

# Chicago Public Schools

## Leadership Development Plan (LDP)

### Instructions

Illinois' Performance Evaluation Reform Act requires all principals to establish a Development Plan that includes principal practice and student growth goals for the upcoming school year, based on the prior year's evaluation results. New principals should base their LDP on their professional practice as well as their school's needs. Principals are to complete this form and have their chief review and approve the form by October 31, 2016.

#### Principals Complete this Form:

1. Enter name, chief's name, school, and network.
2. Your chief has the discretion to include 1-2 additional standards to your evaluation plan to meet your individual needs. Identify any additional standards that the chief will consider when evaluating your practice.
3. For the Principal Practice Goal Setting Section, you may select a minimum of 2 goals and a maximum of 4 goals, with at least 1 Area of Strength and 1 Area of Growth. Complete the Principal Practice Goal Setting section by reviewing Areas of Strength and Areas of Growth as indicated by your chief or deputy. Select the related competency from the drop down list, enter your rating from the Principal Evaluation Summary Report, and determine your goals for the 2016-2017 school year.
4. To complete the Student Growth Goal Setting section, include goals from your CIWP as appropriate and other goals set by the school and/or network.
5. After steps 2-3 are complete, schedule a time with your chief to review and approve your goals. Make appropriate revisions to the form based on chief's feedback.
6. After completing the LDP in the Reflect and Learn System, you and your chief should electronically sign and date the form in RLS. Your signature on the LDP verifies that the Principal Evaluation Summary Report was shared, the chief held a conference to review your report, and your chief approves the professional development plan.

<b>Principal's Name:</b>	<i>Patrick Mac Mahon</i>	<b>Chief's Name</b>	<i>Chief Bogdana Chkoumbona</i>
<b>School:</b>	<i>Barnard Elementary</i>	<b>Network:</b>	<i>10</i>

#### Additional Standards for Evaluation (Optional)

**Standard:** \_\_\_\_\_

**Standard:** \_\_\_\_\_



Principal Practice Goal Setting					
Select an Area of Strength or Growth	Please select Competency	Select your SY 15/16 Rating	Professional Growth Goals	Feedback / Comments	Check-in Frequency
Please select an Area of Strength or Growth	<b>A: Champions Teacher and Staff Excellence through a Focus on Continuous Improvement</b>	Distinguished	<i>Strength- We have developed and refined a strong Continuous Improvement Work Plan that incorporates feedback from various sources including the Uof Chicago 5 Essentials, Parent Surveys, Parent and Teacher members of the ILT, student performance on normed assessments along with student surveys. The ILT meets weekly to review, revise, update and monitor the CIWP. The CIWP provided the basis for our year long PD plan. The PD plan has weekly PD events because of our FLEX PD Day configuration and our weekly Vertical Team, ILT and MTSS Committee meetings. We are well-organized to track and monitor progress and compare data points. We have representative from across grade levels along with DL instructors. Most of the focus areas that were built in the new CIWP were related to instilling rigor in our curriculum for all students, building an environment that allows for challenge and the building of students' learning potential. Last year's PARCC, NWEA results are being compared with BOY NWEA results to look for strengths, challenges, possible staff needs and staff experts</i>	We did continue our strong pattern of having our ILT meet weekly. We did add the element of sharing ILT ideas, decisions, questions at the weekly 1/2 hour FLEX PD session with the full staff. We still use the 5 Essential Surveys, Parent Surveys, a variety of members of our staff to update the CIWP. We have representatives across grade levels, including aides as well as parents. Data does cause us to adjust our strategies, our focus areas and our action steps. So, for example, with recent SQRP information, student trust and social/emotional learning for staff has become a priority.	Would like to check in quarterly with work of ILT, assessments including the MOY "Survey" in NWEA and Gradebook averages.
Please select an Area of Strength or Growth	<b>B: Creates Powerful Professional Learning Systems that Guarantee Learning for Students</b>	Proficient	<i>Growth- Must provide, facilitate Professional Development opportunities that have been individualized based on data review and conversations with staff. Mathematics performance for our students has been generally weak in comparison to Reading and we need to address the solidification of scope and sequence school-wide in Math. We want to review several data points that range from NWEA testing to MClass Math to class generated assessments that address CCSS (Moby Max Software) as well as teacher observation and feedback. In addition to the data reviews to determine gaps in student learning and the curriculum, our teachers will be able to observe best practices within our school and outside of it (peer observation bucket prepared). The ILT has incorporated a goal (Algebra Readiness) that requires the alignment of a rigorous mathematical curriculum across grades. In order for students to be well-prepared for Algebraic studies, the lower grades must become proficient in instruction around number sense, problem-solving, basic foundational math skills as well.</i>	Through our University of Chicago Five Essentials report we found that our Professional Development activities were rated as "Very Strong" by our staff. Additionally our Instructional Leadership was also very strong. We have been creating powerful learning systems to guarantee learning for students. In addition to more regular data review and adopting the Hess Matrices, our teachers have been able to observe best practices within and without the school. We have been updating and reviewing Scope and Sequence particularly for Math and we have taken advantage of PD opportunities through Network 10, the IB Programme and other organizations.	ILT meets weekly. Math focus in the CIWP will be reviewed at least every other week.  Share results based on data, observations with Chief quarterly.

<p>Please select an Area of Strength or Growth</p>	<p><b><i>C: Builds a Culture Focused on College and Career Readiness</i></b></p>	<p>Distinguished</p>	<p><i>Growth- Culture of High Expectations for ALL students. Based on most recent data from SQRP report, we must address Diverse Learner needs and students who are high achievers. There is room to practice the constructs of Social Emotional Learning to a level where all students feel comfortable and challenged (with rigorous CCSS aligned curriculum) and can become independent, trusting learners. We are building up our MTSS team which meets weekly and have incorporated this type of Professional Learning in our year long Professional Development Plan. This plan is monitored, adjusted by the ILT. Students, parents, students will continue to be surveyed. We will seek opportunities for our parents to become more familiar with selective high school expectations (PAC, presentations planned high school visits, high school fair). We are also planning on learning more about Restorative Justice, Peace Circles through our counselor's presentations as well as Network 10 experts presentations(Ms. Roan).</i></p>	<p>We added activities for our students at lower grade levels to focus on their academic goals and careers. We have made some progress in addressing DL needs. We still need to make more progress in addressing our high achievers. We will be focusing further on targeted, differentiated instruction. We have purchased materials, software that allow for closer alignment to CCSS expectations. Goals include regularly monitoring student progress and incorporating Guided Math and Reading consistently. We must still grow further with Restorative Justice training and utilization.</p>	<p>As part of the Network 10 MTSS Reading PLC, we'd like to conduct Learning Walks to report out on how we are faring. Parent group minutes, evidence of Social Emotional Training.</p>
<p>Please select an Area of Strength or Growth</p>	<p><b><i>D: Empowers and Motivates Families and the Community to Become Engaged</i></b></p>	<p>Distinguished</p>	<p>Strength-We must maintain and broaden parent involvement and engagement at all levels in our school. The partnership that has been created with parents through groups like the PAC, the Parent Power Group, the 8th Grade Parent Committee, the LSC and personal teacher/administrator interactions with parents and guardians needs to continue. Our parents have become very focused on supporting each other in being excellent partners in the education of their children. We have been utilizing a Community School Grant to increase parent, neighbor, community involvement in our school and to build a school that is viewed as a center of the community. As a result, our school does come up as "Well Established" in the most recent U of C Five Essentials Report.</p>	<p>Our parent involvement/engagement component was one that increased in 5 Essentials Survey. Parent Influence in Decision Making increased to 90% in that survey. Our PAC meetings have been well-attended. One presentation had more than 200 participants. We are now getting more feedback about Community Schools offerings and more volunteers ready to take part in</p>	<p>Would like to review this quarterly to determine how often input, feedback from parents and other partners is utilized.</p>

<b>Student Growth and Other Results Measures Goal Setting</b>	
<b>Student Growth Goals</b>	<b>Feedback / Comments</b>
<p><i>The Math School-Wide Growth Measure on NWEA will improve from 65% of schools nationally to better than 72% of schools nationally in Math Growth on NWEA MAP</i></p>	<p>Because our Math Performance on EOY NWEA was significantly below our Reading Performance School-Wide, our ILT and administration determined in 2016-17 we wanted to strengthen Math performance. Teachers were coached independently in Math Best Practices. A few of our Math Instructors participated in Math Trainings through Network 10. We also worked in grades K through 5 to learn more about the utilization of the Pearson Math Series Envision. Envision is aligned with CCSS, had digital components and many opportunities for individualization of instruction, targeted instruction. Additionally, we did invest in software resources like Scoot Pad and IXL and provided training for our staff. Math curriculum and resources are more targeted, individualized. Summer packets were derived from Scoot Pad.</p>
<p><i>Diverse Learner Math Growth Measure on NWEA will improve from 9% to better than 60% of schools nationally. (Barnard had only 9% last year, but had 95% growth the year prior). Teaching staff has not changed, and we are providing more resources to challenge our DL students as well as give them more confidence when approaching assessments.</i></p>	<p>We had seen a significant drop in Math growth performance for our DL students from 2014-2105 to 2015-2016. We ended up making sure our DL teachers were part of in house training related to Best Practices in Math. This included Coaching as well as demonstrations, discussions in Vertical Teams. We also did introduce co-teaching in Math Classrooms in upper grade classrooms. The DL teachers have also received training around Scoot Pad, IXL so that these tools can be utilized well with their students. We had a DL teacher who was sick for the majority of the year. DL students were added to other DL teachers caseloads to preserve the quality of instruction.</p>
<p><i>Reading Growth Percentage for all groups on the NWEA will improve from 73% to better than 83% of schools nationally in Reading Growth on NWEA MAP. The new series, called Reading Street, was chosen on the basis of teacher input. Will be fully implemented next year as part of the curriculum.</i></p>	<p>The Reading Growth Percentage had been our highest area of performance in 2015-2016, and we planned on building on that success. We continued with the practice of Gradual Release, but also became more consistent with differentiation and MTSS Tier III</p>

	<p>interventions. We used Community Schools Funds for additional tutoring in a targeted manner. The teachers contributed to selecting a Reading series as a resource- Reading Street by Pearson, CCSS aligned and a blended platform (digital included). Curriculum is supplemented with leveled readers, targeted software like Raz Kids and Scoot Pad. Need to take more action on fully developing classroom libraries.</p>
<p><i>Math Attainment for 2nd Grade will grow from better than 11% of schools nationally to better than 50% of schools nationally. Somewhat large leap, but in 2014 the Math Attainment for 2nd Grade was 71%. Different instructor who will be involved in coaching current instructor. Different students, but goal is reachable.</i></p>	<p>Math Coach was provided to the 2nd Grade Teacher and to the Kindergarten Teacher. The 2nd Grade Teacher participated in Network 10 Training. A teacher assistant was purchased to work with the teacher and a classroom that was overly large. The teacher utilized IXL, the Envision digital resources, the White Board. The class was a split classroom that incorporated advanced 1st graders. Did monitor the 2nd Grade instructor more frequently and provided feedback. Which she did utilize.</p>