Georgetown Independent School District

Purl Elementary School

2023-2024 Campus Improvement Plan

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Based on the Campus Needs Assessment (Faculty, Staff, SBDM) Annie Purl will be focusing on the following:

1. Student Character Development through maximizing Capturing Kids Hearts and Emergent Tree structures. The Learner profile will guide our developement of student owned and initiated portfolios.
2. Instructional focus will continue to maintain strong TEKS based instuction specifically Literacy and Numeracy. Annie Purl will maximize instructional time to ensure Essential Intervention Standards for each grade level are taught to mastery for all students.
3. Data driven decision making will determine campus direction in the areas of Literacy, Numeracy, STEAM and Social Emotional Learning & Character development. (to include MAP, Amplify, STAAR, SEL surveys, Parent Surveys)

Demographics

Demographics Summary

Annie Purl Elementary School
1953 Maple Street
Georgetown, TX 78626

School Hours:

7:30 - doors open
7:45 - students in class
7:50 - students marked late (Change from last school year)
10:00 - attendance bell
3:10 - dismissal bell

Grades: PK/ECSE through 5th grade

Mascot: Pumas

School and Student Information

Total Students: 521 (7.31.2023)

Current Enrollment by Race/Ethnicity:
African American 31
Hispanic 370
White 100
American Indian 4
Asian 3
Pacific Islander 3
Two or More Races 12

Current Enrollment by Student Group:
Economically Disadvantaged-342
Special Education-168
English Language Learners-102

Current Campus Class Size:

EE - 8
PK - 42
Kinder - 64
Grade 1 - 76
Grade 2 - 103
Grade 3 - 81
Grade 4 - 81
Grade 5 - 76

Demographics Strengths

Strengths:

- Varied population background (ethnicity, soci-economic, religious)
- Multiple sibling campus
- Highly requested transfer campus
- Strong community & campus invovlement
- ILC & Medically Fragile Programs
- ECSE 3 amd ECSE 4 Programs
- Dual Language K-5 Program
- Special Education Resource & Inclusion
- Gifted & Talented (English & Spanish BIL)

Student Achievement

Student Achievement Summary

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

See Plan Addendum.

Student Achievement Strengths

Student Acheivement from STAAR Early results shows increase of performance in the areas of Reading grades 3 & 4 and Math grade 4.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Need to restructure MTSS adding Essential Intervention Strategies to current flex groupings at all grade levels. **Root Cause:** Challenges to the learning environment that stemmed from the Covid 19 Pandemic effected student growth & academic progress on grade level TEKS.

School Culture and Climate

School Culture and Climate Summary

The teachers, staff and parents at Annie Purl Elementary are very passionate about the children they share. Annie Purl has a long history in the community and has many partnerships with local agencies and faith based organizations that support the students in the community in many ways. The site-based decision making team, campus Leadership Team, and teacher staff review the previous years CIP, MAP, Amplify, SEL & STAAR data, and Accountability results to better assess areas of strength and growth to ensure ongoing student success. The campus teachers select professional learning and growth goals to further strengthen their instructional capacity to serve the students at Annie Purl Elementary. Our campus believes in the School - Home partnership and works to ensure many family engagement opportunities for the community we serve.

School Culture and Climate Strengths

Strengths:

- Respectful, collegial environment
- Collaborative teaming
- Family Involvement activities & events
- PALS mentoring
- Community "Reading Buddies"
- Collegial collaboration & staff meetings
- Professional Learning Community (PLC) time embedded in weekly schedule
- Teacher & Staff are routinely celebrated

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Campus needs consistent structured systems and strategies to support student & teacher social engagement, relationship building & affirmations with fidelity across the campus. (These practices should reflect Capturing Kids Hearts and Emergent Tree design) **Root Cause:** Quarantine and disrupted school schedules since March 2020 has created a campus disconnect to previous expectations and procedures around safe, respectful and responsible behaviors.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

GISD has a longstanding reputation as a desirable district for employment. Likewise, Annie Purl Elementary has an outstanding reputation for longevity of teacher service to the campus. The veteran teachers maintain a positive and supportive role in mentoring and nurturing new teacher growth on the campus. This provides a great environment for learning and growing as a professional educator.

Staff Quality, Recruitment, and Retention Strengths

Strengths:

- Highly qualified teaching staff
- Paraprofessional support in high need areas: DL, ILC, Sped, ECSE, PE
- Collaborative teaming
- Professional Learning Community (PLC) time embedded in weekly schedule
- Campus Learning Design Coach
- Embedded (in class modeling) Professional Development throughout the year
- New to Purl Cohort
- New Teacher Academy

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Need for structure campus Induction Program for new teachers to the profession. **Root Cause:** Current state of education having a short supply of certified teachers for hiring; more Alternativley certified and new to profession hires.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Annie Purl follows the GISD scope and sequence documents to ensure a Gueranteed Viable Curriculum. We will continue to maximize instructional resources to increase student performance in Literacy and Numeracy (IE. Amplify, MAP, STMath, BLS, Everyday Math). We have established the whole campus flex grouping to meet individual student needs at every instructional level. We have embraced the Solution Tree model for T2 intervnetion in MTSS and will expand the focus on TEKS based identification of Essential Intervention Standards. Annie Purl will continue to grow in the areas of creating & using Formative Assessment / Summative Assessments to inform student instruction at every grade level.

Curriculum, Instruction, and Assessment Strengths

Strengths:

- GVC - GISD structured Scope & Sequence
- Design Days - Data review, TEKS unpacking, Instructional planning
- Weekly PLC - Lesson design & planning
- Curriculum Walks
- Instructional Partnerships - Frost, Village
- Data Review - Common Formative Assessments, Summative Assessments, Amplify, MAP, STMath

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teachers need support developing in the instructional areas of Literacy and Numeracy.   **Root Cause:** Change in GISD curriculum & instruction design due to TEA mandates for approved curriculum.

Parent and Community Engagement

Parent and Community Engagement Summary

Our School wide Title I program consists of parent and family engagement activities, volunteer opportunities throughout the year, and on-going targeted professional development for staff. Annie Purl has an active PTA and parent volunteer base. We partner with PTA on varius campus intitative and projects; Back to School celebrations, teacher appreciation, student field trips, teacher wish lists and Career Day to highlight a few.

Parent and Community Engagement Strengths

Strengths:

- Campus Compacts
- Bi-Monthly Newsletter
- Title 1 Informational Night for Parents
- Family Nights & Performance Events
- Up to date Campus Website
- Current Social Media Pages (Facebook & Twitter)
- Principal Phone Call-Outs & Emails
- Teacher Emails
- Backpack Buddies
- Parent/Teacher One to One Meetings

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parents need increased opportunities for engagement with academic learning, exposure to instructional strategies to strengthen the home to school relationship, and social acitivties to support student success in learning.   **Root Cause:** Challenges providing in person learning opportunities due to lingering health concerns (Covid19) and many adults have challenging work obligations limiting their availability.

School Context and Organization

School Context and Organization Summary

Annie Purl has embraced the Capturing Kids Hearts protocols and Emergent Tree structures to provide a caring, structured, student-centered environment for learning. The staff is focused on a collaborative leadership approach that includes students leaderhsip opportunities. We are Title 1 school that focuses on Family Invovlement. We strive to ensure we have a welcoming, engaging campus.

As we seek to individualize learning, Annie Purl has a daily WIN time that meets the individual needs of students (remediation or enrichment) Additionally, student specific Dyslexic, Gifted & Talented, ELL and At-Risk instruction is provided during WIN time. All LEP students' receive instruction through the Dual Language Program with Instruction in both the L1 & L2. Our Title III program supports professional development to assist our ELL learners and funds for language developemnt tutoring.

With a focus on Leadership through the lens of the Learner Profile we host Club day, Career Day, Market Day and a variety on embedded opportunities on a daily basis that include the Puma Safety Patrol, Puma Student Leaders, Discovery Girls, Puma Buddies, and Puma Mentors.

School Context and Organization Strengths

Strengths:

- National Showcase CKH Campus
- Emergent Tree Cohort campus (y2)
- Solution Tree MTSS structure
- Student leadership
- Campus clubs
- Teacher & Staff Committee Leadership

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: More student participation in establishing & organizing and campus protocols to ensure ongoing ownership & success of current systems. **Root Cause:** Response to changing staffing due to reduction of student population and staff retirements / resignations.

Technology

Technology Summary

Annie Purl is one-to-one campus for student and staff technology. Teachers have access to instructional APPs and learning sights for studnet learnig purposes. The staff all have access to the Maker Space for hands on activities with technology (robotics, gaming, digital creatings, 3D printer). We include technology in the ARTS and the general classroom to create and showcase learning through project based learning. Our focus on STEAM has created a deeper connection to technology. Our DLC will be assiting with this ongoing initiative through out the year, specifically as it connects to Science.

Technology Strengths

Strengths:

- Lego Grant Recipiant
- Digital Learning Coach - partnership in planning & training for staff
- One-to-one campus
- Smart boards for instruction
- Science camp 5th grade
- Maker Space
- Career day - connection to technology

Problem Statements Identifying Technology Needs

Problem Statement 1: Need for increased STEAM exprerinces that incorporate technology as it relates to real world and future life application. **Root Cause:** Increased need for future thinking connections for students to maximize CATE courses and learning as they advance in GISD schools.

Priority Problem Statements

Problem Statement 1: Need to restructure MTSS adding Essential Intervention Strategies to current flex groupings at all grade levels.

Root Cause 1: Challenges to the learning environment that stemmed from the Covid 19 Pandemic effected student growth & academic progress on grade level TEKS.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Need for structure campus Induction Program for new teachers to the profession.

Root Cause 2: Current state of education having a short supply of certified teachers for hiring; more Alternativley certified and new to profession hires.

Problem Statement 2 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 3: Campus needs consistent structured systems and strategies to support student & teacher social engagement, relationship building & affirmations with fidelity across the campus. (These practices should reflect Capturing Kids Hearts and Emergent Tree design)

Root Cause 3: Quarantine and disrupted school schedules since March 2020 has created a campus disconnect to previous expectations and procedures around safe, respectful and responsible behaviors.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: Parents need increased opportunities for engagement with academic learning, exposure to instructional strategies to strengthen the home to school relationship, and social acitivties to support student success in learning.

Root Cause 4: Challenges providing in person learning opportunities due to lingering health concerns (Covid19) and many adults have challenging work obligations limiting their availability.

Problem Statement 4 Areas: Parent and Community Engagement

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

    HB3 Goal

    Evaluation Data Sources: See Strategic Change Engine Chart in Addendum

Strategy 1 Details	Reviews			
Strategy 1: See Strategic Change Engine Chart in Addendum	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student achievement in Reading & Math.	**Oct**	**Jan**	**Apr**	**July**
Staff Responsible for Monitoring: Administration Guiding Coalition LDC Teacher Teams **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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.

High Priority

Evaluation Data Sources: MAP, Mclass, Common Formative Assessements, Student Learner Profile Portfolios, STAAR

Strategy 1 Details	Reviews			
Strategy 1: Provide PLC and Design days for vertical and horizontal instructional planning.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Strengthen teacher understanding of the TEKS and capacity to provide impactful grade level instruction.	**Oct**	**Jan**	**Apr**	**July**
Staff Responsible for Monitoring: Admin LDC **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - 211 Title I, Part A - $7,500				

Strategy 2 Details	Reviews			
Strategy 2: Implement a more structured program to develop character competencies utilizing the Learner profile, CKH, Emergent Tree and Counseling Lessons.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: A more efficient and effective character education program for students and staff. **Staff Responsible for Monitoring:** Admin Counselor Teachers Staff **Title I:** 2.5, 2.6				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

**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.

High Priority

Evaluation Data Sources: Student Learner Profile Portfolios, Student, Teacher & Parent Surveys, MAP, Mclass, Common Formative Assessments, STAAR

Strategy 1 Details	Reviews			
Strategy 1: Provide activities/experiences and events for students that build foundational knowledge and skills for real-world application. (PALS, WATT watchers, Clubs Days, Guest presenters, Student leadership, Discovery girls, Safety patrol,)	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Grow student capacity in leadership, future thinking and real-world skills. **Staff Responsible for Monitoring:** Admin Counselor Teachers Staff **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 211 Title I, Part A - $550				

Strategy 2 Details	Reviews			
Strategy 2: Maximize student leadership in designing and implementing campus goals & initiatives. (Student mentors, Puma Student Leadership, Discovery girls, SBDM, Emergent Tree & CKH restorative practices, PUMA pawsitive.)	Formative			Summative
	Oct	Jan	Apr	July
Strategy's Expected Result/Impact: Grow student capacity in leadership, future thinking and real-world skills. **Staff Responsible for Monitoring:** Admin Counselor Teachers Staff **Title I:** 2.4, 2.5, 2.6				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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.

High Priority

Evaluation Data Sources: MAP, Mclass, Common Formative Assessements, Student Learner Profile Portfolios, STAAR

Strategy 1 Details	Reviews			
Strategy 1: Teachers will collaborate and analyze curriculum & TEKS to ensure alignments, depth of skill, appropriate scaffolding and instructional variety / Universal Design for Learning. (PLC, Design Days, Literacy & Numeracy Labs, Dual Language Workshops)	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Increased teacher capacity to implement the TEKS based curriculum with fidelity to the grade level expectation **Staff Responsible for Monitoring:** Admin Learning Design Coach Grade Level Teachers PLC Teams **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** - 211 Title I, Part A - $3,000				

Strategy 2 Details	Reviews			
Strategy 2: Student-owned and initiated goal-setting and portfolio artifacts around the student's academic standards and learning profile.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Increase student capacity to understand grade level standards and mastery while establish ownership of learning and growth. **Staff Responsible for Monitoring:** Admin Learning Design Coach Grade Level Teachers PLC Teams **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** - 211 Title I, Part A - $3,000				

0% No Progress		100% Accomplished	→ Continue/Modify	✕ Discontinue	

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.

High Priority

Evaluation Data Sources: Student, Parent & Staff Surveys, increase of student owned behavior & problem solving, decrease office referrals for character interactions.

Strategy 1 Details	Reviews			
Strategy 1: Embrace CKH philosophy, Emergent Tree Strategies and Restorative practices for campus culture building and systems structure.	Formative			Summative
	Oct	Jan	Apr	July
(CKH - four reflective questions, social contract, reflective practices; Emergent Tree - structured campus systems, social skills lessons, reflective practices; Restorative practices - reflective practices, repairing damaged relationships) **Strategy's Expected Result/Impact:** Create a caring environment based on respectful, responsible and safe behavior from all Pumas (students and staff). Expected impact of increased daily attendance, academic performance, and social emotional wellbeing. **Staff Responsible for Monitoring:** Admin Teachers Staff **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** - 211 Title I, Part A - $1,500				

Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities / activites for relationship building between students and teachers.	**Formative**			**Summative**
	Oct	Jan	Apr	July
(IE. Sock-Hop Dance, Halloween parade, classroom celebrations, performance recognition, birthday recognition, social skills / mentoring, Spring Fling Dance, Family Feud, Field Day, Club days) **Title I:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools **Funding Sources:** - 211 Title I, Part A - $500				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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.

High Priority

Evaluation Data Sources: Staff surveys, Inceased staff longevity on GISD

Strategy 1 Details	Reviews			

Strategy 1: Ensure a variety of staff gatherings, fun activities and celebrations.
 	
(IE. Staff Luncheons, Team building, Holiday activities, Teacher treats, Teacher Appreciation, Spotlight professional and personal successes)
    Strategy's Expected Result/Impact: High levels of comradery, team work and desire to at school / work.
    Staff Responsible for Monitoring: Admin
Teachers
Staff
 	
    Title I:
2.6
	Formative			**Summative**

	Oct	Jan	Apr	July

Strategy 2 Details	Reviews			
Strategy 2: Provide relevant teacher training, collaboration, resources and planning opportunity to ensure instructional success.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
(IE. Lead4Ward, NWEA MAP, Professional Learning based on needs, student & teacher supplies, Instructional materials, Design Days) **Strategy's Expected Result/Impact:** Increased level of confidence in work ability and expecations. **Staff Responsible for Monitoring:** Admin LDC District Leadership **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** - 211 Title I, Part A - $3,500				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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.

High Priority

Evaluation Data Sources: Student, Parent & Staff surveys, increased attendance rates, decrease in negative interpersonal engagements

Strategy 1 Details	Reviews			
Strategy 1: Provide staff & student education on safety practices in and outside of school, and appropriate steps to take when concerns arrise.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
(IE, Safety drills and routines, Admin assemblies, Restorative Circles, SRO visits) **Strategy's Expected Result/Impact:** Increase of safe & positive learning environment for students. Decrease student anxiety about school safety. **Staff Responsible for Monitoring:** Admin Counselor Teachers Staff SRO **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools				

Strategy 2 Details	Reviews			
Strategy 2: Provide staff & student education on respectful, responsible & safe procedures in and outside of school, and appropriate steps to take when concerns arrise.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
(IE. CKH: Morning Meetings, Emergent Tree: social skills lessons, DBRC, Admin assemblies, Restorative Circles) **Strategy's Expected Result/Impact:** Increase of safe & positive learning environment for students. Decrease student anxiety about school interactions. **Staff Responsible for Monitoring:** Admin Counselor LSSP School based Therapist Teachers Staff **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** - 211 Title I, Part A - $700				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

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.

High Priority

Evaluation Data Sources: Teacher & staff surveys (district & campus), Increased staff longevity in GISD

Strategy 1 Details	Reviews			
Strategy 1: Provide New Teacher Academy and New to Purl Cohort support through campus Buddies, Mentors, resources, training and monthly support meetings.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Increase relational connectedness, provide instructional & culture building support to ensure successful acclimation and retention to the Annie Purl & GISD Team. **Staff Responsible for Monitoring:** Admin Admin Assitant Teachers Staff **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - 211 Title I, Part A - $1,000				

Strategy 2 Details		Reviews			
Strategy 2: Support accurate information sharing and promotion of GISD vision, mission, programs, practices and celebrations through campus communication avenues.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**July**
(IE. Social media, Faculty meetings, PTA meetings, newsletters, emails) **Strategy's Expected Result/Impact:** Provide opportunity for current and potential employees have a positive connection with Annie Purl & GISD. **Staff Responsible for Monitoring:** Admin **Title I:** 2.5 **Funding Sources:** - 211 Title I, Part A - $1,000					

Strategy 3 Details		Reviews			
Strategy 3: Recruit & secure contract instructors to support learning in 3rd grade Reading & Math and 5th grade Science		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased perfomance in content areas as reflected on formative and summative assessments (MAP, mClass, STAAR)		**Oct**	**Jan**	**Apr**	**July**
Staff Responsible for Monitoring: Contract instructor Principal LDC **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Strategic Staffing **Funding Sources:** - 211 Title I, Part A - $14,500					

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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.

    High Priority

    Evaluation Data Sources: Parent & Staff surveys

Strategy 1 Details	Reviews			
Strategy 1: Provide campus communication in English and Spanish to share campus events, celebrations, parent & family activities, instructional focuses and campus needs.	**Formative**			**Summative**
	Oct	Jan	Apr	July
(IE Principal & Teacher emails, newsletters, text reminders, Marquee, Social Media, Flyers, Parent Institute: Parents Make a Difference! newsletter) **Strategy's Expected Result/Impact:** Increase parent knowledge of campus happenings and connection to school. **Staff Responsible for Monitoring:** Admin Teachers Staff **Title I:** 2.5, 2.6, 4.1, 4.2 **Funding Sources:** - 211 Title I, Part A - $500				

Strategy 2 Details	Reviews			
Strategy 2: Use Annie Purl Webpage to provide parents with access to current campus information and resources.	**Formative**			**Summative**
	Oct	Jan	Apr	July
(IE. Title 1 information, CIP, Schedules, Contact information, Events) **Strategy's Expected Result/Impact:** Increase parent knowledge of campus happenings and connection to school. **Staff Responsible for Monitoring:** Leadership **Title I:** 2.5, 2.6, 4.1, 4.2				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

> **High Priority**

> **Evaluation Data Sources:** Parent & Staff surveys

Strategy 1 Details	Reviews			
Strategy 1: Maintain collaborative relationships with volunteers, community organizations, other GISD campuses and local businesses to maximize support for student success & campus events.	**Formative**			**Summative**
	Oct	Jan	Apr	July
(IE. Eastview PALS, FUMC Reading Buddies, Southwestern University Education Dept, Georgetown Rotary, Watch Dogs, Annie Purl PTA, Community Businesses, Classroom Parents, Field Day) **Strategy's Expected Result/Impact:** Increase student success through mentoring, tutoring and activity support while growing connections with the GISD community. **Staff Responsible for Monitoring:** Admin Teachers Staff **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **Funding Sources:** - 211 Title I, Part A - $500				

Strategy 2 Details	Reviews			
Strategy 2: Host opportunities for community, parents and campus staff to gather and discuss campus & community needs, review goals & milestones and celebrate successes.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**

(Coffee with Principal, Volunteer relfections & Celebrations, Surveys, Parent Open houses, Student Exhibits)
    Strategy's Expected Result/Impact: Build relationships with stakeholders.
    Staff Responsible for Monitoring: Admin
Admin Assistant
Teachers
 	
    Title I:
2.5, 2.6, 4.1, 4.2
    Funding Sources: - 211 Title I, Part A - $2,500				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

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.

High Priority

Evaluation Data Sources: Parent & Community surveys, increased volunteerism

Strategy 1 Details			Reviews		
Strategy 1: Host annual Meet the Teacher & Title 1 Campus Information nights.			**Formative**		**Summative**
Strategy's Expected Result/Impact: Ensure families understand Title 1 campuses, parents rights, the Family School Compact, grade level instruction and campus programs. **Staff Responsible for Monitoring:** Admin LDC Campus Intervventionists Teachers Staff **Title I:** 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools **Funding Sources:** - 211 Title I, Part A - $500	**Oct**	**Jan**	**Apr**		**July**

Strategy 2 Details			Reviews		
Strategy 2: Schedule and host routine meetings of the SBDM Committee to review and provide input for the CNA, CIP.			**Formative**		**Summative**
Strategy's Expected Result/Impact: Opportinuty for parents and community to engage with campus improvements at Annie Purl **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools	**Oct**	**Jan**	**Apr**		**July**

Strategy 3 Details	Reviews			
Strategy 3: Parents will participate is student-centered events throughout the school year to reinforce learning standards, SEL/character growth and Learner Profile connections for all students, parents and campus staff.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
(IE. Family Math Night, Family Literacy Night, STEAM Night, Family Fitness Night) **Strategy's Expected Result/Impact:** Parents will feel more connected to student learning, growth and academic expectations. Parent surveys will be given to guage success & meaningfullness of events. **Staff Responsible for Monitoring:** Admin Teachers Staff **Title I:** 2.4, 2.5, 2.6, 4.2 **- TEA Priorities:** Improve low-performing schools **Funding Sources:** - 211 Title I, Part A - $4,250				

	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Campus Funding Summary

			211 Title I, Part A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1			$7,500.00
1	3	1			$550.00
1	4	1			$3,000.00
1	4	2			$3,000.00
2	1	1			$1,500.00
2	1	2			$500.00
2	2	2			$3,500.00
2	3	2			$700.00
3	1	1			$1,000.00
3	1	2			$1,000.00
3	1	3			$14,500.00
4	1	1			$500.00
4	2	1			$500.00
4	2	2			$2,500.00
4	3	1			$500.00
4	3	3			$4,250.00
				Sub-Total	$45,000.00

Addendums

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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?)	**Annie Purl will etablish T2 MTSS for all children based on Essential Intervention Standards during WIN**

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?**		
Design & delivery of aligned grade level instruction to the TEKS	Planning documents will show the grade level TEKS standards following the GISD Units of Study Classroom walkthrough & observations will provide evidence of delivery of aligned instruction	Teachers and LDC have planned together during the Summer grade level PLC, and have prepared instructional plans and resources for the first quarter.	Create PLC time to continue T2 MTSS learning and work for teachers / staff.
Essential Intervention Standards identified for each grade level	ES will be documented in the TEAM instructional plannig document	ES were identified by grade level teams during the summer PLC for the first quarter.	Teachers will need to identify the ES by grade level and content (R&M) for the remaining instructional quarters.
Common Formative Assessments created and given based on EIS	CFAs will be documented in the TEAM instructional planning document CFA administration will be observed during walkthroughs	CFAs were created by grade level teams during the summer PLC for the first quarter.	Teachers will need to create CFAs based on the ES by grade level and content (R&M) for the remaining instructional quarters.
CFA data used to create Flex Groups for TIER 2 intervention	Flex groups will be created during collaboration time (PLC, Common PLanning, Team Desing Days)	Flex groups not yet created. Will be established the 4th week of the first quarter.	Set date to begin Flex Groups during WIN based on the first EIS formative assessments.

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?**		
Reflection on the effective use of CFA data for instruction (EIS based) AND continue process	Agenda's PLC, Design Days, Funds for Subs; Data gathering and reflection for Tier 2 and Workshop **Actual Outcomes –** Student learning outcomes data, student progress portfolios, project based synthesis/artifacts		
Reflect on Flex groupings / TIER 2 focus on ES for critiques of process, design, focus, & if we attained desired learning results	Performance data of Essential Intervention Standards, Rotations are structured and fluid, Maximize WIN and Workshop models. Ensure focus on the Entire spectrum of student learning (if they don't get it OR if they do get it) Walk throughs / Observations **Actual Outcomes –** Student learning outcomes data, student progress portfolios, project based synthesis/artifacts		

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?**		
CFAs used with fidelity in R&M for all grades & Science for 5th grade	Agenda's PLC, Design Days, Funds for Subs; Data gathering and reflection for Tier 2 and Workshop **Actual Outcomes –** Student learning outcomes data, student progress portfolios, project based synthesis/artifacts		

Flex groups are teacher designed / assigned	Performance data of Essential Intervention Standards, Rotations are structured and fluid, Maximize WIN and Workshop models. Ensure focus on the Entire spectrum of student learning (if they don't get it OR if they do get it) Walk throughs / Observations **Actual Outcomes –** Student learning outcomes data, student progress portfolios, project based synthesis/artifacts		

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?**		
Student presentations of Learning based on EIS	Invitation to Curriculum Expo, student portfolios, CFA data charts & graphs		

Average Score and Performance Distribution, by Assessment: ANNIE PURL EL, 2022-2023

Filtered By **Rosters:** All Roster | **Test Administrations:** All Test Administrations |

| Assessment Name	Program	Test Grade	Test Administration	Student Count	Average Score	Performance Distribution	Date Last Taken
TELPAS Grade 1	TELPAS	1	TELPAS 2023	29	n/a	Percent 10% 69% 17% 3% / Count 3 20 5 1	03/28/2023
TELPAS Kindergarten	TELPAS	KG	TELPAS 2023	27	n/a	Percent 59% 41% / Count 16 11	03/28/2023
TELPAS Grade 4	TELPAS	4	TELPAS 2023	35	n/a	Percent 11% 46% 26% 17% / Count 4 16 9 6	03/08/2023
TELPAS Grade 5	TELPAS	5	TELPAS 2023	25	n/a	Percent 16% 44% 40% / Count 4 11 10	02/27/2023
TELPAS Grade 2	TELPAS	2	TELPAS 2023	32	n/a	Percent 31% 53% 13% 3% / Count 10 17 4 1	02/27/2023
TELPAS Grade 3	TELPAS	3	TELPAS 2023	31	n/a	Percent 13% 39% 26% 23% / Count 4 12 8 7	02/23/2023

	Number of students with chronic absenteeism (10 or more absences in a 6-month period) in SY 21-22	Number of students with chronic absenteeism (10 or more absences in a 6-month period) in SY 22-23	Percent Change	21-22 Average Daily Attendance	22-23 Average Daily Attendance	Percent Change
Purl	128	79	-38.28125	91.03	93.3	2.493683401

2023 STAAR Early Results

RLA	# Tested	Likely Passed	Zone of Uncertainty	Likely Did Not Pass
Grade 3	85	40	36	9
Grade 4	82	31	36	15
Grade 5	75	23	40	12
Grade 6	0	0	0	0
Grade 7	0	0	0	0
Grade 8	0	0	0	0
English I	0	0	0	0
English II	0	0	0	0
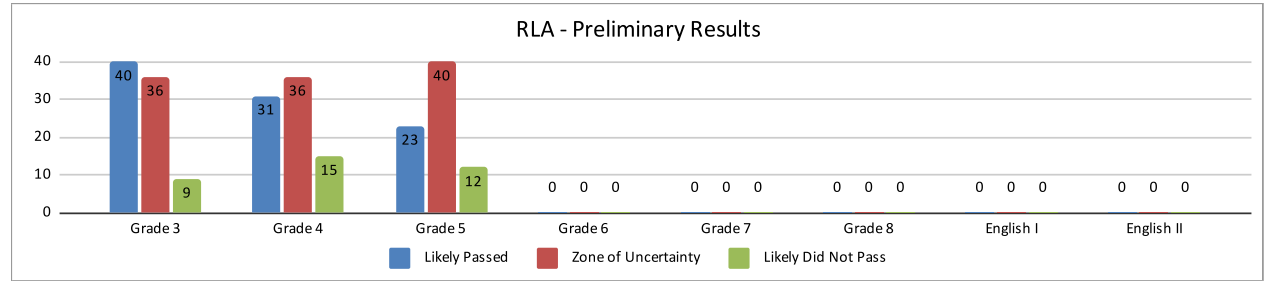
MATH	# Tested	Likely Passed	Zone of Uncertainty	Likely Did Not Pass
Grade 3	85	21	48	16
Grade 4	82	30	36	16
Grade 5	75	16	47	12
Grade 6	0	0	0	0
Grade 7	0	0	0	0
Grade 8	0	0	0	0
Algebra	0	0	0	0
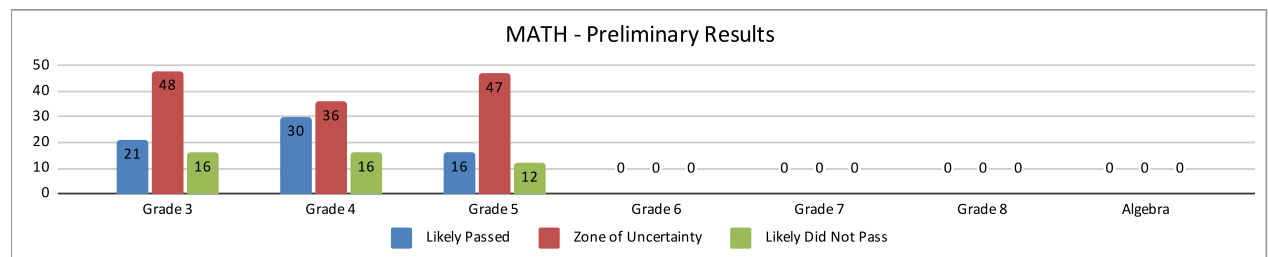
SCIENCE	# Tested	Likely Passed	Zone of Uncertainty	Likely Did Not Pass
Grade 5	75	10	42	23
Grade 8	0	0	0	0
Biology	0	0	0	0
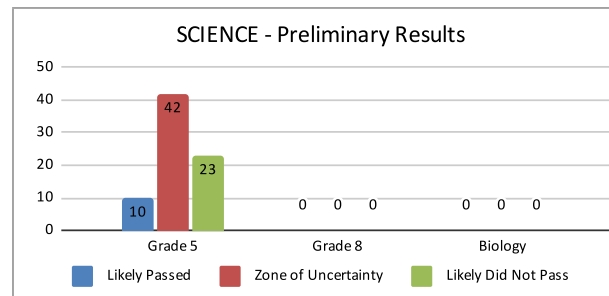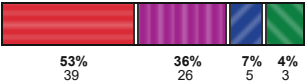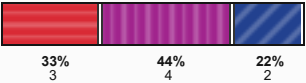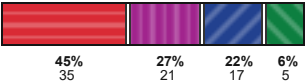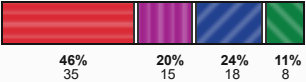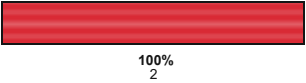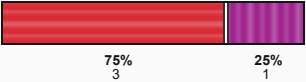
SOCIAL STUDIES	# Tested	Likely Passed	Zone of Uncertainty	Likely Did Not Pass
Grade 8	0	0	0	0
US History	0	0	0	0

RLA - Preliminary Results

MATH - Preliminary Results

SCIENCE - Preliminary Results

SOCIAL STUDIES - Preliminary Results

Average Score and Performance Distribution, by Assessment: ANNIE PURL EL, 2022-2023

Filtered By **Rosters:** All Roster | **Test Administrations:** All Test Administrations |

Assessment Name	Program	Test Grade	Test Administration	Student Count	Average Score	Performance Distribution	Date Last Taken
Spring 2023 STAAR Grade 5 Reading Language Arts Online Form	STAAR Summative	5	STAAR 3-8 Spring 2023 RLA	73	1450	Percent Count 53% 39 36% 26 7% 5 4% 3	04/28/2023
Spring 2023 STAAR Spanish Grade 3 Reading Language Arts Online Form	STAAR Summative	3	STAAR 3-8 Spring 2023 RLA	9	1333	Percent Count 33% 3 44% 4 22% 2	04/27/2023
Spring 2023 STAAR Grade 4 Reading Language Arts Online Form	STAAR Summative	4	STAAR 3-8 Spring 2023 RLA	78	1462	Percent Count 45% 35 27% 21 22% 17 6% 5	04/20/2023
Spring 2023 STAAR Grade 3 Reading Language Arts Online Form	STAAR Summative	3	STAAR 3-8 Spring 2023 RLA	76	1383	Percent Count 46% 35 20% 15 24% 18 11% 8	04/19/2023
Spring 2023 STAAR Spanish Grade 5 Reading Language Arts Online Form	STAAR Summative	5	STAAR 3-8 Spring 2023 RLA	2	1371	Percent Count 100% 2	04/18/2023
Spring 2023 STAAR Spanish Grade 4 Reading Language Arts Online Form	STAAR Summative	4	STAAR 3-8 Spring 2023 RLA	4	1311	Percent Count 75% 3 25% 1	04/18/2023

Average Score and Performance Distribution, by Assessment: ANNIE PURL EL, 2022-2023

Filtered By **Rosters:** All Roster | **Test Administrations:** All Test Administrations |

Assessment Name	Program	Test Grade	Test Administration	Student Count	Average Score	Performance Distribution	Date Last Taken
Spring 2023 STAAR Grade 4 Mathematics Online Form	STAAR Summative	4	STAAR 3-8 Spring 2023 Math	78	1490	Percent Count — 51% 40, 18% 14, 22% 17, 9% 7	05/08/2023
Spring 2023 STAAR Grade 3 Mathematics Online and ASL Forms	STAAR Summative	3	STAAR 3-8 Spring 2023 Math	82	1368	Percent Count — 54% 44, 28% 23, 11% 9, 7% 6	05/04/2023
Spring 2023 STAAR Grade 5 Mathematics Online Form	STAAR Summative	5	STAAR 3-8 Spring 2023 Math	73	1506	Percent Count — 64% 47, 22% 16, 10% 7, 4% 3	05/04/2023
Spring 2023 STAAR Spanish Grade 5 Mathematics Online Form	STAAR Summative	5	STAAR 3-8 Spring 2023 Math	2	1446	Percent Count — 50% 1, 50% 1	05/02/2023
Spring 2023 STAAR Spanish Grade 4 Mathematics Online Form	STAAR Summative	4	STAAR 3-8 Spring 2023 Math	4	1419	Percent Count — 75% 3, 25% 1	05/02/2023
Spring 2023 STAAR Spanish Grade 3 Mathematics Online Form	STAAR Summative	3	STAAR 3-8 Spring 2023 Math	3	1352	Percent Count — 67% 2, 33% 1	05/02/2023

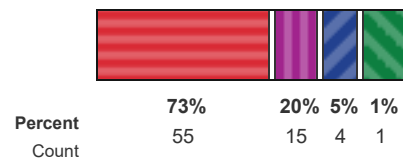Performance Distribution, By Program: ANNIE PURL EL, 2022-2023

Filtered By **Test Administrations:** All Test Administrations | **Sorted By:** Date Last Taken

STAAR Summative Science

Grades Tested: **5**

Tests Taken: **75**

Date Last Taken: **05/03/2023**

73%	**20%**	**5%**	**1%**
Percent			
55	15	4	1
Count			

Purl 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 32% to 51% by August 2025.

Yearly Target Goals

2019 (Baseline)	2020	2021 (Actual)	2022 (Actual)	2023 (Actual)	2024	2025 (Target)
32%	COVID	35% (17%)	39% (36%)	42% (33%)	46%	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)	22%	25%	65%	-	-	-	-	29%	22%	0%	20%	32%	32%
2020 (COVID)	-	-	-	-	-	-	-	-	-	-	-	-	-
2021	27% (-)	30% (9%)	66% (42%)	-	-	-	-	34% (0%)	27% (3%)	2% (0%)	25% (3%)	37% (17%)	37% (-)
2022	34% (-)	36% (33%)	67% (56%)	-	-	-	-	40% (9%)	34% (25%)	5% (100%)	32% (23%)	42% (-)	42% (36%)
2023	41% (20%)	44% (27%)	68% (54%)	-	(100%)	-	(100%)	46% (8%)	41% (25%)	12% (50%)	40% (32%)	48% N/A	48% (33%)
2024	51%	52%	69%	-	-	-	-	54%	51%	28%	50%	55%	55%
2025	63%	63%	70%	-	-	-	-	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 23% to 51% by August 2025.

Yearly Target Goals

2019 (Baseline)	2020	2021 (Actual)	2022 (Actual)	2023 (Actual)	2024	2025 (Target)
23%	COVID	27% (8%)	32% (11%)	37% (16%)	43%	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%	14%	71%	-	-	-	-	43%	10%	0%	10%	24%	21%
2020 (COVID)	-	-	-	-	-	-	-	-	-	-	-	-	-
2021	2% (-)	19% (2%)	72% (26%)	-	-	-	-	46% (0%)	14% (3%)	2% (0%)	14% (3%)	29.% (8%)	26% (-)
2022	5% (-)	26% (9%)	73% (20%)	-	-	-	-	50% (4%)	21% (6%)	5% N/A	21% (9%)	35% N/A	33% (11%)
2023	12% N/A	35% (11%)	74% (43%)	-	-	-	-	54% (4%)	30% (9%)	12% (40%)	30% (14%)	43% N/A	41% (16%)
2024	28%	47%	75%	-	-	-	-	58%	44%	28%	44%	52%	51%
2025	63%	63%	76%	-	-	-	-	63%	63%	63%	63%	63%	63%