**2019 – 2020 Elementary Leadership Goals**

**Goal 1:** Percent of students in 3rd grade performing at Meets Grade Level as measured by the STAAR standard in Reading will increase from 44% to 60% by spring 2020.

**Goal 2:** Percent of students in 4th grade performing at Meets Grade Level as measured by the STAAR standard in Writing will increase from 32% to 45% by spring 2020.

**Goal 3:** Principal Supervisor coaching will result in 100% T-PESS goal attainment by Principals for Professional Practice and Student Growth Goals by summer 2020.

# Campus Data and S.W.O.T. Analysis

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Location # Campus Name**  | **Econ Disadv %**  | **Mobility Rate**  | 3rd Reading STAAR % Meets  | 4th Writing STAAR % Meets  | **Strengths**  | **Weaknesses**  | **Opportunity**  | **Threats**  |
| **2017**  | **2018**  | **2019**  | **2017**  | **2018**  | **2019**  |
|   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |

**2019 – 2020 Principal Supervisor Focus Standards**1

**Standard 2:** Principal Supervisors coach and support individual principals and engage in effective professional learning strategies to help principals grow as instructional leaders.

**Standard 3:** Principal Supervisors use evidence of principals’ effectiveness to determine necessary improvements in principals’ practice to foster a positive educational environment that supports the diverse cultural and learning needs of students.

1 Council of Chief State School Officers. (2015). *Model Principal Supervisor Professional Standards 2015*. Washington, DC:CCSSO.

# Action Plan

|  |  |  |  |
| --- | --- | --- | --- |
| **Location # Campus Name**  | **2019 Prof.** **Practice Goal**  | **2019 Student Growth Goal**  | **Principal Supervisor Actions**  |
|   |   |   |   |
|   |   |   |   |
|   |   |   |   |
|   |   |   |   |
|   |   |   |   |
|   |   |   |   |
|   |   |   |   |
|   |   |   |   |
|   |   |   |   |
|   |   |   |   |
|   |   |   |   |
|   |   |   |   |
|   |   |   |   |

# Indicators of Success (Progress Monitoring)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Location # Campus Name**  |  | **3rd Grade Reading**  |  | **4th Grade Writing**  | **Prof. Practice**  | **Student Growth**  | **Comments/Feedback/Evidence**  |
| 2nd 6 Weeks  | January  | March  | Spring 2020  | November  | February  | Spring 2020 | MOY  | EOY  | MOY  | EOY  |
| Achieve CCR % Meets  | Benchmark % Meets  | Benchmark % Meets  | STAAR % Meets  | Benchmark % Meets  | Benchmark % Meets  | STAAR % Meets  | Progress  | Attainment  | Progress  | Attainment  |
|   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |