



Principal's Report
April 26, 2017

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.

- Department Instructional Leads began rollout of formative assessment practices with frosh course teams, with goal of two complete formative assessment cycles resulting in measurable student growth in targeted standards.
- Gave PSAT and SAT tests to 96% of 9th grade students, 93% of 10th grade students, and 97% of 11th grade students.
- Gave Illinois Science Assessment to 9th Grade Students.
- Engaged departments in identifying, implementing, and documenting MTSS interventions for struggling students.
- Monitored frosh on-track data and course failures and engaged teachers with high failure percentages to ensure that students are receiving appropriate supports.
- Identified and registered next cohort of Reading Apprenticeship teachers to begin training this summer.
- Created spending plan with department leads for remaining funds.
- Completing installation of tech equipment purchased in February 2017.
- Send team to Peer Conferencing training to implement in 2017-18.

Next Steps:

- Monitor data and support individual students to ensure strong finish to FOT.
- Create powerful summer experiences for incoming frosh to prepare them for success.
- Review and reflect on this year's testing to ensure smoother testing next year (timing is also substantially improved).

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.

- Providing feedback to all departments on Q4 assessments and units and engaged in cycles of improvement to address identified areas of need.
- Continued to provide support to ThinkCERCA "pioneer" teachers with professional development after school on 4/25; began planning for wider ThinkCERCA implementation in Fall 2017.



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- Engaging with N2 personnel and other principals to create “Implementing CME” professional learning community for teachers citywide just starting with CME Algebra and Geometry, to launch with two days of PD in June.
- Continuing to provide nonevaluative feedback and coaching to individual teachers using pop-in model; presented to Network 2 principals on popins.
- Continuing to follow schedule of REACH evaluations to ensure that all teachers receive timely, actionable, and procedurally-valid feedback.
- Engaged departments in identifying, implementing, and documenting MTSS interventions for struggling students.
- Developed ongoing learning plan that aligns course team meetings, department meetings, and Department Instructional Leads’ meetings.
- Provide information weekly to all teachers via *Wildcat Weekly* about REACH 4b-4e standards and “best practices” to help faculty understand and meet highest professional standards.
- Providing feedback to all teachers who submitted evidence of professional responsibilities (REACH 4b-4e) to ensure that staff members share a common understanding of professional standards.

Next Steps:

- Complete REACH 4b-4e evaluations.

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.

- Held Harvard College Early College Awareness Night on March 23.
- Held one-on-one and small group meetings about attendance with chronically absent and tardy students.
- Took Innovation Academy Students to visit Microsoft to learn about careers and also to learn how to build a website.
- Postsecondary team identified and met with students in need of a strong postsecondary plan to develop college and career options.
- Began application and FAFSA process with this year’s juniors in preparation for the October 2017 FAFSA date.

Next Steps:

- “Decision Day” assembly for whole-school on May 5 to celebrate college admissions decisions for the class of 2017.
- Individual meetings with 12th grade students to ensure that postsecondary “next steps” are clear and followed.
- Create “summer melt” plan to ensure that 12th grade students enroll and arrive at the colleges to which they have been accepted.



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.

- Continued recruitment efforts with feeder schools and hosted recruitment events with GROWCommunity resulting in 20% increase in 9th grade enrollment from 2016-17.
- Eight students accepted into technology internships with technology firms including Cisco and Google.
- Hosting Northwestern meetings with academic departments to provide context and ideas for our new partnership.
- Created “Neighborhood School Job Fair” with feeder elementary school principals and DePaul and Northwestern Universities to strengthen our partnerships and get exposure to preservice teachers who could teach at LVHS or at feeder schools.
- Created GROW “Heads of Houses” meeting with feeder elementaries and Amundsen to plan for next year’s admissions processes.
- Continued meetings with parents to re-engage students struggling with academics or social-emotional conflicts.
- Support and organize two groups of parents working to improve LVHS by installing our MakerSpace equipment and providing breakfast for Teacher Appreciation Day.

Next steps:

- Identify advanced math students for DePaul courses and begin process of selecting courses, taking placement tests, etc.
- Plan next steps for teacher support from Northwestern University.
- Continue engagement with Central Office to ensure smooth transition to “GoCPS” admissions system.

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.

- Admins lead restorative practices (e.g. talking circles).
- Received End-of-Year focused monitoring report showing substantial improvement in content of IEPs but need for additional work in procedural steps, particularly providing notice to families.
- Convening testing stakeholders to review and revise testing processes to ensure smoother and more comprehensive testing for SAT, PSAT.
- Received request from CTU to investigate class sizes at LVHS.
- Technology Inventory May 1-4
- English Learners Audit



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- AP Sovell to facilitate Dean and Security meetings where data is reviewed to ensure equity in discipline practices.

Next Steps:

- Continue implementation of Restorative Justice to reduce racial disparities in suspensions.
- Continue administration attending Restorative Practices professional development, and leading and/or observing circles.
- Learn from Kenwood's creation of *Brotherhood*, an empowerment organization for African-American males, to replicate and adapt here at LVHS under the leadership of Dean McKenzie.