



**Interim Principal's Report
October 20, 2016**

COMPETENCY A: CHAMPIONS TEACHER AND STAFF EXCELLENCE THROUGH CONTINUOUS IMPROVEMENT TO DEVELOP AND ACHIEVE THE VISION OF HIGH EXPECTATIONS FOR ALL STUDENTS

Principal creates and implements systems to ensure a safe, orderly, and productive environment for student and adult learning toward the achievement of school and district improvement priorities. Principal works with the staff and community to build a shared mission, and vision of high expectations that ensures all students are on the path to college and career readiness, and holds staff accountable for results.

- Administration continued to engage Department Leads in identifying rigor of assessments using Webb's Depth of Knowledge and generating data about DoK levels of current assessments.
- Supported Department Leads in engaging their departments around continued improvement of Unit 1 assessment rigor and alignment to scope & sequence.
- Conversations with individual departments led to two departments' revising their Scope & Sequence documents.
- Created action plan to address deficiencies in IEPs in collaboration with SPED teachers, citywide SPED leads, and ISBE representatives.
- Engaged with Network for College Success to build out a full semester of learning activities to support teachers in "Reading Apprenticeship" cohort.
- Continued pop-in observations with common expectation that every teacher is observed at least once every two weeks, and adjusted protocol to emphasize discussion "pillar practices" that would improve classroom engagement and learning for all students.
- Supported Postsecondary Leadership Team in ensuring a strong start to FAFSA completion resulting in 57% of seniors having completed FAFSA as of October 12.
- Set up regular meetings with department liaisons to determine and follow up on areas of support identified through pop-ins, REACH, and informal conversations.
- Collaborated with Department Leads in identifying high-impact ways to spend extra allocation due to increased enrollment.

Next Steps:

- Collaborate with department leads to develop schoolwide action plan to collect data and improve classroom practices around formative assessment.

COMPETENCY B: CREATES POWERFUL PROFESSIONAL LEARNING SYSTEMS THAT GUARANTEE LEARNING FOR STUDENTS

The principal works with the school staff and community to utilize the district's framework for effective teaching and learning to improve instruction for all students.



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- Continued pop-in observations with common expectation that every teacher is observed at least once every two weeks, and adjusted protocol to emphasize discussion “pillar practices” that would improve classroom engagement and learning for all students.
- Increased schoolwide awareness of Freshman On-Track metrics and importance of early intervention for students falling off-track, with a result of 97% of freshmen being on track as of week 5 (compared to 86% last year).
- Engaged in REACH calibration between administrators to ensure alignment of vision and expectations for evaluative observations; recalibrated twice after first week of REACH to ensure 100% alignment of expectations, particularly for Domain 1 (Preparation and Planning) and for SPED teachers.
- Created schedule for REACH observations resulting in 100% of educators receiving a first observation and feedback before Thanksgiving.
- Engaged in a STEM Learning Walk to assess school needs and to determine appropriate next steps in terms of improvement.
- Engaged individual departments in exploration of Domain 1 criteria for strong planning and preparation.

Next Steps:

- Continue developing faculty understanding of Domain 1 and Domain 2 standards for REACH to improve classroom instruction.

COMPETENCY C: BUILDS A CULTURE FOCUSED ON COLLEGE AND CAREER READINESS

Principal works with staff and community to build a culture of high expectations and aspirations for every student by setting clear staff and student expectations for positive learning behaviors and by focusing on students’ social-emotional learning.

- Implemented new tardy system resulting in 5% overall decrease in daily tardies (20% over the last two weeks).
- Presented Senior Contract for Success to seniors in a Senior Town Hall and to senior parents at Curriculum Night.
- Engaging with Harvard Club of Chicago to create one-day College & Career Readiness event scheduled for March to which feeder schools will be invited.
- Despite accelerated athletics schedule, admins attended at least one game from every team except JV football and Varsity Boys’ Soccer.
- Empowered students and faculty to create a homecoming event that was fun, profitable, and safe.
- Pushed for FAFSA completion resulting in 57% of seniors having completed FAFSA one week after window opened.
- Engaged with faculty whose observations showed experience challenges with classroom management to take further training (CHAMPS) and make a detailed followup plan.



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Honor | Ownership | Mastery | Education



Next Steps:

- Hold administration meetings with families of students who have been chronically late despite lower-level interventions.
- Followup meetings with CHAMPS attendees.

COMPETENCY D: EMPOWERS AND MOTIVATES FAMILIES AND THE COMMUNITY TO BECOME ENGAGED

Principal creates a collaborative school community where the school staff, families and community interact regularly and share ownership for the success of the school.

- Collaborated with feeder schools to create second annual North Center High School Fair at LVHS
- Attended high school fairs and high school application events at Senn, Coonley, Northwest Middle School, Hidden Gems HS Fair, Wells HS, Columbus Elementary, Moos Elementary, Reinbery Elementary, Bateman Elementary, Cleveland Elementary, Murphy Elementary, Beaubien, Nettlehorst, South Loop, Palmer, Volta, etc.
- Engaged staff and families in Curriculum Night on September 29, attended by 150 LVHS families. Feedback from families was overwhelmingly positive about event's utility and desirability.
- Hosted visit from Senate President John Cullerton and Rep. Ann Williams to showcase work at Lake View and educate our legislators about issues facing neighborhood public schools in Chicago.
- Began open campus lunch
- Built-out an Open Campus lunch protocol to reward successful students with an open campus lunch
- Created STEM programming led by students for middle-school students attending CPS sports events on Saturdays in January, February, and March.
- Engaged feeder schools in planning Harvard Club postsecondary event to be inclusive of feeders' middle school students and families.
- Baseball team volunteered with Cubs for "Play Ball" event to teach baseball to students at Inter-American Magnet School, resulting in national [television](#) and [web](#) exposure for our students.
- Eight students presented a City Council resolution calling for increasing culturally-relevant curriculum in high schools, which passed overwhelmingly.

Next steps:

- Find last portion of funding for Maker Space and identify location within the building.
- Identify local business partners to help sponsor activities

COMPETENCY E: RELENTLESSLY PURSUES SELF-DISCIPLINED THINKING AND ACTION

Principal works with the school staff and community to create a positive context for learning by ensuring equity, fulfilling professional responsibilities with honesty and integrity, and serving as a model for the professional behavior of others.



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- Sought out feedback from parents on why they did not attend curriculum night and what could be done to improve the event.
- Reached full compliance with ISBE regulations and best practices around IEPs based on feedback from Focused Monitoring report.

Next Steps:

- Develop and distribute “how’s it going” questionnaire to staff to get feedback on the first quarter so far.
- Continue implementation of Restorative Justice to reduce racial disparities in suspensions