

Georgetown Independent School District

Purl 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

For the 2024-2024 academic school year, we have 695 students enrolled. Our school colors are yellow and black. We are proud to be the home of the Pumas. Our school serves grades pre-kindergarten through fifth grade. We offer Dyslexia, Special Education, Dual Language, Early Childhood Special programs, and Speech. Our community is unique in serving Non-Title 1 and Title 1 students. Our strengths include working with our parents and community, who support our school-wide events. As a school, we must continue to work on math and reading. Our goal is to show growth in math for grades 4th and 5th. Please see the tables below.

For demographics: We have the following: Hispanic/Latino- 70%, White-18%, Black African American-5%, Asian- 2%, and American Indian- 1%. This year, 70% of students are economically disadvantaged. In Special Education, we have 211 students who receive special education services.

School Population	Count
Student Total	695
Early Education Grade	12
Pre-Kindergarten Grade	44
Kindergarten Grade	90
1st Grade	111
2nd Grade	101
3rd Grade	114
4th Grade	118
5th Grade	105

Purl Elementary students received the following scores for the 2023-2024 academic school year: Domain 1- 50, Domain 2- 56, and Domain 3-65. For Domain 2, students in grades 4th and 5th grade made 62% growth in Reading and 37% growth in math.

For Domain 3- under the component of academic achievement, students met the accountability goal under Reading for the following groups: All students, Hispanic, High Focus group. We did not meet any "groups" for Math.

For Domain 3- under the growth component, we met accountability under Reading for the following groups: All students, Hispanic, and High Focus Groups. We did not meet any "groups" for Math.

Domain 1: Student Achievement

- Domain 1: Student Achievement - calculates the average of the % at approaches, meets, and masters for all tests.

Domain 1: Student Achievement					
2018	2019	2021	2022	2022 W-IF	2023
54	55	49	52	52	50

Annie Purl ES Assessments

Map/mClass BOY	Map/mClass MOY
55	55

2024 Prelim. 50

Domain 2A: Academic Growth

- Domain 2A: Academic Growth calculates the number of students, in Reading and Math only, who were able to meet their STAAR Progress Measure target.

Domain 2A: Academic Growth					
2018	2019	2021	2022	2022 W-IF	2023
65	74	NA*	74	58	55

Annie Purl ES Assessments

Map/mClass BOY	Map/mClass MOY
60	60

2024 Prelim. 56

Overall Table

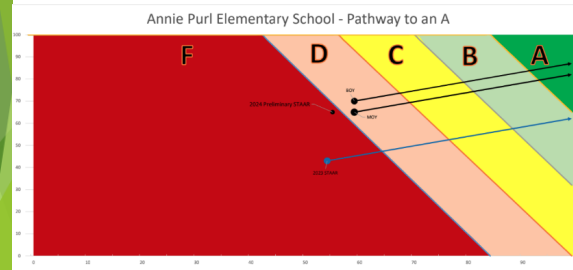
Campus Name:		ANNIE PURLEL						
Academic Growth Points					Academic Growth Calculations			
	0 Point Count	1/2 Point Count	1 Point Count	Bonus Count	Count	Points	Rate	
Both Subjects	139	41	118	27	298	145.25	49%	
Reading	52	16	76	19	144	88.75	62%	
Math	87	25	42	8	154	56.5	37%	

What do you notice or wonder about your subject's STAAR Growth?

Reading and Math Tables

2023-24										
2024 STAAR										
Prior Year STAAR	LoDNM	HIDNM	LoApp	HiApp	Meets	Masters	Count	Points		
Reading	LoDNM	21	8	8	3	0	0	40	21.75	
	HIDNM	11	11	3	3	1	3	30	15.5	
	LoApp	2	6	3	1	0	0	12	2.5	
	HiApp	1	0	5	2	12	2	22	15	
	Meets	0	0	1	2	16	8	27	24	
	Masters	0	0	0	0	8	10	13	10	
Math	LoDNM	29	13	3	0	1	0	46	18	
	HIDNM	20	14	4	0	0	0	38	12	
	LoApp	4	7	6	2	1	0	20	6	
	HiApp	2	3	5	5	0	0	15	2.5	
	Meets	0	0	5	11	9	1	26	10	
	Masters	0	0	0	0	1	8	9	8	

What do you notice or wonder about your subject's STAAR Growth?



Problem Statements Identifying Student Learning, Growth and Progress Needs

Problem Statement 1: In math, Purl showed 37% growth in grades 4 and 5.

Root Cause: The math activities in classrooms are not aligned to STAAR standards and are not evident in classrooms.

Student and Staff Well-Being

Student and Staff Well-Being Summary

According to our staff campus survey of 2023-2024, we received positive results. 76% of staff reported being satisfied with their work. Staff also believe their supervisors value their work. Most staff stated they have adequate classroom tools and find their work satisfying. As a district and campus, we are implementing the Capturing Kids' Heart program.

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.

Problem Statements Identifying Student and Staff Well-Being Needs

Problem Statement 1: We continue to have high discipline referrals with the same students.

Root Cause: We need to develop positive relationships with all students. Our teachers must also follow the Tier matrix and not make administration calls for Tier 1 behavior incidents.

Staff Recruitment and Retention

Staff Recruitment and Retention Summary

Annie Purl Elementary has teachers who have served the community for over 15 years. These veteran teachers serve as role models and mentors to new teachers. We will maintain a positive climate and culture by implementing the Capturing Kids Hearts social-emotional framework. This tool provides a safe learning environment for all professionals at any stage. As a campus, we take end-of-year surveys to monitor our work and explore how to continue to lead forward and become role models for students and adults.

In the 2023-2024 end-of-year survey, staff reported feeling 76% satisfied with their work. They also believe that their supervisor values their work 94%. Also, 97% of staff stated that they received adequate classroom tools. Finally, 98% of staff find their job interesting.

Problem Statements Identifying Staff Recruitment and Retention Needs

Problem Statement 1: We have new teachers this year because we had some teacher turnover and some retirements last year.

Root Cause: New teachers need continued training and support through various models, such as the Mentor and Mentee Induction Program. They also need opportunities to observe their mentors or expert teachers and receive feedback to improve their skills.

Problem Statement 2: We continue to have high discipline referrals with the same students.

Root Cause: We need to develop positive relationships with all students. Our teachers must also follow the Tier matrix and not make administration calls for Tier 1 behavior incidents.

Community and Connectivity

Community and Connectivity Summary

Our School-wide Title I program consists of parent and family engagement activities, volunteer opportunities throughout the year, and ongoing targeted professional development for staff. Annie Purl has an active PTA and parent volunteer base. We partner with the PTA on various campus initiatives and projects, such as Back to School celebrations, Teacher Appreciation, teacher wish lists, and Career Day. Our school is open for parents to eat lunch with their students daily. We have several partnerships that work with our students and staff, such as the Georgetown Rotary Club, which established a Peace garden where students can enjoy reading a book or enjoy the garden. The Southwestern University works closely with Annie Purl in placing student interns to observe expert teachers.

Problem Statements Identifying Community and Connectivity Needs

Problem Statement 1: Our student attendance continues to trend in the 95% range.

Root Cause: Some parents do not understand the importance of their children attending school daily.

Priority Problem Statements

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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional 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: We want instructional methods to be research based (e.g. UPSE/ Problem Solving Strategies) and utilizing high quality instructional materials that align to the state standards. Standards align to common formative and summative assessments. The data from the formative and summative assessments will be used to group students for intervention.

Rigorous Math instruction needs to occur daily in classrooms and teachers need to have a solid understanding of student mastery for each subject area.

Evidence of Progress Toward Objective 1 Details		Reviews			
Evidence of Progress Toward Objective 1: Teachers will understand how to use the GISD curriculum guides such as Math Stem Scopes. Evidence of Desired State: When walking into classrooms, student work is rigorous and aligned with the scope and sequence of GISD. At Annie Purl Elementary, all teachers will participate in a professional learning community (PLC) to engage in a collaborative discussion that will lead to answering the 4 critical questions. We will personalize student intervention and discuss in PLCs. During PLC, teachers and LDC will collaboratively work in designing common assessments. By the end of the school year 2025, Annie Purl should reach between 60% to 70% math growth.		Formative			Summative
		Oct	Jan	Apr	July
		On Track	On Track		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Strategy 1: During PLC, teachers will use math stem scopes to plan student activities.

Staff Responsible: Principal, Assistant Principal, and Learning Design Coach

Collaborating Departments: District Staff (Teaching and Learning)

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- Targeted Support Strategy - Additional Targeted Support Strategy

Strategy 2: Teachers will participate in PLCs and use GISD curriculum guides to plan for instruction.

Staff Responsible: Principal, Assistant Principal, and Learning Design Coach

Collaborating Departments: District Staff (Teaching and Learning)

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- Targeted Support Strategy - Additional Targeted Support Strategy

Strategy 3: Students will participate in grade-level field trips to provide hands-on experience.

Staff Responsible: Principal, Teachers

Strategy 4: The teachers and LDC will select students for tutoring so that they have personalized intensive instruction for after-school tutoring.

Staff Responsible: Teachers, LDC, Principal

Collaborating Departments: Math Dept.

Strategy 5: The students will increase their writing performance using RACES. They will use daily journals.

Staff Responsible: Principal, Teachers, LDC

Collaborating Departments: LDC/ PLC

Action Steps: Teachers will implement and monitor students' progress through feedback and conferencing with students.

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

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.

HB3 Strategic Priority Area

Change Decision: Maintain

Desired State: At Annie Purl Elementary, staff will treat each other with respect, and students will treat staff with respect. Students will treat each other with respect.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: At the beginning of the year, the staff and students created social contracts. We will continue to review classroom and common area expectations. Evidence of Desired State: When we take the CKH survey, staff will agree that staff and students are respectful towards each other.	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: Continue to use social contracts, greet at the door, temperature check, and use the monthly resources by Capturing Kids's Heart.

Staff Responsible: Teachers, Staff, Principal, and Assistant Principal

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

Desired State: We will continue using hands-on Science and Math lessons to promote stem lessons.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: We have new teachers, and we will continue to support and train them. Evidence of Desired State: When walking in classrooms, students are engaging in STEM activities.	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: We will invite students in grades 4th and 5th to participate in leadership programs (e.g., Safety Patrol and Student Council)

Staff Responsible: Principal/ Assistant Principal

Collaborating Departments: Teaching and Learning

TEA Priorities:
Recruit, support, retain teachers and principals

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: We will use various platforms to communicate with families.

Evidence of Progress Toward Objective 1 Details		Reviews			
Evidence of Progress Toward Objective 1: We are using Parent Square, Thursday, and Red folders to communicate with our families. Evidence of Desired State: We want our families to participate fully during campus events. We will have a sign-in sheet to show evidence of parent participation.		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: Teachers will send the Red Folders on a weekly basis to communicate with families.

Staff Responsible: Principal/ Teachers/Staff





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

Desired State: The campus will recognize positive and respectful behaviors by using resources from CKH, and its culture will be reflective of surveys.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: Whatever the current state. Evidence of Desired State: All staff members have attended the CKH training and have implemented the social contract.	Formative			Summative
	Oct	Jan	Apr	July
	On Track	On Track		
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Strategy 1: Teachers will review and use social contracts in classrooms.

Staff Responsible: Teacher/ Principal/ Assistant Principal

TEA Priorities:

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

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: All staff will find meaning and value in their work by participating in PLCs.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: All Staff will understand how to engage in a PLC to find meaning and value in their work. Evidence of Desired State: When walking into classrooms, students will have student work that reflects from a PLC discussion. Staff feel supported and have the resources to implement and deliver rigorous lessons.	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>				

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: Maintain
- Desired State: All students feel safe to report to a trusted adult using the See Something and Say Something protocol.

Evidence of Progress Toward Objective 1 Details		Reviews			
Evidence of Progress Toward Objective 1: All students will receive a lesson on how to make reports to a trusted adult or make online reports. Evidence of Desired State: All staff and students feel safe in their environment. They understand how to keep the campus safe by making reports.		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>					

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

Desired State: We will continue to hire highly qualified teachers and offer competitive compensation to all employees.

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: We will continue to hire highly qualified teachers that align with our core beliefs.

Evidence of Progress Toward Objective 1 Details		Reviews			
Evidence of Progress Toward Objective 1: We will retain new staff by ensuring they have the required training and tools. Evidence of Desired State: We will retain highly qualified staff that align with core values and demonstrate growth in various data points.		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>					

Strategic Priority Area 3: Staff Recruitment and Retention

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

Change Decision: Maintain

Desired State: Teachers will participate in learning communities to enhance learning among all learners.

Evidence of Progress Toward Objective 1 Details		Reviews			
Evidence of Progress Toward Objective 1: We have a Guiding Coalition and Teacher Leaders who lead teams to enhance the professional learning community. Evidence of Desired State: Our learning communities will consist of attending and guiding staff.		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>					

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: Our school will be transparent with school information.

Evidence of Progress Toward Objective 1 Details		Reviews			
Evidence of Progress Toward Objective 1: We continue to use Parent Square and weekly folders to share information with the community. Evidence of Desired State: We will send weekly communication to parents and stakeholders.		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>					

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: Annie Purl and all staff members will establish effective relationships with all stakeholders to support students.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: Annie Purl will hold 4 parent community events throughout the year to develop parental outreach and support students. Evidence of Desired State: We will have high parental involvement in our 4 community events.	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>				

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: Annie Purl's parents feel welcomed and invited to volunteer and visit our school.