



Interim Principal's Report
January 19, 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.

- Continuing pop-in observations to focus on questioning and discussion (Tier I—most teachers) and improved classroom culture and climate (Tier II—some teachers). Created and continue to update schoolwide pop-in tracker to monitor progress and ensure that feedback is aligned on an ongoing basis.
- Conduct regular meetings with department instructional leads to determine and follow up on areas of support identified through pop-ins, REACH, and informal conversations.
- Engaged departments in incorporating PSAT and SAT questions into classroom routines as a mechanism to increase rigor of daily classroom tasks, with first cycles of work and reflection occurring in January 2016.
- Collaborated with School Support Center and LVHS staff to create new processes for payroll and reimbursements following the transition to centralized business services.
- Continued support for and engagement of students with low attendance and their families, focusing on 9th and 10th graders with attendance in the 80%-90% band, resulting in overall attendance of 91.1%, and 9th and 10th grade attendance of 93.8% and 92.1%, respectively.
- Created new Check-In/Check-Out protocol for students with attendance below 80%, including training for staff implementing the protocol.
- Used self-assessment and feedback from STEM certification visit on 1/12/2017 to identify key areas for continued development of STEM program at LVHS.
- Continued alignment of Department Instructional Leads' meetings and departmental and course team meetings to ensure a continuum of supports for practice changes.
- Ongoing collaboration with School Support Center to develop contingency budgets in anticipation of possible cuts in January-February 2016.
- Continuously communicated with Central Office and engineers to engender a sense of urgency around heating repairs at LVHS resulting in immediate and ongoing repair work within the building and (with the exception of January 9) consistent warm temperatures throughout the building.
- Continued dean coaching utilizing University of Chicago Social-Emotional coaching supports, CPS Framework for Teaching (domain 2), and the Blended Coaching framework to ensure teachers get classroom management development and support

Next Steps:



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- Retool PD for end of Semester 1 and for Semester 2 to develop professional learning cycles within teams rather than in whole-school environments.
- Engage Department Instructional Leaders in developing and employing curricular materials evaluation protocol to assess areas of greatest need for textbook and curriculum purchases and to ensure that new textbook and curricular materials fully support progress in CIWP target areas.
- Continue pop-ins with deans to build their capacity with staff classroom management support.

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.

- Continuing pop-in observations to focus on questioning and discussion (Tier I—most teachers) and improved classroom culture and climate (Tier II—some teachers). Created and continue to update schoolwide pop-in tracker to monitor progress and ensure that feedback is aligned on an ongoing basis.
- Providing feedback to all departments on Q3 assessments and units and engaged in cycles of improvement to address identified areas of need.
- Implemented F/X tutoring twice weekly in conjunction with our partner, DePaul, for struggling 9th grade students.
- Engaged frosh course teams in identifying students in need of interventions to be successful before the end of semester 1.
- Developed Department Instructional Leaders' understanding of robust formative assessment practices and engaged them in assessing current practices in their own classes and in their departments with a goal of having DILs implement one formative assessment strategy on a consistent basis (at least weekly) by the end of February.
- Continuing to follow schedule of REACH evaluations to ensure that all teachers receive timely, actionable, and procedurally-valid feedback.
- Engaged teachers in developing interdisciplinary, STEM-focused lessons.
- Engaged individual teachers with highest failure rates on the supports and interventions provided to students who are struggling in their classes.

Next Steps:

- Continue monitoring progress based on REACH and initial observations through informal pop-in observations.
- Continued alignment of Department Instructional Leads' meetings and departmental and course team meetings to ensure a continuum of supports for practice changes.

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.

- Postsecondary Leadership Team is meeting with seniors who still lack match applications to ensure that all students have at least one match application by the end of February.
- Continued followup with teachers in need of support in classroom climate & culture, including one-on-one coaching for teachers who have attended CHAMPS training and Conscious Classroom Management PD for teachers who have not yet attended CHAMPS.
- Continued implementation of restorative justice resulting in a 45% decrease in misconducts at levels 4-6, and an 81% decrease in out-of-school suspensions, in September-December of 2016 compared to the same period in 2015.
- Continued implementation of monthly SEL lessons in all departments targeting schoolwide action areas identified collaboratively in August.
- Empowered FOT Team to create frosh honors assembly to promote "B's or Better" culture.
- Engaged individual teachers in ways to improve classroom climate and culture through CHAMPS and positive behavior management principles.

Next Steps:

- Continue following up with CHAMPS attendees.
- Continue holding administrative meetings with families of chronically-tardy students.

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.
- Implemented student teacher/observer and student volunteers programs from DePaul university.
- Engaged with feeder elementary schools for first-ever LVHS Freshman On-Track Team Learning Walk.
- Began planning January 31 Lake View "Partnership Summit" meeting for all Lake View partners to identify goals and strategies for high-impact collaboration.
- Continued open campus lunch for students with strong grades and attendance.
- Hosted all-eighth-grade visit from Audubon Elementary to showcase teaching & learning at LVHS.
- Engaged feeder schools in planning Harvard Club postsecondary event to be inclusive of feeders' middle school students and families to be held on March 23.
- Reconnected with Alumni Association to receive full funding for Maker Space.
- Began ordering Maker Space equipment with goal of completed Maker Space opening by the end of April 2017.

Next steps:

- Create plan for strengthening relationships with partner universities.



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.

- Dean and administration review of discipline data to identify any possible inequities in school-wide practices
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- Admins lead restorative practices (e.g. talking circles)
- Admins increase their own understanding of Restorative Practices.
- Admins took one-day retreat to identify strategic planning areas for the rest of SY17.
- Admins use ICE framework to evaluate our own progress towards schoolwide goals.
- Administration received “Wow” and “Wondering” feedback from first STEM Certification Visit
 - Wows included leadership focus on STEM
 - Wonderings included lack of common understanding of what STEM looks like, allocation of resources to STEM

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