

**Georgetown Independent School District**

**Cooper Elementary School**

**2024-2025 Campus Improvement Plan**

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# Comprehensive Needs Assessment

## Student Learning, Growth and Progress

### Student Learning, Growth and Progress Summary

Cooper Elementary has a current enrollment of 633 students; the campus is presently almost 75 students over functional capacity of the building. Of those 633 students, 178 students are new to Cooper Elementary.

At the end of the 2023-2024 Academic Year, enrollment at Cooper was 767 students. 71.8% students were economically disadvantaged, with 61.7% of those students qualified for free lunch. Mobility rate for last year was 21.6%. Students with disabilities was 18.2% 2% Gifted & Talented, and Emergent Bilinguals were 29.1% of the Cooper Elementary population. 95% of the community had reliable internet, 35% of our families had a high school education or lower; and 14% of the Cooper Community experienced child poverty.

The 2023-2024 Academic Year was the second consecutive year the campus has not met state and federal accountability measures. Students at Cooper Elementary demonstrate relative weakness in the area of Mathematics when compared to Reading on the 2024 State Assessment.

In the 2023-2024 Academic Year, the campus experienced three continuous vacancies through the end of the year. The campus Learning Design Coaches (LDCs) were in classrooms serving as classroom teachers over three quarters of the year. Teachers did not have the support in professional learning community meetings to plan for, design, implement, and evaluate instruction adequately.

While students demonstrated relative growth on universal screeners, the growth was not sufficient to yield higher state and federal accountability.

### Problem Statements Identifying Student Learning, Growth and Progress Needs

**Problem Statement 1 (Prioritized):** Cooper Elementary has been designated a priority school due to student performance on the 2024 state assessment. This is the second year the school has not met minimum performance criteria on state and federal accountability measures.

**Root Cause:** Cooper Elementary has experienced 50-60% teacher turn-over over the last four years which has exacerbated the challenges of ensuring a campus with 71.8% economically disadvantaged student population have basic mathematics, reading skills, and critical thinking skills to demonstrate grade-level proficiency on formative and summative assessments.

**Problem Statement 2 (Prioritized):** 54% of the students enrolled at Cooper Elementary were Well Below and Below as measured by mClass End of Year Data.

**Root Cause:** Students have academic and skill gaps in requisite, foundational decoding skills which impacts both reading fluency and reading comprehension.

**Problem Statement 3 (Prioritized):** Only 43% of the 3rd, 4th, and 5th graders scored "approaching" or higher on the 2024 STAAR Mathematics Test.

**Root Cause:** There is not an alignment in instructional practices and student expectations from which to build upon as students matriculate from grade level to grade level which causes gaps in what students have learned, vocabulary and strategies taught, and lack of numerical fluency which is compounded by 54% of students performing at or above grade level as reported on mClass End of Year Data.

# Student and Staff Well-Being

## Student and Staff Well-Being Summary

Data from Emergent Tree and Capturing Kids Hearts mid-year and end of year evaluations demonstrate students feel psychologically well and safe. There were concerns in both the mid-year and end of year student survey in which students indicated they feel safe with adults in the school and have at least one trusted adult; however, students do not feel the same about peers. Two areas of focus include the following statements: *"Students at this campus treat each other respectfully"* and *"Students at this campus get along well"*.

The 2023-2024 End of Year Capturing Kids Heart survey results indicated the following areas above the national baseline:

- My teachers or students ask questions about Good Things we have shared.
- Students have opportunities to affirm and celebrate each other.
- I am comfortable talking to a teacher about a problem.
- I have good relationships with my teachers.
- I am comfortable talking to a teacher about my problems.

Areas on the 2023-2024 End of Year Capturing Kids Heart survey which need additional growth include:

- My teachers celebrate when students do something good.

Teachers and staff self reported feeling supported and physically and psychologically safe at work.

- Staff recognition is built into the campus culture.
- Fellow campus staff and I help each other be effective in our classes and/or across campus.
- Our campus leadership team demonstrates professional respect for campus staff.

Areas of growth include:

- If conflicts arise between campus staff, they work together to resolve differences quickly.
- Concern about student aggression when the student is dysregulated.

## Problem Statements Identifying Student and Staff Well-Being Needs

**Problem Statement 1 (Prioritized):** Students reported two areas of growth on the Capturing Kids Hearts End of Year Survey which relate to student well-being. Students rated "Students at this campus treat each other respectfully" and "Students at this campus get along well" below the the baseline of the CKH National Average.

**Root Cause:** Students lack the social skills to consistently interact with each other in a positive manner. Students continue to report conflict with peers and in reviewing discipline data for the 2023-2024 school year, we continue to support students as they learn to behave and engage with peers and adults respectfully.

# Staff Recruitment and Retention

## Staff Recruitment and Retention Summary

Cooper Elementary identifies areas of need as well as candidate strengths when reviewing applications for prospective teachers. This data is collected in a matrix to track candidates and identify promising new staff. At Cooper Elementary, the grade level liaison and members of teaching staff serve as interview committee members. Due to the number of students who need additional support in the classroom, the campus specifically identifies prospective team members who have experience teaching or working with students whose home may have languages other than English spoken in the home, students who qualify for free/reduced lunch programs, and students who need support with behavior instruction.

Until August 2024, the campus has experienced 40-50% staffing turnover. This year, the turnover of staff was less than 10%. Ensuring continuity of teaching staff will help with providing equitable, high-leverage instruction from year to year.

The campus leverages CKH Process Champions and Sunshine Committee to engage teachers in building positive work relationships with each other to build collegiality amongst staff from across the campus.

## Problem Statements Identifying Staff Recruitment and Retention Needs

**Problem Statement 1 (Prioritized):** Teachers report difficulty supporting student behavior needs which impacts teacher well-being and psychological health.

**Root Cause:** Teachers do not have the training or skill to work with students at a campus where the percentage of economically disadvantaged students is high and many students lack the consistency of positive feedback about behavior and social skills.

**Problem Statement 2 (Prioritized):** Teachers report challenges with tracking and supporting the feedback loop for students who have a Daily Behavior Report Card (DBRC).

**Root Cause:** Students lack the social skills training and ability to regulate behavior and interact with students and school staff appropriately.

# Community and Connectivity

## Community and Connectivity Summary

Parents reported the following on the End of Year Capturing Kids Hearts Parent Survey:

- I am greeted with a smile and a positive tone when I enter my student's school.
- I feel welcome at my student's school.
- My student's school cares for my student.
- My student's school communicates with me consistently.
- If I had a concern or an idea, I would be comfortable talking to my student's teacher or the school administration.
- I feel heard when I bring a concern or an idea to my student's teacher or the school administration.

Communication is sent each week to inform parents of items and news they need to support their child's engagement each week. Parent communication is sent via ParentSquare, Thursday Folders, Campus Digital Screens, Campus Marquee, and student announcements.

Cooper Elementary recognizes the importance of building and sustaining partnerships with parents and the greater Georgetown community. This year, Cooper Elementary entered into a partnership with Academy 4 to provide students in 4th grade with the opportunity to participate in clubs during the academic day and to work with a mentor 1:1. The campus hosts Academy 4 Fridays once a month to support the needs of students connecting with other positive role models.

Cooper has also developed a partnership with Forbes Readers and Georgetown High School Athlete readers who come once a week to read with or to students to establish and build strong habits of learning to read and relationship building. Students at Cooper also build relationships with GHS PALS who visit students identified by teachers, each each week.

Cooper Elementary will also host Watch DOGS this year to connect more parents with activities and students during the academic day. Cooper Elementary has an active Parent Teacher Association who supports the needs of teachers, students, and the greater Cooper community through hosted events and community team building.

## Problem Statements Identifying Community and Connectivity Needs

**Problem Statement 1 (Prioritized):** Cooper Elementary does not have an organic group of parent volunteers who can support activities and mentor students during the academic day.

**Root Cause:** Parents and guardians of students at Cooper Elementary work full-time and often work multiple jobs to make ends meet. They do not have the time or are not employed by employers who allow them the flexibility to take time off to volunteer at Cooper or step away from their jobs. Supporting students by the community means Cooper staff must search out ways to engage the community to serve at Cooper.

# Priority Problem Statements

**Problem Statement 1:** Cooper Elementary has been designated a priority school due to student performance on the 2024 state assessment. This is the second year the school has not met minimum performance criteria on state and federal accountability measures.

**Root Cause 1:** Cooper Elementary has experienced 50-60% teacher turn-over over the last four years which has exacerbated the challenges of ensuring a campus with 71.8% economically disadvantaged student population have basic mathematics, reading skills, and critical thinking skills to demonstrate grade-level proficiency on formative and summative assessments.

**Problem Statement 1 Areas:** Student Learning, Growth and Progress

**Problem Statement 2:** 54% of the students enrolled at Cooper Elementary were Well Below and Below as measured by mClass End of Year Data.

**Root Cause 2:** Students have academic and skill gaps in requisite, foundational decoding skills which impacts both reading fluency and reading comprehension.

**Problem Statement 2 Areas:** Student Learning, Growth and Progress

**Problem Statement 3:** Only 43% of the 3rd, 4th, and 5th graders scored "approaching" or higher on the 2024 STAAR Mathematics Test.

**Root Cause 3:** There is not an alignment in instructional practices and student expectations from which to build upon as students matriculate from grade level to grade level which causes gaps in what students have learned, vocabulary and strategies taught, and lack of numerical fluency which is compounded by 54% of students performing at or above grade level as reported on mClass End of Year Data.

**Problem Statement 3 Areas:** Student Learning, Growth and Progress

**Problem Statement 4:** Students reported two areas of growth on the Capturing Kids Hearts End of Year Survey which relate to student well-being. Students rated "Students at this campus treat each other respectfully" and "Students at this campus get along well" below the the baseline of the CKH National Average.

**Root Cause 4:** Students lack the social skills to consistently interact with each other in a positive manner. Students continue to report conflict with peers and in reviewing discipline data for the 2023-2024 school year, we continue to support students as they learn to behave and engage with peers and adults respectfully.

**Problem Statement 4 Areas:** Student and Staff Well-Being

**Problem Statement 5:** Teachers report difficulty supporting student behavior needs which impacts teacher well-being and psychological health.

**Root Cause 5:** Teachers do not have the training or skill to work with students at a campus where the percentage of economically disadvantaged students is high and many students lack the consistency of positive feedback about behavior and social skills.

**Problem Statement 5 Areas:** Staff Recruitment and Retention

**Problem Statement 6:** Teachers report challenges with tracking and supporting the feedback loop for students who have a Daily Behavior Report Card (DBRC).

**Root Cause 6:** Students lack the social skills training and ability to regulate behavior and interact with students and school staff appropriately.

**Problem Statement 6 Areas:** Staff Recruitment and Retention

**Problem Statement 7:** Cooper Elementary does not have an organic group of parent volunteers who can support activities and mentor students during the academic day.

**Root Cause 7:** Parents and guardians of students at Cooper Elementary work full-time and often work multiple jobs to make ends meet. They do not have the time or are not employed by employers who allow them the flexibility to take time off to volunteer at Cooper or step away from their jobs. Supporting students by the community means Cooper staff must search out ways to engage the community to serve at Cooper.

**Problem Statement 7 Areas:** Community and Connectivity



# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- 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 Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card and accountability data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

#### **Employee 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
- Evaluation(s) of professional development implementation and impact
- T-TESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

- Communications data
- Budgets/entitlements and expenditures data

# Strategic Priority Areas

## Strategic Priority Area 1: Student Learning, Growth and Progress

**Picture of Success:** 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.

**Strategic Objective 1:** In GISD, instruction, assessment, and intervention are aligned in support of student learning and growth.

### HB3 Strategic Priority Area

**Change Decision:** Major Change

**Desired State:** Students at Cooper Elementary evidence progress toward benchmark goals on district benchmarks, universal screeners, and state assessments.

Evidence of Progress Toward Objective 1 Details	Reviews			
<b>Evidence of Progress Toward Objective 1:</b> Student data on universal screeners and interim data will reflect progress toward campus goal of 75% approaching; 40% meets; and 15% masters with 63% student growth. <b>Evidence of Desired State:</b> Students will evidence progress and growth in reading and mathematics which is evidenced through student work and assessment data.  <b>Problem Statements:</b> Student Learning, Growth and Progress 1	Formative			Summative
	Oct	Jan	Apr	July
	On Track	On Track		
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

**Strategy 1:** Teachers will participate in Professional Learning Community meetings and Adult Learning during 65 minute scheduled PLC time. Teachers will focus on identifying Essential Intervention Standards and engaging in discussions about student learning focused on Dufour's four PLC Questions.

**Staff Responsible:** Administration, Learning Design Coaches, and Teachers

**Collaborating Departments:** Teaching and Learning, Dual-Language support staff

**Balanced Scorecard Strategic Action:**  
Yes

**TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools  
- Targeted Support Strategy

**Strategy 2:** Teachers and support staff will participate in two days of Kagan Cooperative Learning Strategies Training to improve student participation while supporting student social-emotional safety in the classroom.

**Staff Responsible:** Administration, Learning Design Coaches, Teachers, and support staff

**Collaborating Departments:** Teaching and Learning

**Balanced Scorecard Strategic Action:**  
Yes

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

**Strategic Objective 1 Problem Statements:**

Student Learning, Growth and Progress
<b>Problem Statement 1:</b> Cooper Elementary has been designated a priority school due to student performance on the 2024 state assessment. This is the second year the school has not met minimum performance criteria on state and federal accountability measures. <b>Root Cause:</b> Cooper Elementary has experienced 50-60% teacher turn-over over the last four years which has exacerbated the challenges of ensuring a campus with 71.8% economically disadvantaged student population have basic mathematics, reading skills, and critical thinking skills to demonstrate grade-level proficiency on formative and summative assessments.

Strategic Priority Area 1: Student Learning, Growth and Progress

Strategic Objective 2: In GISD, we monitor progress toward students' developing attributes in the Learner Profile.

- Change Decision: Maintain
- Desired State: Cooper Elementary will continue to focus on ensuring students and teachers understand the Learner Profile and how to monitor each student's development of the GISD Learner Profile Characteristics.

Evidence of Progress Toward Objective 1 Details	Reviews			
<b>Evidence of Progress Toward Objective 1:</b> Students will understand and identify attributes of the Learner Profile in their work as they set personal and academic goals for themselves. Students will articulate how they are working toward developing one Learner Profile attribute per semester.  <b>Evidence of Desired State:</b> Students will identify the Learner Profile attribute they wish to develop as they set goals with their classroom teacher. Students will understand the attribute and speak to how the attribute is helping them grow academically and personally.  <b>Problem Statements:</b> Student Learning, Growth and Progress 1	Formative			Summative
	Oct	Jan	Apr	July
	On Track	Adjustments Taking Place		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>Continue/Modify</div></div><div><div>Discontinue</div></div></div>				

- Strategy 1: Students will focus on one Learner Profile attribute per semester to leverage in helping them reach their personal and academic goal which is set in the fall with the assistance of their classroom teacher and revisited throughout the year.

Staff Responsible: Teachers, Counselor, and Administration

Collaborating Departments: Counseling

TEA Priorities:  
Improve low-performing schools

- Strategy 2: The campus will recognize students who demonstrate application of the Learner Profile attribute of the month at Cooper Elementary and forward the student's name to the district for recognition at the district level.

Staff Responsible: Administration and Counselor

Collaborating Departments: Counseling Services

TEA Priorities:

Improve low-performing schools

**Strategy 3:** Cooper Elementary will engage in training for all staff members to understand the Learner Profile Attributes and how to measure student progress toward the Learner Profile Attributes.

**Staff Responsible:** Administration and Staff

**Collaborating Departments:** Teaching and Learning, Counseling

**Balanced Scorecard Strategic Action:**  
Yes

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

**Strategic Objective 2 Problem Statements:**

Student Learning, Growth and Progress
<p><b>Problem Statement 1:</b> Cooper Elementary has been designated a priority school due to student performance on the 2024 state assessment. This is the second year the school has not met minimum performance criteria on state and federal accountability measures. <b>Root Cause:</b> Cooper Elementary has experienced 50-60% teacher turn-over over the last four years which has exacerbated the challenges of ensuring a campus with 71.8% economically disadvantaged student population have basic mathematics, reading skills, and critical thinking skills to demonstrate grade-level proficiency on formative and summative assessments.</p>

Strategic Priority Area 1: Student Learning, Growth and Progress

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

Change Decision: Maintain

Evidence of Progress Toward Objective 1 Details	Reviews			
<b>Evidence of Progress Toward Objective 1:</b> Cooper Elementary will ensure every student equitably receives access to an aligned, viable curriculum which supports individual student goals toward student selected interests and hobbies which support postsecondary education and workforce readiness.  <b>Evidence of Desired State:</b> Students have the personal skills and academic foundation to pursue any area of interest in postsecondary education and workforce.  <b>Problem Statements:</b> Student Learning, Growth and Progress 3	Formative			Summative
	Oct	Jan	Apr	July
	On Track	On Track		
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

Strategy 1: Teachers will implement Capturing Kids Hearts and Wayfinder to support student social emotional learning and regulation to become functioning, contributing members of society.

Staff Responsible: Administration, Teachers and Staff, Counselor

Collaborating Departments: Counseling and Teaching & Learning

TEA Priorities:  
Improve low-performing schools

Strategy 2: Every teacher in each grade level will meet with students to monitor and ensure progress toward students' development of literacy and numeracy.

Staff Responsible: Classroom Teachers, Interventionists

Collaborating Departments: Teaching & Learning

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

Strategic Objective 3 Problem Statements:

Student Learning, Growth and Progress

**Problem Statement 3:** Only 43% of the 3rd, 4th, and 5th graders scored "approaching" or higher on the 2024 STAAR Mathematics Test. **Root Cause:** There is not an alignment in instructional practices and student expectations from which to build upon as students matriculate from grade level to grade level which causes gaps in what students have learned, vocabulary and strategies taught, and lack of numerical fluency which is compounded by 54% of students performing at or above grade level as reported on mClass End of Year Data.







## Strategic Priority Area 1: Student Learning, Growth and Progress

**Strategic Objective 4:** GISD learners' progress is reflected in a way that makes it easily understood to all audiences.

**Change Decision:** Maintain

**Desired State:** Cooper Elementary will communicate student progress in meaningful ways by understanding the standard and how to support each student in their academic progress.

Evidence of Progress Toward Objective 1 Details		Reviews			
<b>Evidence of Progress Toward Objective 1:</b> Teachers will engage in student conferences and goal-setting meetings with student at least every nine weeks to support students in understanding their progress toward meeting academic goals. <b>Evidence of Desired State:</b> Students are able to discuss their progress and articulate a plan to achieve their academic goals.		Formative			Summative
		Oct	Jan	Apr	July
		On Track	Adjustments Taking Place		
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

**Strategy 1:** Teachers will utilize "I Can" statements to facilitate student ownership of learning and build capacity for discussing progress in mastering TEKS.

**Staff Responsible:** Classroom Teachers, Learning Design Coaches, Administration, Special Education and Intervention Teachers

**Collaborating Departments:** Teaching and Learning

**Balanced Scorecard Strategic Action:**  
Yes

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

**Strategy 2:** Teachers will communicate student progress to parents and guardians by conferencing with parents and utilizing district processes to support communication about progress reports, report cards, universal screener data, benchmark/interim data, etc.

**Staff Responsible:** Classroom Teachers, Interventionists, Special Education Teachers, Administration

**Collaborating Departments:** Teaching & Learning and Special Education

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

## Strategic Priority Area 2: Student and Staff Well-Being

**Picture of Success:** 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.

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

**Change Decision:** Maintain but Consider a Change

**Desired State:** Cooper Elementary will recognize positive and respectful behaviors through the use of Emergent Tree solutions, specifically the use of Brag Boards which highlight the campus Core Values. Additionally, Cooper Elementary will continue to build student capacity in identified Capturing Kids Hearts Leadworthy Character Traits and recognize one student in each classroom who has persisted and persevered in modeling and living the Leadworthy Character Trait each month.

Evidence of Progress Toward Objective 1 Details		Reviews			
<b>Evidence of Progress Toward Objective 1:</b> Students will engage with peers, teachers, and staff respectfully, demonstrating the campus Core Values and Capturing Kids Hearts Leadworthy Characteristics to add to a culture of respect and responsibility at Cooper Elementary.  <b>Evidence of Desired State:</b> Students will serve as CKH Ambassadors, Door Greeters, and campus clubs and organizations which foster respect amongst staff and students.  <b>Problem Statements:</b> Student and Staff Well-Being 1		Formative			Summative
		Oct	Jan	Apr	July
		On Track	On Track		
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>					

**Strategy 1:** Implement Capturing Kids Hearts and Wayfinder lessons with fidelity to support a culture of respect at Cooper Elementary

**Staff Responsible:** Counselor, Teachers and Staff, and Administrators

**Collaborating Departments:** Counseling

**Balanced Scorecard Strategic Action:**  
Yes

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

**Strategy 2:** Students will be recognized for their efforts in demonstrating respect, CKH Leadworthy Characteristics, and Cooper Core Values through daily and monthly recognition programs. The campus will recognize students each month for modeling and demonstrating CKH Leadworthy Characteristics. Students will also be acknowledged for demonstrating respectful behavior in the Cafeteria through the use of a token system which facilitates weekly grade level and individual celebrations.

**Staff Responsible:** Lunchroom Monitors, Teachers, Administration

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

**Strategy 3:** Students in fourth grade will benefit from the partnership with Academy 4 to develop leadership skills and respect amongst students.

**Staff Responsible:** Administration, 4th Grade Teachers, Academy 4 Liaison and Mentors

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

**Strategic Objective 1 Problem Statements:**

Student and Staff Well-Being
<b>Problem Statement 1:</b> Students reported two areas of growth on the Capturing Kids Hearts End of Year Survey which relate to student well-being. Students rated "Students at this campus treat each other respectfully" and "Students at this campus get along well" below the the baseline of the CKH National Average. <b>Root Cause:</b> Students lack the social skills to consistently interact with each other in a positive manner. Students continue to report conflict with peers and in reviewing discipline data for the 2023-2024 school year, we continue to support students as they learn to behave and engage with peers and adults respectfully.

Strategic Priority Area 2: Student and Staff Well-Being

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

**Change Decision:** Maintain

**Desired State:** Each employee at Cooper Elementary will understand how their work compliments the priority work of the campus, engage in personalized learning to support their work, and advocate for the needs of their grade-level and students.

Evidence of Progress Toward Objective 1 Details	Reviews			
<b>Evidence of Progress Toward Objective 1:</b> Cooper Elementary employees will demonstrate greater attendance and engage in activities which enhance and support the culture and climate at Cooper Elementary.  <b>Evidence of Desired State:</b> Teachers will engage positively with each other and generate ideas to help develop a culture of collaboration and support.  <b>Problem Statements:</b> Student and Staff Well-Being 1	Formative			Summative
	Oct	Jan	Apr	July
	On Track	On Track		

0%

No Progress

100%

Accomplished

→

Continue/Modify

✗

Discontinue

**Strategy 1:** Teachers and staff will be recognized for their contributions and collaboration through weekly acknowledgement in our weekly staff newsletter. Teachers and staff will also be acknowledged through Teacher of the Month and Team Member of the Month recognition.

**Staff Responsible:** Administration and Cooper Faculty and Staff

**Collaborating Departments:** Teaching and Learning

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

**Strategy 2:** Cooper teachers and staff will participate and foster advocacy for students and their needs by utilizing systems like Multi-Tier System of Supports (MTSS), Texas Incentive Allotment, and Professional Learning Communities to support their work and facilitate finding value in their work.

**Staff Responsible:** Cooper Teacher and Staff, Administration, Counselor, and Special Education Support Staff

**Collaborating Departments:** Teaching and Learning, Special Education Department, Dual Language Department, Counseling

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

Strategic Objective 2 Problem Statements:

Student and Staff Well-Being
<b>Problem Statement 1:</b> Students reported two areas of growth on the Capturing Kids Hearts End of Year Survey which relate to student well-being. Students rated "Students at this campus treat each other respectfully" and "Students at this campus get along well" below the the baseline of the CKH National Average. <b>Root Cause:</b> Students lack the social skills to consistently interact with each other in a positive manner. Students continue to report conflict with peers and in reviewing discipline data for the 2023-2024 school year, we continue to support students as they learn to behave and engage with peers and adults respectfully.

Strategic Priority Area 2: Student and Staff Well-Being

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

- Change Decision: Minor Change
- Desired State: Students and staff will interact positively and in accordance with the campus CKH Social Contract to ensure the physical and psychological safety of all students and personnel at campus through shared experiences which teach self-regulation and social-emotional learning.

Evidence of Progress Toward Objective 1 Details	Reviews			
<b>Evidence of Progress Toward Objective 1:</b> Students will self-report feeling physically and psychologically safe at Cooper Elementary through the use of the CKH Student Survey at the middle and end of the school year. <b>Evidence of Desired State:</b> Benchmark scores on the CKH Student Survey will be within five points of the average as reported on questions regarding physical and psychological safety at school. <b>Problem Statements:</b> Student and Staff Well-Being 1	Formative			Summative
	Oct	Jan	Apr	July
	On Track	On Track		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Strategy 1: Teachers will implement the use of a calming corner and regulation tools (ie. sensory bubble, sensory tools, daily check-ins, temperature gage, etc.) to support students feeling physically and psychologically safe at Cooper Elementary.

- Staff Responsible: Counselor, Teachers & Staff, and Administration
- Collaborating Departments: Counseling
- TEA Priorities:  
Improve low-performing schools

Strategy 2: Teachers will implement Wayfinder as our Tier I Social Emotional Learning Curriculum to support students in developing physical and psychological safety.

- Staff Responsible: Classroom Teachers, Behavior Interventionist, Counselor
- Collaborating Departments: Counseling
- TEA Priorities:  
Improve low-performing schools

**Strategy 3:** Cooper Elementary will enlist the support of a Behavior Paraprofessional to support students with daily check-ins, Tier 2 Wayfinder Lessons, and support to build student physical and psychological safety.

**Staff Responsible:** Behavior Paraprofessional, Counselor, Administration

**Collaborating Departments:** School and Campus Support

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

**Strategic Objective 3 Problem Statements:**

Student and Staff Well-Being
<b>Problem Statement 1:</b> Students reported two areas of growth on the Capturing Kids Hearts End of Year Survey which relate to student well-being. Students rated "Students at this campus treat each other respectfully" and "Students at this campus get along well" below the the baseline of the CKH National Average. <b>Root Cause:</b> Students lack the social skills to consistently interact with each other in a positive manner. Students continue to report conflict with peers and in reviewing discipline data for the 2023-2024 school year, we continue to support students as they learn to behave and engage with peers and adults respectfully.

### **Strategic Priority Area 3: Staff Recruitment and Retention**

**Picture of Success:** 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.

#### **Strategic Objective 1: GISD provides competitive compensation and benefits to employees.**

**Change Decision:** Maintain



Strategic Priority Area 3: Staff Recruitment and Retention

**Strategic Objective 2:** Georgetown ISD actively recruits, attracts, and retains employees who embrace the vision, mission, beliefs, and norms of the organization.

**Change Decision:** Maintain

**Desired State:** Cooper Elementary will be recruit, attract, and retain educators who support the vision and work of the campus to ensure all students are growing in their academic progress.

Evidence of Progress Toward Objective 1 Details		Reviews			
<b>Evidence of Progress Toward Objective 1:</b> Cooper will recruit and retain educators who support the vision and work of the campus.  <b>Evidence of Desired State:</b> All teaching and paraprofessional positions will be filled throughout the year with certified educators.  <b>Problem Statements:</b> Staff Recruitment and Retention 1		Formative			Summative
		Oct	Jan	Apr	July
		On Track	Adjustments Taking Place		
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>					

**Strategy 1:** Cooper Elementary will participate in district and community job fairs as allowable to recruit qualified staff members.

**Staff Responsible:** Administration and Human Resources

**Collaborating Departments:** Human Resources

**TEA Priorities:**

Recruit, support, retain teachers and principals, Improve low-performing schools

**Strategy 2:** Cooper Elementary will engage in social and professional development activities which support educators and help them feel connected with the Cooper community to access professional support and resources.

**Staff Responsible:** Sunshine Committee, Administration, Counselor

**Collaborating Departments:** Human Resources, Teaching and Learning

**TEA Priorities:**

Recruit, support, retain teachers and principals, Improve low-performing schools

Strategic Objective 2 Problem Statements:

Staff Recruitment and Retention
<b>Problem Statement 1:</b> Teachers report difficulty supporting student behavior needs which impacts teacher well-being and psychological health. <b>Root Cause:</b> Teachers do not have the training or skill to work with students at a campus where the percentage of economically disadvantaged students is high and many students lack the consistency of positive feedback about behavior and social skills.

Strategic Priority Area 3: Staff Recruitment and Retention

Strategic Objective 3: In GISD, professional learning communities thrive across the organization.

**Change Decision:** Minor Change

**Desired State:** All grade level and department professional learning communities focus on building a community of professionals who reflect on data to identify focus work and engage in decision-making and consensus building to collaboratively support the campus work of supporting all learners.

Evidence of Progress Toward Objective 1 Details	Reviews			
<b>Evidence of Progress Toward Objective 1:</b> Cooper Teachers and Staff will engage in professional learning community meetings to support continued growth and professional development.  <b>Evidence of Desired State:</b> Teachers and Staff will engage in the PLC process and focus on the success of all students through the work of PLC.  <b>Problem Statements:</b> Student Learning, Growth and Progress 1	Formative			Summative
	Oct	Jan	Apr	July
	On Track	Adjustments Taking Place		
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

Strategy 1: All Cooper staff will receive training in PLC and the implementation of the PLC process.

**Staff Responsible:** Administration, Learning Design Coaches, Guiding Coalition & Design Team

**Collaborating Departments:** Teaching and Learning

**TEA Priorities:**  
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Strategy 2: Time in the master schedule will be identified and designated for professional learning community meetings at each grade level, with support from Special Education and Intervention; and department. Time will also be designated for Adult Learning for each grade level to support continuous professional learning.

**Staff Responsible:** Administration; Teachers and Staff

**Collaborating Departments:** Teaching and Learning, Special Education

**TEA Priorities:**  
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**Strategy 3:** Campus PLCs/Action Teams for Attendance, Behavior/SEL, and Academics meet routinely throughout the year to problem-solve and identify needs to support student learners and campus professionals.

- Staff Responsible:** Administration, Learning Design Coaches, Teacher Liaisons, Counselor
- Collaborating Departments:** Teaching and Learning, Counseling
- TEA Priorities:**
  - Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**Strategic Objective 3 Problem Statements:**

Student Learning, Growth and Progress
<b>Problem Statement 1:</b> Cooper Elementary has been designated a priority school due to student performance on the 2024 state assessment. This is the second year the school has not met minimum performance criteria on state and federal accountability measures. <b>Root Cause:</b> Cooper Elementary has experienced 50-60% teacher turn-over over the last four years which has exacerbated the challenges of ensuring a campus with 71.8% economically disadvantaged student population have basic mathematics, reading skills, and critical thinking skills to demonstrate grade-level proficiency on formative and summative assessments.

#### Strategic Priority Area 4: Community and Connectivity

**Picture of Success:** 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.

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

**Change Decision:** Maintain

**Desired State:** Cooper will provide parents with communication in various modalities to ensure parents know what is occurring at school and have the information they need to work in collaboration with the campus.

Evidence of Progress Toward Objective 1 Details		Reviews			
<b>Evidence of Progress Toward Objective 1:</b> Cooper Elementary will communicate progress toward academic goals, individual progress, and development of GISD Learner Profile Attributes to parents and stakeholders regularly.  <b>Evidence of Desired State:</b> Parents will self report on GISD Learner Profile Survey that they feel engaged and informed of their child's progress throughout the year. Communication will foster stronger relationships and trust with parents and the campus.		Formative			Summative
		Oct	Jan	Apr	July
		On Track	On Track		
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>					

**Strategy 1:** ParentSquare will be utilized across the campus to reach out to and communicate with parents.

**Staff Responsible:** Classroom Teachers, Special Education Staff, Interventionists, Specials Teachers, Counselor, Administration

**Collaborating Departments:** Communications, Teaching and Learning

**Balanced Scorecard Strategic Action:**

Yes

**TEA Priorities:**

Improve low-performing schools

**Strategy 2:** Teachers and staff will communicate information about student progress and well-being with families through the use of Skyward, Thursday Folders, Fall Parent Conferences, and phone calls home, in addition to leveraging ParentSquare.

**Staff Responsible:** Classroom Teachers, Special Education Staff, Interventionists, Specials Teachers, Counselor, Administration

**Collaborating Departments:** Teaching and Learning, Communication Department.

**TEA Priorities:**

Improve low-performing schools

Strategic Priority Area 4: Community and Connectivity

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

**Change Decision:** Maintain

**Desired State:** Cooper Elementary will seek to establish relationships with parents, community organizations, and schools to support student growth and agency.

Evidence of Progress Toward Objective 1 Details	Reviews			
<b>Evidence of Progress Toward Objective 1:</b> Parents and stakeholders will actively participate in events which support students at Cooper Elementary.  <b>Evidence of Desired State:</b> Cooper Elementary will participate in district and community events which showcase student skills and talent while also supporting larger GISD initiatives.  <b>Problem Statements:</b> Community and Connectivity 1	Formative			Summative
	Oct	Jan	Apr	July
	On Track	On Track		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Strategy 1:** Cooper Elementary will work collaboratively with Cooper PTA to engage parents and stakeholders in supporting events and activities which support and enhance the educational experience of students.

**Staff Responsible:** Teachers and Staff, Administration

**Collaborating Departments:** Communication Department

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

**Strategy 2:** Cooper Elementary will create a plan for communicating events (Title I Nights, Veterans' Day Program, Open House, etc.) and volunteer opportunities which support the educational experience at Cooper through community involvement, including partnering with The Locker, Academy 4, GHS PALS, Education Connection, and other community agencies.

**Staff Responsible:** Counselor, Office Staff, and Administration

**Collaborating Departments:** Communications

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

Strategic Objective 2 Problem Statements:

Community and Connectivity
<b>Problem Statement 1:</b> Cooper Elementary does not have an organic group of parent volunteers who can support activities and mentor students during the academic day. <b>Root Cause:</b> Parents and guardians of students at Cooper Elementary work full-time and often work multiple jobs to make ends meet. They do not have the time or are not employed by employers who allow them the flexilbiity to take time off to volunteer at Cooper or step away from their jobs. Supporting students by the community means Cooper staff must search out ways to engage the community to serve at Cooper.



Strategic Priority Area 4: Community and Connectivity

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

- Change Decision: Maintain
- Desired State: All parents and community members feel welcomed and invited to be part of the Cooper community.

Evidence of Progress Toward Objective 1 Details	Reviews			
<b>Evidence of Progress Toward Objective 1:</b> Parents and stakeholders will feel welcome and part of the Cooper Elementary Community  <b>Evidence of Desired State:</b> Parents and stakeholders will be welcomed and have positive interactions with all Cooper Elementary teachers and staff members.  <b>Problem Statements:</b> Community and Connectivity 1	Formative			Summative
	Oct	Jan	Apr	July
	On Track	On Track		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Strategy 1: Front Office will use Capturing Kids Hearts EXCEL Model for engaging with visitors and supporting their needs.

- Staff Responsible: Front Office Staff, Administration
- Collaborating Departments: Communications Office
- TEA Priorities:  
Improve low-performing schools

Strategy 2: Information about Cooper Elementary processes and events (Book Fair, Field Day, Thanksgiving Feast, Cooper Cook-Out, Winter Wonderland,, etc.) are communicated through multiple avenues including weekly/monthly classroom newsletters, ParentSquare, Digital Displays, and Facebook.

- Staff Responsible: Front Office Staff and Administration
- Collaborating Departments: Communications Office
- TEA Priorities:  
Improve low-performing schools

Strategy 3: New families are welcomed upon enrolling and provided a "Welcome Packet" which provides parents and guardians important information about

Cooper Elementary including contact information, arrival and dismissal procedures, lunch procedures, etc.

**Staff Responsible:** Front Office Staff and Administration

**Collaborating Departments:** Communications Department

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

**Strategic Objective 3 Problem Statements:**

Community and Connectivity
<b>Problem Statement 1:</b> Cooper Elementary does not have an organic group of parent volunteers who can support activities and mentor students during the academic day. <b>Root Cause:</b> Parents and guardians of students at Cooper Elementary work full-time and often work multiple jobs to make ends meet. They do not have the time or are not employed by employers who allow them the flexilbiity to take time off to volunteer at Cooper or step away from their jobs. Supporting students by the community means Cooper staff must search out ways to engage the community to serve at Cooper.