



Principal's Report **March 16, 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.

- Held [ThinkCERCA](#) training and developed implementation schedule to ensure at least two rounds of implementation in Junior classes between now and April.
- Sophomore English and Social Studies teachers were given PD and then supported by Administration and Facing History Staff to begin development of an interdisciplinary unit on Eugenics and the Holocaust.
- Collaborated with Algebra and Geometry course teams in developing, teaching, and reflecting on lessons from new CME textbooks to get familiar with the curriculum's structure and style. Engaged Network 2 in providing 3 days of PD to both course teams from CME expert trainers.
- Continued implementation of Check In/Check Out protocol for students with low attendance; admins engaged individual students with low attendance in identifying and solving problems related to attendance.
- Developed data review protocol for formative assessments to be used with Department Instructional Leads and frosh course teams. Second round of implementation of formative assessment practices with Department Instructional Leads.
- Finalize integrated professional development plan for spring 2017 in collaboration with PPC, Department Instructional Leads, and ILT.
- Worked with network and district personnel to create robust in-house procedures for SPED referrals and data collection that ensure that all students are receiving appropriate supports.
- 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.
- Provide continued one-to-one, team, and full cohort coaching for 20 teachers receiving ongoing training in Reading Apprenticeship to support our Targeted Instructional Area of Critical Thinking and Reading.
- Engaged with Office of Academic Enhancement to create GROWCommunity admissions process for 2017-18.

Next Steps:

- Support Department Instructional Leaders in developing formative assessment practices among frosh course teams.



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- Support teachers using ThinkCERCA in using the materials and framework in their classes.
- Identify another 20 LVHS teachers to join second cohort of Reading Apprenticeship teachers to begin training this summer.
- Create spending plan for \$74,913 “giveback” from frozen funds.

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.

- Modified pop-in data collection process to include data on ongoing and possible future initiatives, including improving rigor and use of STEM teaching and learning practices. Brought LSC members into network ICE visit to ensure common understanding of data collection, strengths, and areas of growth.
- 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.
- Held “B’s or Better” movie celebration for frosh with 3.0 GPA’s in auditorium; provided popcorn, snacks donated by local businesses, and the movie *Selma*.
- Developing plan with Department Instructional Leaders for engaging frosh teams in understanding robust formative assessment practices.
- 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.

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.

- Led first meetings and field trip with Innovator Academy students.
- Continued recruitment for Harvard College Early College Awareness Night, March 23.
- Developed system for students to have easy access to single-user bathrooms and PE changing facilities.
- Continued Social-Emotional monthly lessons in each department.



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.
- Presented at GrowCommunity's Community High School night on March 7.
- Engaged with GrowCommunity and Amundsen High School to develop LVHS/AHS admissions criteria for next year's "Universal Enrollment" policy.
- 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.
- Engaged DePaul University in planning for up to 12 advanced math students to take classes at DePaul in 2017-18.
- Hosted Northwestern meetings with academic departments to provide context and ideas for our new partnership.
- Continued meetings with parents to re-engage students struggling with academics or social-emotional conflicts.

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.

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)
- Hosted presentation from JJ's List to raise students' awareness about disabilities and person-first language
- Developed system for students to have easy access to single-user bathrooms and PE changing facilities.
- Principal to participate in 3-day retreat with NCS about privilege and bias.
- AP Sovell to facilitate Dean and Security meetings were data is reviewed to ensure equity in discipline practices.



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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