



Interim Principal's Report December 15, 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.

- Reading Apprenticeship Cohort analyzed data from Q1 learning walk to adjust implementation plan, resulting in decision to re-engage RA teachers about creating, posting, and using metacognitive strategy lists.
- 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.
- Engaging departments in incorporating PSAT and SAT questions into classroom routines as a mechanism to increase rigor of daily classroom tasks.
- Coordinated with CPS School Support Center to provide ongoing business management support during transition period; interviewed multiple candidates for Business Manager position.
- Deans and Attendance Officer used attendance data to identify “high-leverage” students in need of further support, and continued to implement administration-led circles with these students about their attendance issues and strategies.
- Continued alignment of Department Instructional Leads’ meetings and departmental and course team meetings to ensure a continuum of supports for practice changes.
- Collaborate 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.

Next Steps:

- Plan PD for end of Semester 1 to support key priorities: supporting improved use of assessments to understand student learning and critically reflect on teaching practices, improve use of questioning and discussion to advance student learning, and improve culture and climate schoolwide.



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.

- Engaged with individual teachers and with departments to fully understand the Framework for Teaching and identify specific areas for growth.
- 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.
- Provided feedback to all departments on Q2 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.
- 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.
- Installed new touchscreen computers in 104 and ordered new chromebook cart with funds obtained through CPS STEM office.
- Engaged teachers in Math, Science, and Computer Science in implementing technology-based lessons for the Hour of Code.
- 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 met with seniors in small groups to ensure a higher application rate to match schools and is using latest NCS data to target students without match applications.



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- Continued followup with teachers in need of support in classroom climate & culture.
- Continued partnerships with College Possible and OneGoal, resulting in field trips to colleges to learn about admissions processes for all CP and OneGoal students, early admissions to colleges, and 20% boost in ACT scores for College Possible students (from average of 15 to average of over 18).
- Continued implementation of monthly SEL lessons in all departments targeting schoolwide action areas identified collaboratively in August.
- Expanded Dual Credit opportunities for 2017-18 by identifying teachers eligible for DC certification at City Colleges and submitting appropriate application materials and credentials.
- 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.
- Create engagement program for high-attendance-risk students (80-90% attendance and 17+ tardies).
- Use cloud technology to improve communications with seniors about college applications

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.
- Met with DePaul VP of External Relations Rob Karpinski to articulate strategic vision of DePaul-LVHS partnership: identified areas of common work and interest, key people responsible for each area, and specific activities that would provide high impact on LVHS and DePaul students in each area.
- 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.
- 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.
- Identified equipment needed for Maker Space within current budget constraints and began sourcing items and planning installation with goal of completed Maker Space opening by the end of April 2017.

Next steps:

- Reconnect with Alumni Association to receive full funding for Maker Space.
- Create plan for strengthening relationships with partner universities.

COMPETENCY E: RELENTLESSLY PURSUES SELF-DISCIPLINED THINKING AND ACTION



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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.

- Sought out feedback from Staff about professional development day 11/4/2016.
- Distributed “How’s it going so far?” questionnaire to staff and used results to tune feedback on pop-ins and reflect on leadership practices.
- Reached full compliance with ISBE regulations and best practices around IEPs based on feedback from Focused Monitoring report.

Next Steps:

- Continue implementation of Restorative Justice to reduce racial disparities in suspensions