded the opportunity to develop self-knowledge and personal responsibility, adapts and persevere. Overall, both parents and staff seem to completely agree, mostly agree, and somewhat agree Cooper Elementary is commited to student learning and creating a safe environment for all.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Student are not afforded the ability to develop their Learner Profile Traits. **Root Cause:** There are not enough opportunities and intentional planning in helping students develop the Learner Profile Traits.

Priority Problem Statements

Problem Statement 1: Students lack experience with developing basic mathematics and reading skills and critical thinkings skills which can be demonstrated in various formats, including formative and summative assessments.

Root Cause 1: 63.33% of our student population is "At Risk" which indicates a need for greater specialized and individualized instruction to help them access the general education curriculum and build essential academic skills.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Students do not have access to academic material, academic support from family, exposure to family violence, and suffer from food insecurity which impacts the readiness of students for attend and participating in school.

Root Cause 2: 70.28% of the students enrolled at Cooper Elementary are identifed as Economically Disadvantaged.

Problem Statement 2 Areas: Demographics

Problem Statement 3: The campus needs additional alignment to better support students behavior which will lead to greater academic engagement.

Root Cause 3: The systems in place have not supported student behavior which has negatively impacted the efforts in school-wide systems and opportunities for students.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Student are not afforded the ability to develop their Learner Profile Traits.

Root Cause 4: There are not enough opportunities and intentional planning in helping students develop the Learner Profile Traits.

Problem Statement 4 Areas: 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
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

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

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: Student Learning, Growth and Progress

Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce.

Performance Objective 1: In GISD, instruction, assessment, and intervention are aligned.

High Priority

Evaluation Data Sources: Major Change - See addendum "Cooper Evidence + Priority Work" attached.

Goal 1: Student Learning, Growth and Progress

Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce.

Performance Objective 2: In GISD, we monitor progress toward students' mastery of the content, meeting standards, and developing attributes in the Learner Profile.

Evaluation Data Sources: mClass, NWEA MAP Math, iReady, STAAR, Teacher anecdotal notes, student progress monitoring, teacher observations, student-teacher conferences.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 1: Cooper Elementary will continue to progress monitor students progress in literacy and numeracy skills through all three tiers of instruction to ensure students are making continuous progress toward individual goal. **Strategy's Expected Result/Impact:** Students will demonstrate growth on literacy and numeracy skills as measured through progress monitoring. **Staff Responsible for Monitoring:** Classroom Teachers, Interventionists, LDC, Campus Administrators, Case Managers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1 **Funding Sources:** - 211 Title I, Part A				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2: Cooper Elementary will utilize counseling lessons and Capturing Kids Hearts lessons to build student agency and skills which focus on developing the GISD Learner Profile Attributes. **Strategy's Expected Result/Impact:** Students will communicate, collaborate, and apply critical thinking skills as the build and engage in respectful relationships which help them to adapt and persevere in their inquiry and exploration of new learning based on their own interests. **Staff Responsible for Monitoring:** Counselor, CKH Process Champions, Classroom Teachers, Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1 - Perceptions 1				
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Students lack experience with developing basic mathematics and reading skills and critical thinkings skills which can be demonstrated in various formats, including formative and summative assessments. **Root Cause**: 63.33% of our student population is "At Risk" which indicates a need for greater specialized and individualized instruction to help them access the general education curriculum and build essential academic skills.
School Processes & Programs
Problem Statement 1: The campus needs additional alignment to better support students behavior which will lead to greater academic engagement. **Root Cause**: The systems in place have not supported student behavior which has negatively impacted the efforts in school-wide systems and opportunities for students.
Perceptions
Problem Statement 1: Student are not afforded the ability to develop their Learner Profile Traits. **Root Cause**: There are not enough opportunities and intentional planning in helping students develop the Learner Profile Traits.

Goal 1: Student Learning, Growth and Progress

Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce.

Performance Objective 3: GISD students are prepared for postsecondary education and the workforce.

Evaluation Data Sources: mClass, NWEA MAP Math, iReady, STAAR, Teacher anecdotal notes, student progress monitoring, teacher observations, student-teacher conferences.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 1: Cooper Elementary will provide opportunities for students to develop student agency and gain skills which focus on developing the GISD Learner Profile Attributes. **Strategy's Expected Result/Impact:** Students will communicate, collaborate, and apply critical thinking skills as the build ang engage in respectful relationships which help them to adapt and persevere in their inquiry and exploration of new learning based on their own interests. **Staff Responsible for Monitoring:** Counselor, CKH Process Champions, Classroom Teachers, Administrators **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1 - Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2: Cooper Elementary will provide differentiated instruction to afford students the opportunity to work toward attaining grade level proficiency on requisite literacy and numeracy skills. **Strategy's Expected Result/Impact:** Students will be able read and utilize numerical fluency skills with ease to focus on problem-solving, critical thinking, and higher order thinking skills to access content to make them more successful critical thinkers in a post secondary enviroment and the workforce. **Staff Responsible for Monitoring:** Classroom teachers, Interventionists, LDCs, Administrators **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Students lack experience with developing basic mathematics and reading skills and critical thinkings skills which can be demonstrated in various formats, including formative and summative assessments. **Root Cause**: 63.33% of our student population is "At Risk" which indicates a need for greater specialized and individualized instruction to help them access the general education curriculum and build essential academic skills.
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Perceptions
Problem Statement 1: Student are not afforded the ability to develop their Learner Profile Traits. **Root Cause**: There are not enough opportunities and intentional planning in helping students develop the Learner Profile Traits.

Goal 1: Student Learning, Growth and Progress

Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce.

Performance Objective 4: GISD students demonstrate excellence in the state's academic standards and the GISD Learner Profile attributes.

Evaluation Data Sources: mClass, NWEA MAP Math, iReady, STAAR, Teacher anecdotal notes, student progress monitoring, teacher observations, student-teacher conferences, and monitoring of student competency in developing GISD Learner Profile attributes.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 1: Cooper Elementary will provide students with Tier I instruction that is engaging, developmentally appropriate, and meets the various academic levels of students to aid students in developing skills and demonstrating knowledge of standards taught. **Strategy's Expected Result/Impact:** Students will demonstrate expected growth on state academic standards. **Staff Responsible for Monitoring:** Classroom Teachers, Interventionists, LDCs, Administration **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2: Cooper Elementary will engage students in learning which allows them to demonstrate the development and use of GISD Learner Profile Attributes to engage in projects, learning, and school activites which foster student inquiry, exploration, innovation, and creativity. **Strategy's Expected Result/Impact:** Students will initiate and participate in activities which faciliate the development of the GISD Learner Profile Attributes. **Staff Responsible for Monitoring:** GT Teacher, Librarian, Administration, LDCs, Classroom Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1 - Perceptions 1				
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Students do not have access to academic material, academic support from family, exposure to family violence, and suffer from food insecurity which impacts the readiness of students for attend and participating in school. **Root Cause**: 70.28% of the students enrolled at Cooper Elementary are identifed as Economically Disadvantaged.
Student Learning
Problem Statement 1: Students lack experience with developing basic mathematics and reading skills and critical thinkings skills which can be demonstrated in various formats, including formative and summative assessments. **Root Cause**: 63.33% of our student population is "At Risk" which indicates a need for greater specialized and individualized instruction to help them access the general education curriculum and build essential academic skills.
School Processes & Programs
Problem Statement 1: The campus needs additional alignment to better support students behavior which will lead to greater academic engagement. **Root Cause**: The systems in place have not supported student behavior which has negatively impacted the efforts in school-wide systems and opportunities for students.
Perceptions
Problem Statement 1: Student are not afforded the ability to develop their Learner Profile Traits. **Root Cause**: There are not enough opportunities and intentional planning in helping students develop the Learner Profile Traits.

Goal 2: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 1: GISD students are treated with respect and are respectful to each other and to adults.

Evaluation Data Sources: Parent, Teacher, and Staff Surveys, Emergent Tree Behavior Benchmark Data, student Daily Report Cards.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 1: Cooper Elementary will work with the campus Multi-Tier System of Support (MTSS) Behavior Team to review current campus-wide expectations and refine processes regarding the implementation of Brag Boards, celebrating at the individual, class, and school-wide levels. **Strategy's Expected Result/Impact:** Students will uphold campus-wide expectations as an achor for engaging with peers and adults in respectful interactions which adds to the school culture. **Staff Responsible for Monitoring:** All Staff **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2: Cooper Elementary will impement Capturing Kids Hearts (CKH) with fidelity and focus on students behaving back into the classroom and the implementation of class ambassadors. The campus will also work toward meeting criteria for National Showcase School Recognition for the 2023-2024 School Year. **Strategy's Expected Result/Impact:** Students will use CKH as an achor for engaging with peers and adults in respectful interactions and problem-solving which adds to the school culture. **Staff Responsible for Monitoring:** All Staff **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1 - Perceptions 1				
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: The campus needs additional alignment to better support students behavior which will lead to greater academic engagement. **Root Cause**: The systems in place have not supported student behavior which has negatively impacted the efforts in school-wide systems and opportunities for students.
Perceptions
Problem Statement 1: Student are not afforded the ability to develop their Learner Profile Traits. **Root Cause**: There are not enough opportunities and intentional planning in helping students develop the Learner Profile Traits.

Goal 2: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 2: GISD employees find meaning and value in their work.

Evaluation Data Sources: Staff Surveys, teacher check-ins, T-TESS Goal Setting and PreConference Meetings.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 1: Cooper Elementary employees will engage in decision-making through committee work to provide input into the activities (campus consultative committees, Title I Nights, campus-wide celebrations, parent involvement, etc.) of the campus. **Strategy's Expected Result/Impact:** Cooper Elementary faculty and staff will engage in campus activities that gain buy-in and support in the campus climate and culture. **Staff Responsible for Monitoring:** All Staff **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - School Processes & Programs 1 - Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2: Cooper Elementary will work with campus Learning Design Coaches, Interventionists, and Team Liaisons to participate in planning and presenting during professional learning and family nights. **Strategy's Expected Result/Impact:** Cooper Elementary employees with expertise will feel valued as contributors to				

the Cooper Community by sharing their areas of interest and expertise.
Staff Responsible for Monitoring: Design Team Members

TEA Priorities:
Recruit, support, retain teachers and principals, Improve low-performing schools
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture
Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Students do not have access to academic material, academic support from family, exposure to family violence, and suffer from food insecurity which impacts the readiness of students for attend and participating in school. **Root Cause**: 70.28% of the students enrolled at Cooper Elementary are identifed as Economically Disadvantaged.
School Processes & Programs
Problem Statement 1: The campus needs additional alignment to better support students behavior which will lead to greater academic engagement. **Root Cause**: The systems in place have not supported student behavior which has negatively impacted the efforts in school-wide systems and opportunities for students.
Perceptions
Problem Statement 1: Student are not afforded the ability to develop their Learner Profile Traits. **Root Cause**: There are not enough opportunities and intentional planning in helping students develop the Learner Profile Traits.

Goal 2: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 3: Students feel GISD schools and classrooms are physically and psychologically safe.

Evaluation Data Sources: Student and Family surveys, Student Daily Behavior Report Cards, feedback from Counselor and Teachers, routine check-ins with classrooms.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 1: Cooper Elementary will follow and execute the recommendations of the district safety coordinator, enumerated in the 2023 Campus Safety Evaluation, including conducting daily safety audits, practicing safety drills, and following safety protocol recommendations from safety feedback meetings. **Strategy's Expected Result/Impact:** Cooper Elementary will ensure safety protocols have been followed and students are safe during emergency incident. **Staff Responsible for Monitoring:** Campus Safety AP, Administration, Counselor **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2: Cooper Elementary will implement Capturing Kids Hearts (CKH) with fidelity with a focus on the EXCEL model. **Strategy's Expected Result/Impact:** Students will experience physical and psychological safety while on campus and on school activities. **Staff Responsible for Monitoring:** All Staff **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: The campus needs additional alignment to better support students behavior which will lead to greater academic engagement. **Root Cause**: The systems in place have not supported student behavior which has negatively impacted the efforts in school-wide systems and opportunities for students.

Goal 3: Staff Recruitment and Retention

Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits.

Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization.

Performance Objective 1: GISD actively recruits, attracts, and retains employees who embrace the vision, mission, beliefs, and norms of the organization.

Evaluation Data Sources: Staff Survey; Teacher 1:1 Meetings; T-TESS Goal Setting and PreConference Meetings

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 1: Cooper Elementary will intentionally foster a positive culture in which all employees feel safe and valued by providing mentorship, opportunities for meaningful input, and activities which encourage the building of positive colleague relationships. **Strategy's Expected Result/Impact:** The percent of recitivism will be reduced from year to year. **Staff Responsible for Monitoring:** Campus Administration, Design Team, Counselor, Lead Design Coaches **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2: Cooper Elementary will collaborate with the Human Resources Department to identify and secure faculty and staff whose professional beliefs align with the vision, mission, beliefs, and norms of Georgetown ISD. **Strategy's Expected Result/Impact:** Cooper Elementary will hire educators who contribute to the development of a positive climate and culture at Cooper Elementary. **Staff Responsible for Monitoring:** Administrative Team, Design Team **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing **Problem Statements:** School Processes & Programs 1				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: The campus needs additional alignment to better support students behavior which will lead to greater academic engagement. **Root Cause**: The systems in place have not supported student behavior which has negatively impacted the efforts in school-wide systems and opportunities for students.

Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 1: GISD is transparent with reporting progress and providing access to information.

Evaluation Data Sources: Parent and Community Surveys, Open Rates from campus communication, Sign-In Sheets from campus wide activities.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 1: Cooper Elementary will ensure campus processes and information are shared with clarity, parents know who to contact when they have questions or need information, and parents are able to easily find information online. **Strategy's Expected Result/Impact:** Parents, students, and district stakeholders have access to necessary information. **Staff Responsible for Monitoring:** Administrative Leadership **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2: Cooper Elementary will respond to parent and community partner requests with clarity and transparecy. **Strategy's Expected Result/Impact:** Parents will experience customer service which results in efficiently having questions addressed and/or answered in a professional manner. **Staff Responsible for Monitoring:** All Staff **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: The campus needs additional alignment to better support students behavior which will lead to greater academic engagement. **Root Cause**: The systems in place have not supported student behavior which has negatively impacted the efforts in school-wide systems and opportunities for students.

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Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 2: GISD staff and school board trustees establish effective relationships with parents and other key community leaders in support of students and schools.

Evaluation Data Sources: Parent Surveys, Anecdotal Information obtained from parent contact logs to measure engagement with parents and community members.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 1: Cooper Elementary will be present and visible at community events and engages the community in a positive, professional demeanor. **Strategy's Expected Result/Impact:** The community will evidence the presence and support of the Cooper Elementary community. **Staff Responsible for Monitoring:** All Staff **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2: Cooper Elementary will provide opportunities for parents to access the campus through school-wide activities and celebrations (Meet the Teacher, Open House, musical performances, Watch DOGS, PTA Meetings, PTA Events, Title I Nights, Parent Engagement Nights, etc.).				

Strategy's Expected Result/Impact: Parents will experience a stronger partnership with the school as they evidence the quality work and student experience at Cooper Elementary.
Staff Responsible for Monitoring: All Staff

TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 3: Positive School Culture
Problem Statements: School Processes & Programs 1

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: The campus needs additional alignment to better support students behavior which will lead to greater academic engagement. **Root Cause**: The systems in place have not supported student behavior which has negatively impacted the efforts in school-wide systems and opportunities for students.

Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 3: Parents and community members feel welcome and invited in GISD schools.

Evaluation Data Sources: Parent Surveys and tracking of parent and community participation at campus events.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 1: Cooper Elementary will communicate campus activities with sufficient advance notice in both English and Spanish, to afford parents and community members sufficient time to attend and participate in campus events. **Strategy's Expected Result/Impact:** Parents and community members will feel welcome to attend and participate in the events held at Cooper Elementary. **Staff Responsible for Monitoring:** Campus Leadership Team, Design Team, Title I Committee **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2: Cooper Elementary faculty, staff, and students will greet all campus visitors who have properly checked into the office, with the Capturing Kids Hearts (CKH) EXCEL Model. **Strategy's Expected Result/Impact:** Parents and community members will feel welcome when they are visiting Cooper Elementary. **Staff Responsible for Monitoring:** All Staff **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs

Problem Statement 1: The campus needs additional alignment to better support students behavior which will lead to greater academic engagement. **Root Cause**: The systems in place have not supported student behavior which has negatively impacted the efforts in school-wide systems and opportunities for students.

Campus Funding Summary

211 Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1			$0.00
				Sub-Total	$0.00

Addendums

Cooper ES

Early Literacy Board Outcome Goal (DRAFT)

The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Reading will increase from 39% to 51% by August 2025.

Yearly Target Goals

2019 (Baseline)	2020	2021 (Actual)	2022	2023	2024	2025 (Target)
39%	COVID	41% (30%)	43%	46%	48%	51%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)
2019 (Baseline)	17%	27%	59%	-	-	-	*	*	18%	*	20%	42%	32%
2020 (COVID)	-	-	-	-	-	-	-	-	-	-	-	-	-
2021	22% (-)	32% (23%)	60% (43%)	-	-	-	*	*	23% (23%)	*	25% (18%)	46% (30%)	37% (-)
2022	29%	38%	61%	-	-	-	*	*	30%	*	32%	49%	42%
2023	37%	45%	61%	-	-	-	*	*	38%	*	40%	54%	48%
2024	48%	53%	62%	-	-	-	*	*	49%	*	50%	58%	55%
2025	63%	63%	63%	-	-	-	*	*	63%	*	63%	63%	63%

Early Numeracy Board Outcome Goal (DRAFT)

The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Math will increase from 37% to 51% by August 2025.

Yearly Target Goals

2019 (Baseline)	2020	2021 (Actual)	2022	2023	2024	2025 (Target)
37%	COVID	39% (9%)	42%	45%	48%	51%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019 (Baseline)	0%	30%	55%	-	-	-	*	*	24%	*	40%	27%	24%
2020 (COVID)	-	-	-	-	-	-	-	-	-	-	-	-	-
2021	2%	35% (5%)	57% (18%)	-	-	-	*	*	29% (7%)	*	44% (7%)	32% (9%)	29% (-)
2022	5%	40%	58%	-	-	-	*	*	35%	*	48%	38%	35%
2023	12%	47%	60%	-	-	-	*	*	43%	*	53%	45%	43%
2024	28%	54%	61%	-	-	-	*	*	52%	*	58%	53%	52%
2025	63%	63%	63%	-	-	-	*	*	63%	*	63%	63%	63%

Cooper ES

Early Literacy Board Outcome Goal (DRAFT)

The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Reading will increase from 39% to 51% by August 2025.

Yearly Target Goals

2019 (Baseline)	2020	2021 (Actual)	2022	2023	2024	2025 (Target)
39%	COVID	41% (30%)	43% (38%)	46%	48%	51%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)
2019 (Baseline)	17%	27%	59%	-	-	-	*	*	18%	*	20%	42%	32%
2020 (COVID)	-	-	-	-	-	-	-	-	-	-	-	-	-
2021	22% (-)	32% (23%)	60% (43%)	-	-	-	*	*	23% (23%)	*	25% (18%)	46% (30%)	37% (-)
2022	29.% (50%)	38% (31%)	61% (47%)	-	-	-	*	*	30% (26%)	*	32% (29%)	49% N/A	42% (38%)
2023	37%	45%	61%	-	-	-	*	*	38%	*	40%	54%	48%
2024	48%	53%	62%	-	-	-	*	*	49%	*	50%	58%	55%
2025	63%	63%	63%	-	-	-	*	*	63%	*	63%	63%	63%

Early Numeracy Board Outcome Goal (DRAFT)

The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Math will increase from 37% to 51% by August 2025.

Yearly Target Goals

2019 (Baseline)	2020	2021 (Actual)	2022	2023	2024	2025 (Target)
37%	COVID	39% (9%)	42% (38%)	45%	48%	51%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019 (Baseline)	0%	30%	55%	-	-	-	*	*	24%	*	40%	27%	24%
2020 (COVID)	-	-	-	-	-	-	-	-	-	-	-	-	-
2021	2%	35% (5%)	57% (18%)	-	-	-	*	*	29% (7%)	*	44% (7%)	32% (9%)	29% (-)
2022	5% (50%)	40% (31%)	58.% (50%)	-	-	-	*	*	35% (28%)	*	48% (29%)	38% N/A	35% (38%)
2023	12%	47%	60%	-	-	-	*	*	43%	*	53%	45%	43%
2024	28%	54%	61%	-	-	-	*	*	52%	*	58%	53%	52%
2025	63%	63%	63%	-	-	-	*	*	63%	*	63%	63%	63%

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Priority Area	Student Learning, Growth and Progress
Priority Objective Desired State (What do you need to become in order to accomplish the objective? What system needs to exist in order to accomplish the objective?)	Instruction, assessment, and interventions are aligned to support each student in making academic progress and developing attributes of the Learner Profile. To accomplish the desired state of this priority, Cooper Elementary will build capacity with consistent behavior expectations across the campus and within each grade level knowing that until students feel safe and secure, learning is more difficult to achieve; facilitate collaborative planning vertically and horizontally to ensure alignment of standards and rigor based on the principles of designing engaging work to provide students with relevant instruction and experiences based on best practices to maximize student understanding and critical thinking; and to provide students with experiences and learning to increase student agency through the implementation of Capturing Kids Hearts Lessons and Learner Profile attributes.

2023-2024 Q1:
(Aug - Oct)

Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide		**Findings / Current State** What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	**Priority Work:** In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do?
What?	**How to gather?**		
Consistent behavioral expectations: Students will exhibit appropriate school behavior and social interactions with adults and peers to support student learning and improved campus climate.	-Student Experience Survey -Discipline Referrals -MTSS Behavior Data Review -Brag Board Data--Tracking Grade Level and Classroom Positive Reinforcement Data	The campus has experienced an increase in noncompliant and maladaptive behavior which is a result of multiple causes including effects of COVID-19 isolation, family trauma based on socio-economic status, and inconsistency in support of campus expectations. There was ambigurity and a lack of consistency from the campus administration regarding the tiered level of behavoral support, coupled with staffing challenges.	
Collaborative Planning: Teachers will engage in collaboratiave planning to design engaging, relevant student learning opportunities which focuses on the needs of all students accessing grade level TEKS.	-PLC Feedback, Teacher Survey -PLC Document Revisions Anecdotal Notes and Feedback about PLC Process Units design prior to instruction to include (lesson plans) - unpacking essential intervention standards - consider student learning needs - assessment/exemplars	Cooper is onboarding more than 10 new staff members again, which has occured over multiple years and the team needs a common understanding of planning and designing engaging work at Cooper. There is a need to work on developing formative assessments as units are unpacked. All staff needs an opportunity to align foundational principles for collaborative planning. The desire to move PLC work from LDC faciliated to teacher/team ownership.	
Effective Tier 1 Instruction: All Cooper staff will engage in activites to build capacity in understanding and implementing instruction to support Tier 1 instruction for all students.	-mClass, iReady, NWEA MAP Math, STAAR, and common assessments -Walk-Through Data -Monitor high yield instructional strategies through learning walks (student engagement during instructional time; DOK, etc.) -PL Agenda/Attendance tracking & follow-up coaching -MTSS meeting agendas/data	Not all grade levels are consistently collaborating to create engaging lessons. There is room for improving the amount of time students are engaged in academically relevant work. Data does not support students time on task is accelerating student improvement. Tier 1 instruction is not presently meeting the academic needs of at least 85% of the students. Students continue to experience academic delays resulting of high mobility, COVID, and lack of foundational skills. Need to ensure extension opportunities for students who already know the content.	
Student Agency : Students learn through activities that are meaningful and relevant to each learner, driven by their interests, and self-initiated with appropriate guidance from teachers to foster development in the Learner Profile.	-Student Experience Survey -Referral data/Brag board data -Anecdotal data tracking of student development of the learner profile attributes	Many teachers and staff do not understand or fully implement, acknowledge, or teach the Learner Profile attributes. Students have difficulty learning to problem-solve and develop critical thinking skills which will help with social-emotional skills.	

2023-2024 Q2:
(Nov - Jan)

Evidence: What will you see and/or observe and how will you gather the evidence?		**Findings / Current State** What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	**Priority Work:** In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do?
What?	**How to gather?**		

2023-2024 Q3:
(Feb - April)

Evidence: What will you see and/or observe and how will you gather the evidence?		**Findings / Current State** What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	**Priority Work:** In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do?
What?	**How to gather?**		

2023-2024 Q4:
(May - July)

Evidence: What will you see and/or observe and how will you gather the evidence?		**Findings / Current State** What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	**Priority Work:** In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do?
What?	**How to gather?**		

Grade Report

Grade K

Term: Spring 2022-2023
District: Georgetown ISD
School: Cooper Elementary

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 27 (Spring 2023)
Grouping: None
Small Group Display: No

Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	78
Mean RIT Score	150.8
Standard Deviation	10.7
District Grade-Level Mean RIT	156.4
Students At or Above District Grade-Level Mean RIT	24
Grade-Level Mean RIT	154.3
Students At or Above Grade-Level Mean RIT	27

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	21	27%	19	24%	16	21%	12	15%	10	13%	150-**151**-152	10.7

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test Invalidation Reasons: ***1 The test duration was too short to provide a valid result. ***2 The overall RIT score for this test is above the valid range. ***3 The overall RIT score for this test is below the valid range. ***4 The standard error for this test is below acceptable limits. ***5 The standard error for this test is above acceptable limits. ***6 The test has been identified as invalid. ***7 High level of rapid guessing has invalidated test.

Due to statistical unreliability, summary data for groups of less than 10 are not shown.
* This data is not available for reporting. Please refer to help and documentation for more information.

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Grade Report

Grade 1

Term: Spring 2022-2023
District: Georgetown ISD
School: Cooper Elementary

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 27 (Spring 2023)
Grouping: None
Small Group Display: No

Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	104
Mean RIT Score	167.8
Standard Deviation	14.2
District Grade-Level Mean RIT	174.9
Students At or Above District Grade-Level Mean RIT	35
Grade-Level Mean RIT	174
Students At or Above Grade-Level Mean RIT	36

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	38	37%	20	19%	22	21%	17	16%	7	7%	166-**168**-169	14.2

Explanatory Notes

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Grade Report

Grade 2

Term: Spring 2022-2023
District: Georgetown ISD
School: Cooper Elementary

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 27 (Spring 2023)
Grouping: None
Small Group Display: No

Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	100
Mean RIT Score	181.2
Standard Deviation	16.2
District Grade-Level Mean RIT	188.3
Students At or Above District Grade-Level Mean RIT	37
Grade-Level Mean RIT	187.3
Students At or Above Grade-Level Mean RIT	37

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	41	41%	14	14%	14	14%	14	14%	17	17%	180-**181**-183	16.2

Explanatory Notes

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Grade Report

Grade 3

Term: Spring 2022-2023
District: Georgetown ISD
School: Cooper Elementary

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 27 (Spring 2023)
Grouping: None
Small Group Display: No

Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	106
Mean RIT Score	196.3
Standard Deviation	13.2
District Grade-Level Mean RIT	199.3
Students At or Above District Grade-Level Mean RIT	52
Grade-Level Mean RIT	199.2
Students At or Above Grade-Level Mean RIT	52

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	31	29%	13	12%	21	20%	32	30%	9	8%	195-**196**-198	13.2

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

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Grade Report

Grade 4

Term: Spring 2022-2023
District: Georgetown ISD
School: Cooper Elementary

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 27 (Spring 2023)
Grouping: None
Small Group Display: No

Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	119
Mean RIT Score	203.5
Standard Deviation	17.5
District Grade-Level Mean RIT	208.7
Students At or Above District Grade-Level Mean RIT	54
Grade-Level Mean RIT	208.7
Students At or Above Grade-Level Mean RIT	54

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	39	33%	15	13%	18	15%	31	26%	16	13%	202-**203**-205	17.5

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

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Grade Report

Grade 5

Term: Spring 2022-2023
District: Georgetown ISD
School: Cooper Elementary

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 27 (Spring 2023)
Grouping: None
Small Group Display: No

Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	106
Mean RIT Score	211.4
Standard Deviation	16.5
District Grade-Level Mean RIT	214.5
Students At or Above District Grade-Level Mean RIT	54
Grade-Level Mean RIT	217.1
Students At or Above Grade-Level Mean RIT	43

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	31	29%	19	18%	25	24%	22	21%	9	8%	210-**211**-213	16.5

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

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Math

Cooper Elementary

	FALL 2022-2023 ACHIEVEMENT						SPRING 2022-2023 ACHIEVEMENT						
Grade	Median Percentile	Achievement Percentiles					Median Percentile	Achievement Percentiles					Number of Students
K	48th	9%	21%	30%	25%	15%	43rd	25%	24%	21%	15%	15%	67
Grade 1	47th	25%	20%	22%	24%	9%	32nd	38%	17%	23%	16%	6%	87
Grade 2	41st	27%	19%	25%	13%	16%	37th	39%	14%	14%	15%	18%	92
Grade 3	43rd	28%	18%	25%	18%	11%	44th	28%	13%	20%	30%	9%	99
Grade 4	57th	24%	16%	18%	22%	20%	48th	30%	12%	15%	29%	14%	105
Grade 5	49th	20%	23%	23%	24%	10%	45th	27%	17%	26%	21%	9%	88

Percentiles Key: 1st to 20th | 21st to 40th | 41st to 60th | 61st to 80th | >80th

Comparing Populations: DIBELS 8th Edition

View	Population	Time	Measure
Segment Results by: School Report Level: Account Grade Divider: On Display Data As: Percentage	Show Students Enrolled: On Test Day Grade: All Grades District: Georgetown ISD School: Cooper Elementary	School Year: 2022-2023 Period: All Periods	Measure: Composite Score Performance Measurement: Levels Level Filter: All Levels

School	Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark	Total Students
↳ GEORGETOWN ISD					Current as of 06/03/2023
Grade K	**Reference Data** Reference Point: **Account**				
	22-23 BOY	322(37%)	198(23%)	162(19%)	184(21%)	866
	22-23 MOY	334(39%)	181(21%)	199(23%)	147(17%)	861
	22-23 EOY	273(31%)	146(17%)	275(31%)	190(21%)	884
Cooper Elementary	22-23 BOY	39(51%)	16(21%)	14(18%)	8(10%)	77
	22-23 MOY	41(54%)	12(16%)	17(22%)	6(8%)	76
	22-23 EOY	31(40%)	21(27%)	18(23%)	8(10%)	78
Grade 1	**Reference Data** Reference Point: **Account**				
	22-23 BOY	321(36%)	168(19%)	198(22%)	202(23%)	889
	22-23 MOY	382(41%)	153(17%)	216(23%)	172(19%)	923
	22-23 EOY	270(30%)	127(14%)	256(28%)	255(28%)	908
Cooper Elementary	22-23 BOY	47(49%)	14(14%)	21(22%)	15(15%)	97
	22-23 MOY	53(52%)	20(20%)	18(18%)	10(10%)	101
	22-23 EOY	36(35%)	18(17%)	33(32%)	17(16%)	104
Grade 2	**Reference Data** Reference Point: **Account**				
	22-23 BOY	346(37%)	117(13%)	243(26%)	220(24%)	926
	22-23 MOY	346(36%)	143(15%)	236(25%)	228(24%)	953
	22-23 EOY	296(31%)	143(15%)	233(25%)	278(29%)	950
Cooper Elementary	22-23 BOY	44(44%)	15(15%)	20(20%)	21(21%)	100
	22-23 MOY	42(41%)	15(15%)	26(25%)	19(19%)	102
	22-23 EOY	35(34%)	17(17%)	17(17%)	32(32%)	101

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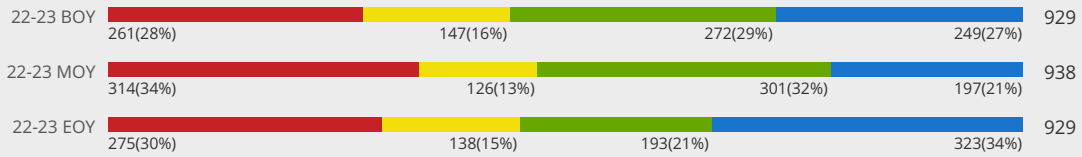
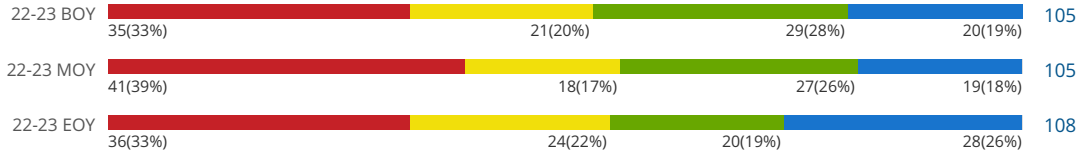
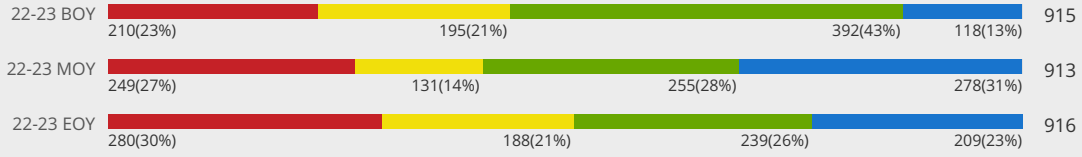
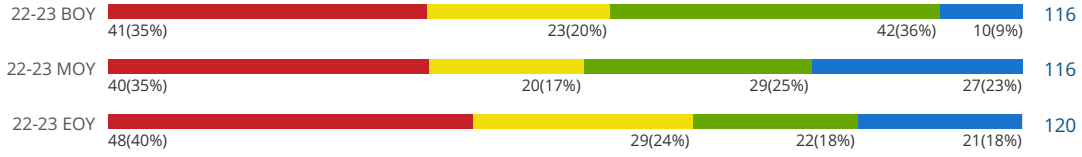
Grade 3	**Reference Data** Reference Point: **Account**
	
Cooper Elementary	
Grade 4	**Reference Data** Reference Point: **Account**
	
Cooper Elementary	
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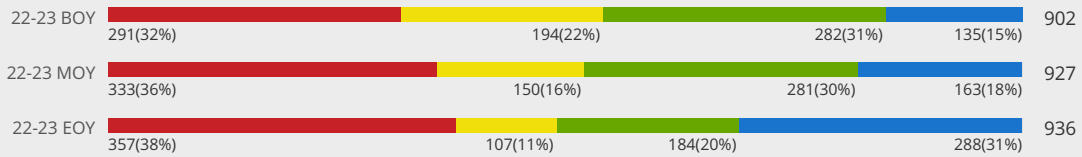
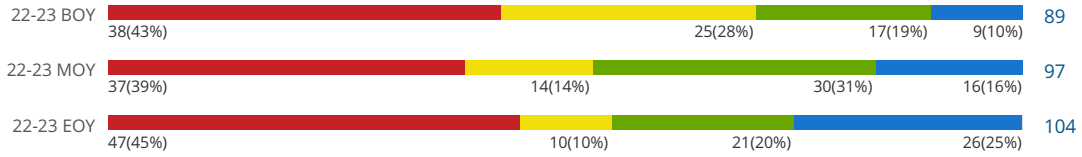
	
Cooper Elementary	

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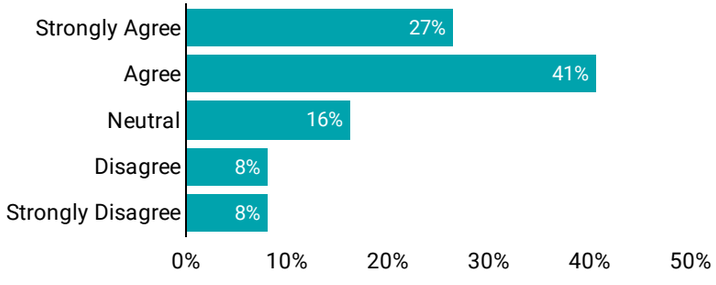
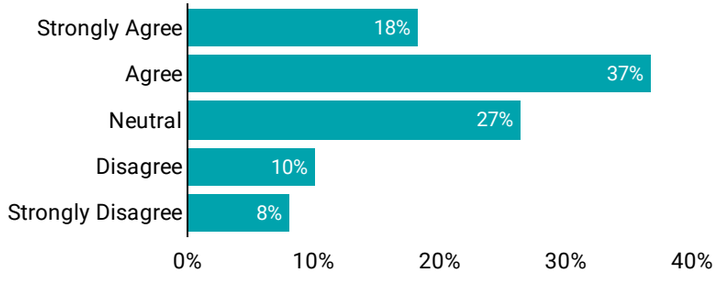
2023 GISD Parent Survey

Strategic Priority Area 1: Student Learning, Growth and Progress

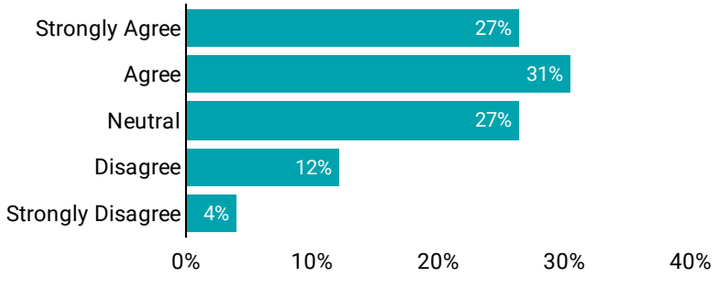
My child is appropriately challenged by the school academic curriculum.



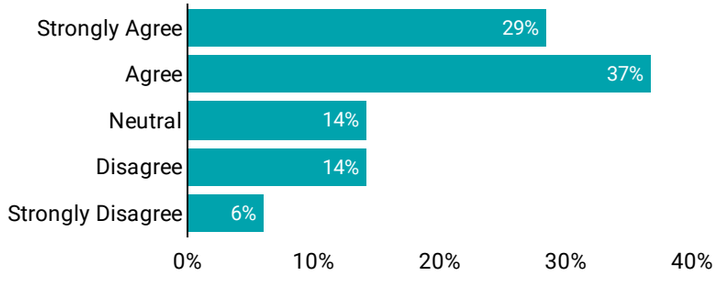
My child is being adequately prepared for future success (including college/career/life ready).



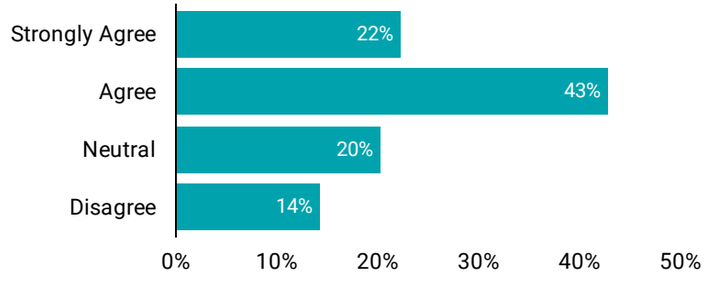
The school provides support for my child's unique learning needs.



My child is being well-prepared for the next school year.



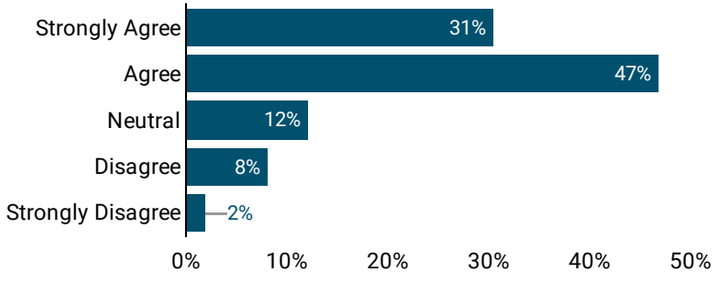
My child receives useful feedback about their work.



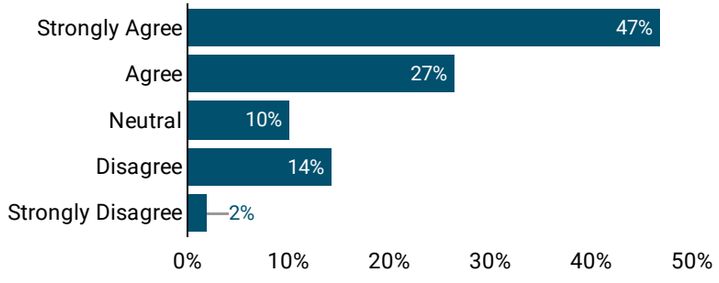
2023 GISD Parent Survey

Strategic Priority Area 2: Student and Staff Well-Being

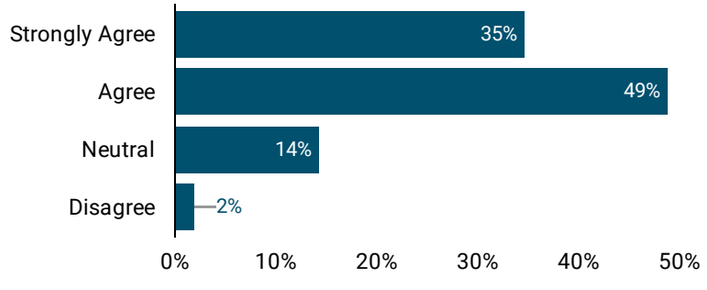
My child has a sense of belonging at their school.



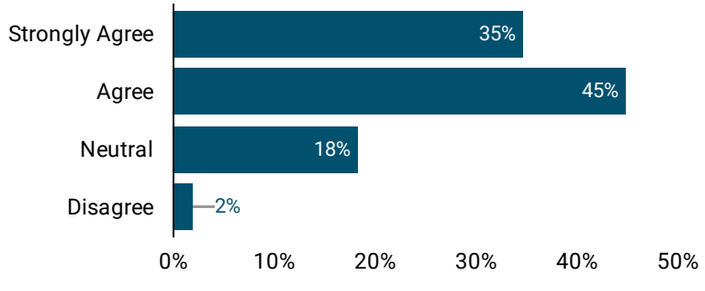
My child looks forward to going to school.



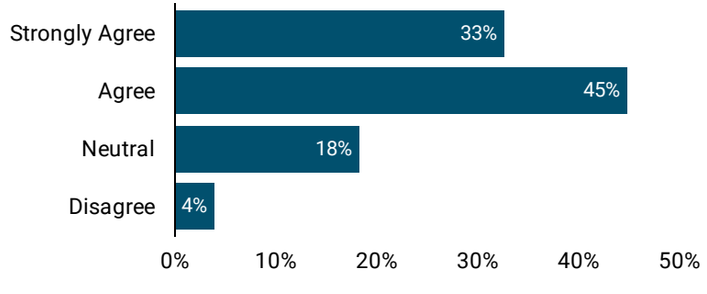
Adults at my child's school treat my child with respect.



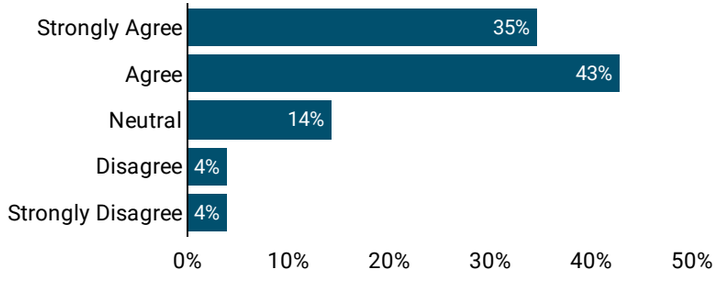
The school is responsive to my family's culture and language.



My child feels connected to the adults at their school.



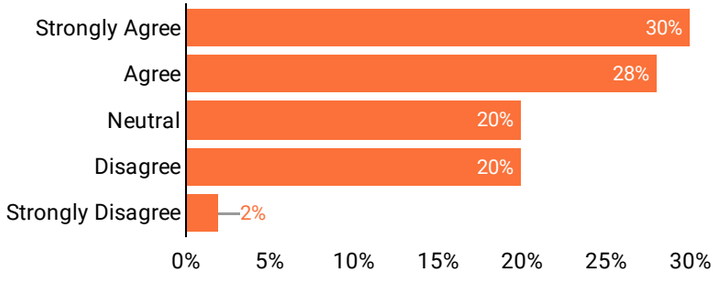
My child's school is a safe place to learn.



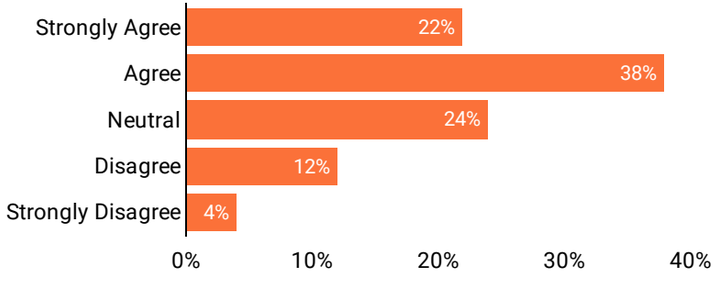
2023 GISD Parent Survey

Strategic Priority Area 4: Community and Connectivity

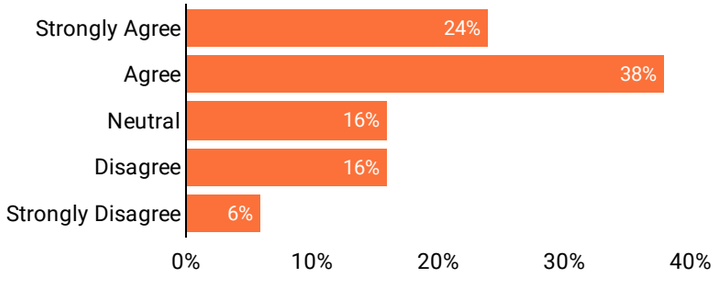
The school keeps me well-informed about my child's progress in school.



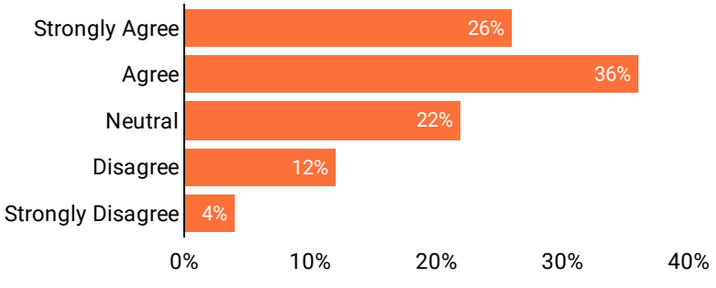
The school is very good at staying in touch with me regarding all aspects of their educational experience (e.g. letters, phone calls, or emails).



The school encourages me to be an active partner with the school in educating my child.

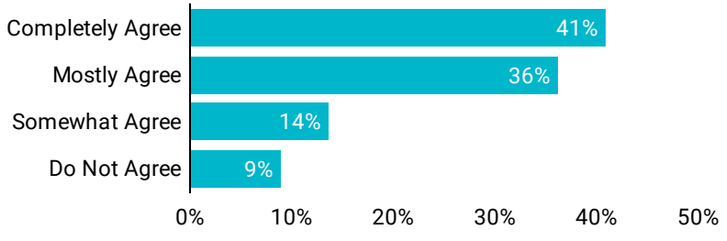


I feel welcomed and invited in my child's school.

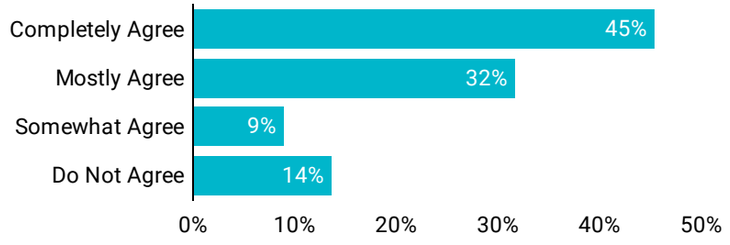


GISD Staff Survey 2023

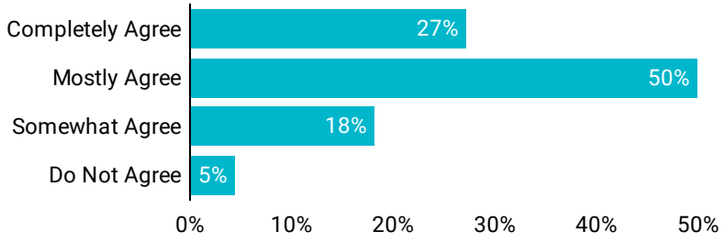
In general, I am satisfied with my current job.



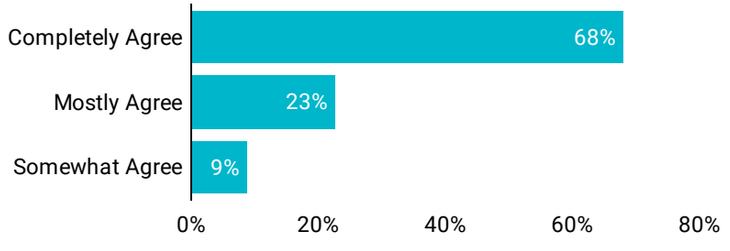
My work is valued by my supervisor.



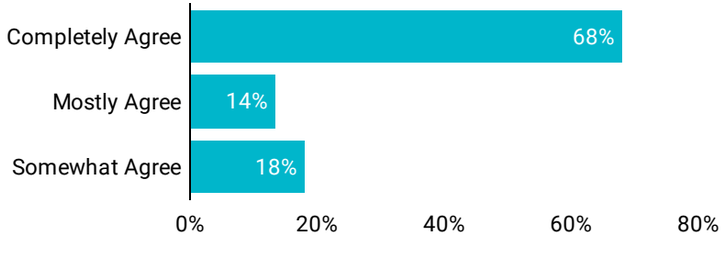
I have the resources I need to get my work done.



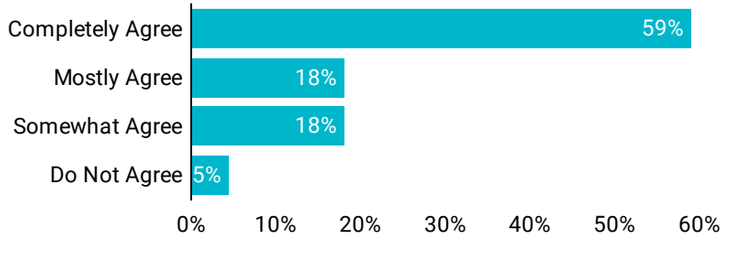
I find my work interesting.



I find my work satisfying.

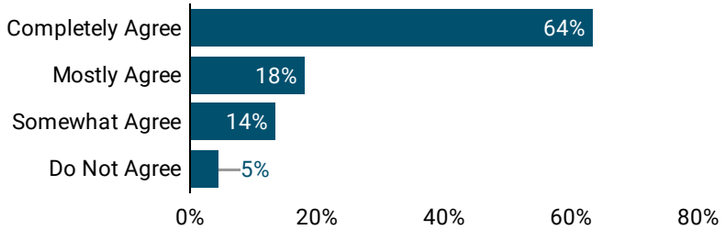


I find my work challenging.

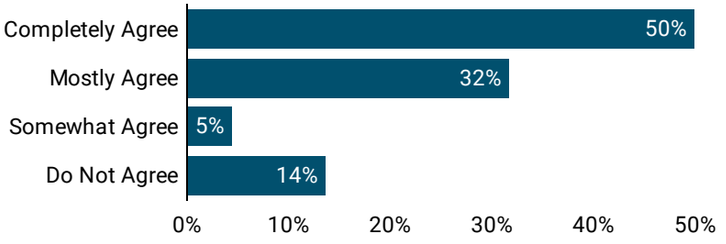


GISD Staff Survey 2023

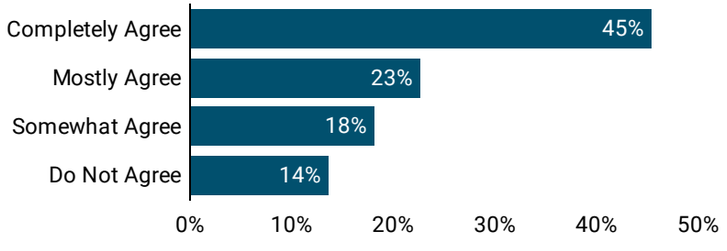
I enjoy collaborating with my colleagues.



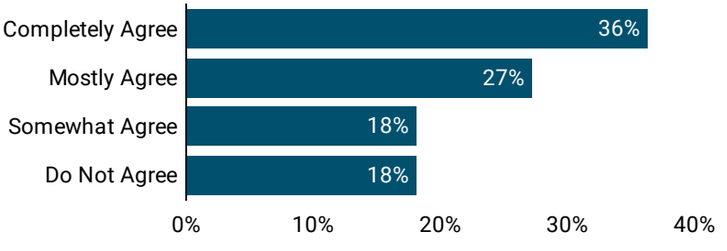
My supervisor trusts me.



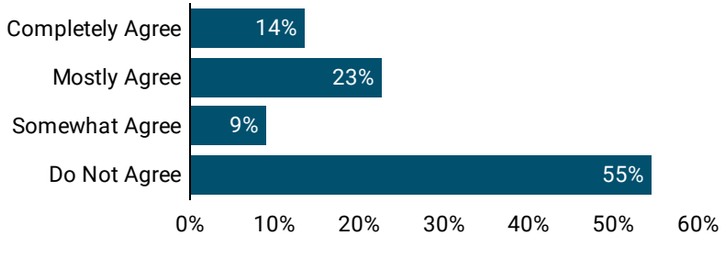
I trust my supervisor.



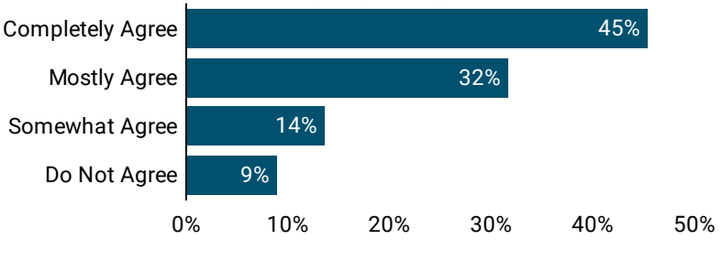
I am encouraged to express my concerns openly.



I am hesitant to speak up because of fear of retaliation.

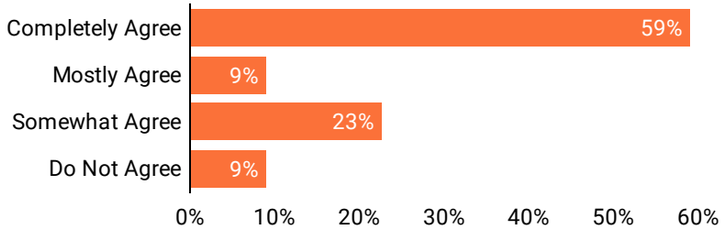


I have the authority to make decisions necessary for my day to day work.

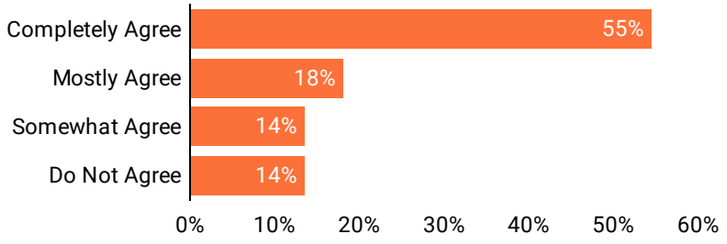


GISD Staff Survey 2023

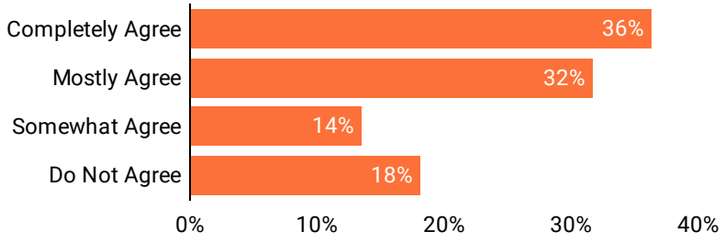
I feel safe at work.



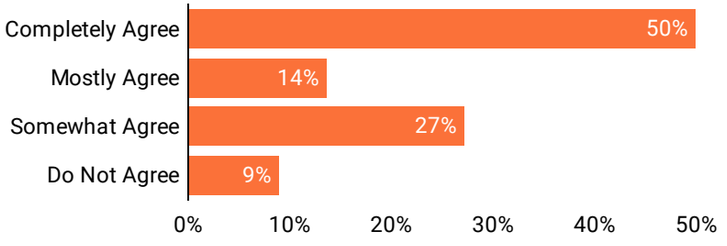
I feel welcomed at work.



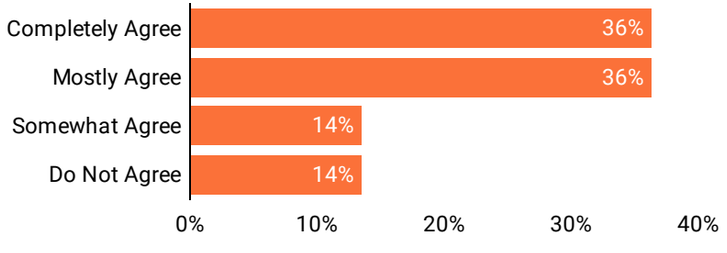
Good work is recognized in my campus/department.



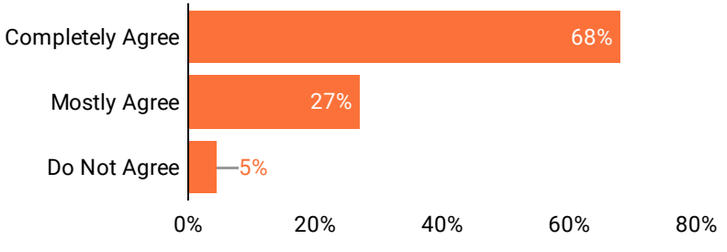
There are opportunities for me to grow professionally in GISD.



I am encouraged to share my ideas openly.



I am committed to GISD's vision, mission and beliefs.



Cooper ES

Early Literacy Board Outcome Goal

The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Reading will increase from 39% to 51% by August 2025.

Yearly Target Goals

2019 (Baseline)	2020	2021 (Actual)	2022 (Actual)	2023 (Actual)	2024	2025 (Target)
39%	COVID	41% (30%)	43% (38%)	46% (37%)	48%	51%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)
2019 (Baseline)	17%	27%	59%	-	-	-	-	-	18%	-	20%	42%	32%
2020 (COVID)	-	-	-	-	-	-	-	-	-	-	-	-	-
2021	22% (-)	32% (23%)	60% (43%)	-	-	-	-	-	23% (23%)	-	25% (18%)	46% (30%)	37% (-)
2022	29.% (50%)	38% (31%)	61% (47%)	-	-	-	-	-	30% (26%)	-	32% (29%)	49% N/A	42% (38%)
2023	37% (67%)	45% (25%)	61% (56%)	-	- (100%)	-	- (50%)	- (13%)	38% (31%)	- (50%)	40% (24%)	54% N/A	48% (37%)
2024	48%	53%	62%	-	-	-	-	-	49%	-	50%	58%	55%
2025	63%	63%	63%	-	-	-	-	-	63%	-	63%	63%	63%

Early Numeracy Board Outcome Goal

The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Math will increase from 37% to 51% by August 2025.

Yearly Target Goals

2019 (Baseline)	2020	2021 (Actual)	2022 (Actual)	2023 (Actual)	2024	2025 (Target)
37%	COVID	39% (9%)	42% (38%)	45% (32%)	48%	51%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019 (Baseline)	0%	30%	55%	-	-	-	-	-	24%	-	40%	27%	24%
2020 (COVID)	-	-	-	-	-	-	-	-	-	-	-	-	-
2021	2%	35% (5%)	57% (18%)	-	-	-	-	-	29% (7%)	-	44% (7%)	32% (9%)	29% (-)
2022	5% (50%)	40% (31%)	58.% (50%)	-	-	-	-	-	35% (28%)	-	48% (29%)	38% N/A	35% (38%)
2023	12% (100%)	47% (20%)	60% (52%)	-	- (100%)	-	- (33%)	- (4%)	43% (25%)	- (50%)	53% (10%)	45% N/A	43% (32%)
2024	28%	54%	61%	-	-	-	-	-	52%	-	58%	53%	52%
2025	63%	63%	63%	-	-	-	-	-	63%	-	63%	63%	63%