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| **Priority I**  **Needs Assessment** | **Objective/Intended**  **Outcomes/ action** | **Pre/Post-Assessments** | **TeXes Competencies**  **Addressed** | **Results of Assessments/ Impact of Action** |
| There is a need to improve the Special Education student’s outcome in general education classrooms on STAAR. | The plan :   1. Attending BOY Professional development courses for Special Education 2. SEL-Daily (social / emotional learning) 3. Follow daily schedules /documentation on student logs 4. Sunshine Committee to improve school climate 5. ADSY-PLC- Improve teaching and learning every Wednesday 6. Attendance-Monitoring-phone calls 7. Leadership-providing a culture of care 8. Relationships-classroom management | **Pre Assessments: BOY**   * School Climate survey I * Sped survey   **Post Assessment:**   * School Survey II   Wellness Survey | **Competency 001:** The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders.  **Competency 008:** The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.  **Competency 011:** The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services. | \*BOY data shows decrease in academic performance from previous year.  \*end of Module assessment shows minimal improvement  \* attendance improvement  \*SST (RTI) goal improve  **Pre-Survey :**  Teachers :  75% stressed  20%- low students  **Post Survey**  **MOY data assessment in Jan.**  Results Pending |

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| **Needs Assessment** | **Objective/Intended**  **Outcomes/ action** | **Pre/Post-Assessments** | **TeXes Competencies**  **Addressed** | **Results of Assessments/ Impact of Action** |
| There is a need to increase students’ scores on End of Module assessments, District common assessment which will help improve STAAR test | Plan  1.The Special Education students will show growth in the general education class by:   1. progress Monitor students every 3 weeks for Renaissance 2. Progress monitor every 3week for M-class   Assessments   1. Small group daily documentation 2. District Common Assessment | Pre Assessments: BOY  •Renaissance  360 Beginning of the Year Assessment Data Report.  •M-class data report.   * End of Module assessment * Districts Common Assessment   **Post Test Assessments**  •Renaissance 360 Middle of the Year /Assessment data report  •M-class data report | Competency 003: The beginning principal knows how to collaboratively develop and implement high-quality instruction  Competency 004: The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.  **Competency 005**: The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally. | Results of Renaissance 360 shows base line of students at BOY awaiting the MOY to determine growth  Campus and Districts assessment showing improvement each week  Small group documentation noted daily with work samples provided |