



Principal's Report
December 12, 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.

- Met with EOS to learn results of school survey and make action plan to recruit more students to AP and DC courses.
 - Over 520 students in grades 10 and 11 could succeed in AP courses, according to teacher recommendations, student learning attributes, etc. Only 263 students are currently enrolled in AP courses, so our goal is 400 in 2017-18.
 - Plan includes staff outreach (whole class and targeted to individual students), new courses, and a special "Golden Ticket day".
- Convened new team to scrutinize Sophomore On-Track data and develop support structures; first steps include collecting data about study habits from sophomores.
- Hired one SECA, one SPED teacher, and one SPED "Teacher Assistant" to ensure full support for all SPED students.
- Engaged Department Instructional Leads with SAT/PSAT data to identify areas of growth in math, reading, and writing; engaged with mathematics department in using Khan Academy for differentiated practice. (Other departments are using ThinkCERCA and NoRedInk to accomplish the same goal.)
- Engaged with central office staff, PBC, and alderman Tunney to ensure full funding for MCR project (tuckpointing, roof, field, etc.). Engaged with outside vendors to revise A/V plan for cafeteria and create A/V plan for auditorium should funds be available.
- Continuously engaged engineers, central office staff, Aramark, etc. in ensuring uninterrupted heat despite ongoing boiler repairs, resulting in full heat throughout building and all classrooms above 60°F.
- Developed three staff members as leaders of *Reading Apprenticeship* cohorts; these staff members led a learning walk on Monday, 12/4, that found evidence of RA implementation in 55 % of classrooms visited.
- Revised team effectiveness rubric and engaged DILs team in self-assessing prior to having them do the self-assessment with their teams.
- Holding talking circles with 11th and 12th grade students with 70-90% attendance to identify areas of improvement for individual students and for the school.

Next Steps:

- Prepare SPED appeal to ensure funding for needed staff positions.
- Engage teachers in using SAT/PSAT *Skill Insight* document to classify tasks by rigor and standard.
- Ensure that pinhole leaks in radiators are fixed to avoid steam problems in classrooms.



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.

- Conducting REACH observations and post-conferences for teachers requiring 2 or 3 observations.
- Continue to monitor and support teachers in strong unit planning by reviewing units on a biweekly basis.
- Continue to monitor and support teachers in strong SEL lesson planning by reviewing SEL lessons, providing rubric-aligned feedback, and observing teaching on a monthly basis.
- Continue to provide non-REACH supports for teachers, including pop-in observations, one-on-one debriefs, and collaborative planning sessions.
- Continue to support ongoing Reading Apprenticeship (RA) learning for two cohorts of teachers (this year's cohort and last) with on-site instructional coaching and planning of Strong Formative Assessments (SFA) from Network for College Success for individual teachers and course teams
- Use monthly meetings for both RA cohorts as an opportunity for teachers to share their RA-related routines and SFAs developed with RA coach to get targeted feedback across disciplines, as well as examine student work.

Next Steps:

- Continue to modify supports for teacher learning based on Learning Walk data and LASW in Monthly meetings.

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 NCS and other partners in supporting new College/Career Coach through onboarding process.
- Developed first family-facing newsletter about college & postsecondary work at LVHS, distributed via email.
- Collaborating with student leaders to develop anti-bullying campaign that focuses on empowering students to report and respond to bullying as upstanders.
- Collaborated with climate and culture team to identify areas in the building where students feel unsafe.
- Two of four administrators (Karafiol & Vast-Binder) attended full-day training on talking circles, an essential component of restorative practices.
- Created teacher-led Bs or Better Celebration for all freshmen students next Tuesday, December 12th during 8th period as a way to continue to build awareness of the importance of maintaining a Bs or Better GPA (3.0 or higher) and how that correlates to long-term success in College.



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- Continue to support Bs or Better Culture with afterschool FX skills support managed by LVHS teachers and staffed by tutors from Northwestern (with DePaul students joining soon).

Next Steps:

- Empower deans to collaborate with partner high schools in revising and implementing student behavior expectations.
- Hold focus groups with students to learn more about where and how students feel unsafe, and what staff and students can do about it.

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.

- Entered new partnership with Nielsen to support the areas of Work Based Learning, Curriculum Development and Delivery, Career Exploration and Financial Support.*
- Expanded partnership with Deloitte to include support in Computer Science.
- Science teachers brought 20 students to Coonley Elementary as science fair judges.
- Collaborated with Friends of LVHS to sponsor first fund-raiser in several years at Davis Theatre, with sponsorships and support from Cubs and other neighborhood organizations.

Next steps:

- Continue to attend High School Fairs to engage with prospective families
- Meet with GROW Elementary Schools to continue engagement with LVHS.
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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.

- Conducted student safety survey and am planning followup focus group conversations with disaggregated data by race.
- Engaged administration, Department Leaders, and teachers in identifying patterns in disaggregated SAT/PSAT data.
- Used EOS data to identify students from underrepresented groups who can be successful in AP/DC classes, and designed outreach efforts to support those students.

Next steps:

- Engage with focus groups to identify root causes of feelings of insecurity/unsafety at LVHS.



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- Ensure that all students have linked Khan Academy/College Board accounts to engage in SAT practice/reteaching, and engage teachers in understanding how to boost student achievement with differentiated instruction through Khan.
- Follow through on outreach strategy to ensure high AP/DC enrollment in 2018-19.