



Interim Principal's Report November 17, 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.

- Quarter 1 PD focused on the three target areas of CIWP: curriculum/assessment, critical thinking and reading, and social-emotional learning
 - **Assessment:** Department Instructional Leads led departments in reflections on student work after Quarter 1 to identify student misconceptions, ways to re-engage students, and ways to improve lessons for 2016-17.
 - **Critical Thinking and Reading:** Engaged faculty in understanding pillar practices that support strong discussions and improved discussion-based learning.
 - **Curriculum:** FOT team engaged faculty in analyzing data about 8th grade performance of students in 9th, 10th, 11th, 12th grade to understand changing academic levels of our students and increase expectations for what students know and can do in 9th grade.
 - **Social-Emotional Learning:** Engaged faculty in understanding MTSS logging responsibilities and processes to provide full continuum of supports and documentation for those supports.
- Reading Apprenticeship cohort engaged in first schoolwide learning walk about Community Practices.
- Continued pop-in observations with common expectation that every teacher is observed at least once every two weeks, supported by progress monitoring system to ensure that each teacher receives consistent, focused feedback towards developing one area of their practice.
- 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 Math, Science, Social Studies, and English departments in understanding SAT/PSAT questions from a standpoint of rigor, complexity, and reading level to better-prepare students for these assessments.
- Ordered brand-new equipment and mats for weight room to replace damaged pieces and transform space into positive, welcoming environment for students and student-athletes.
- Coordinated with CPS School Support Center to provide ongoing business management support during transition period; interviewed 6 candidates for Business Manager position with final decision expected by 11/18.

Next Steps:

- Analyze data from Fall PSAT when received to better understand areas where 11th graders need support and 9th/10th grade instruction needs to focus.



- Continue second and third round interviews for Business Managers to ensure that we find a highly competent, “right fit” candidate.

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.

- Continued pop-in observations with common expectation that every teacher is observed at least once every two weeks, supported by progress monitoring system to ensure that each teacher receives consistent, focused feedback towards developing one area of their practice.
- Admins engaged faculty in understanding elements REACH Component 3b, “Questioning and Discussion,” to improve understanding and implementation of discussion “pillar practices”.
- FOT team engaged faculty in analyzing data about 8th grade performance of students in 9th, 10th, 11th, 12th grade to understand changing academic levels of our students and increase expectations for what students know and can do in 9th grade.
- Supported Department Leads in engaging their departments around developing rigorous Quarter 2 units and assessments with DoK level 3-4, with feedback to departments no later than 11/21.
- Engaged in systematic in-class and out-of-class supports for 9th grade students resulting in a record-high 98.8% of freshmen On Track.
- Supported Postsecondary Leadership Team in ensuring a strong start to FAFSA completion resulting in 94% of seniors having completed FAFSA and 30% of seniors having applied to at least one Early Action/Early Decision college as of November 3.
- Created, followed, and adapted schedule of REACH observations resulting in 85/86 of educators receiving a first observation and feedback before Thanksgiving.

Next Steps:

- Continue monitoring progress based on REACH and initial observations through informal pop-in observations.
- Implement F/X tutoring plan for 9th grade students to provide commensurate supports as rigor increases (Begins November 29th).
- Develop Department Instructional Leaders’ understanding of robust formative assessment practices.

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.

- Engaged with families of chronically tardy students to develop better plans for attending school on time and understanding the consequences of late arrival.



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- Provided 115 10th and 11th grade students access to college-level Dual Credit / Dual Enrollment classes by giving students COMPASS testing, an essential prerequisite for enrollment.
- Pushed for FAFSA completion resulting in 94% of seniors having completed FAFSA.
- Followed up with faculty who obtained CHAMPS training for behavior management to begin implementing CHAMPS techniques in the classroom.
- 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).
- 108 students were invited to attend a field trip to Wright College on November 16 to learn more about the dual credit and dual enrollment programs. Wildcats learned the benefits of earning early college credentials on their path to post-secondary success.
- Restarted Dreamers' club for undocumented students and allies to explore college/postsecondary plans and to navigate current political/social climate around undocumented persons.

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).

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.

- 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, Hanson Park, Ravenswood Elementary, Ruben Salazar Bilingual Center, Reilly Elementary, Sabin Dual Language Magnet School, Mary Lyon, Belding Elementary, and James Monroe. In addition, we attended Network Recruitment Events for Networks 2, 4, and 6.
- Hosted the North Center High School fair at Lake View High School receiving families from 10 elementary schools: Agassiz, Hamilton, Audubon, Blaine, Bell, Burley, Nettlehorst, Hawthorne, Coonley, Inter-American.
- Held open house on October 29 attended by over 200 families.
- Began open campus lunch for students with strong grades and attendance.
- 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.
- Met with Chicago Cubs to identify possible future funding and STEM event at Wrigley Field.



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- Identified equipment needed for Maker Space within current budget constraints.

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

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 (anticipated send date of November 15).
- Reached full compliance with ISBE regulations and best practices around IEPs based on feedback from Focused Monitoring report.
- Reached out to faculty and students to provide clear statement of student support following election.

Next Steps:

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