

Keith Oswald

Oakland Park, FL
Oswaldfla@aol.com

Profile

A committed educator who meets the academic and social-emotional needs of students. Through 28 years of success beginning as a classroom teacher then continuing to become a district leader, I have pursued my commitment to providing all students with optimal opportunities that lead to success and a better future. This passion for students has led me to support systems leadership to ensure that 180 schools' social-emotional and academic programming function without failure.

Education

Education Specialist, Educational Leadership, August 2001, Florida Atlantic University, Boca Raton, FL
Master of Education, Educational Leadership, August 1996, Florida Atlantic University, Boca Raton, FL
Bachelor of Science, Exceptional Education and Elementary Education, May 1993, State University College at Buffalo, Buffalo, NY
Associates of Humanities, Liberal Arts, December 1990, Niagara County Community College, Sanborn, NY

Professional Experience

July 2021 - Present School District of Palm Beach County

Chief of Equity and Wellness

- Implementing effective safety protocols, providing comprehensive training for all staff
- Ensuring commitment and compliance to threat management teams on all school campuses
- Plan that supported 88% of all school staff trained in Youth Mental Health First Aid
- Implementation of Positive Behavior Supports for all schools
- Developed the plan and response to address unfinished student learning, known as the Student Academic Support Plan
- Developed the strategy to find unaccounted for students
- Responsible for the mental and behavioral health supports for the school district
- Development of policy to support mental health crisis response
- Directing school climate challenges due to the pandemic through data analysis and action plan development at every school
- Address all school safety initiatives and statutory requirements
- School District lead in student health and COVID response
- Creation of new Haitian Creole dual language programming
- Developing an equity protocol that will systematize analysis that addresses root cause issues

March 2018 – July 2021 School District of Palm Beach County

Deputy Superintendent Chief of Schools

- Directed all district staff on response to COVID-19 including, but not limited to, online instruction, instructional support/professional development, deployment of devices, Wi-Fi support for students, school health protocols, and result of new community collaboration for student support
- Developed a strategic plan that resulted in an 'A'-Rated School District
- Implemented a virtual learning platform due to pandemic that resulted in a seamless transition from brick-and-mortar schools to online learning that averaged 95% engagement of students in distant learning, 99.6% use of devices deployed, over 37,000 google classrooms activated
- Supervised all district-operated schools resulting in an all-time high graduation rate of 91.6% for district-operated schools and 87.1% overall with charter schools
- FSA 2019 reported no 'D' or 'F' schools in our Glades Region, a first since school grades were implemented
- Opened access to accelerated coursework such as AICE, IB, DE, and AP that resulted in over a 10% increase participation over in four years
- Supervised 30% increase in students afforded access of rigor to the Cambridge curriculum while sustaining and improving performance over 63% since FY17 resulted in Palm Beach County being recognized as the Cambridge District of the Year

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- Supported the growth in the number of students participating in career academies, which resulted in over 14,000 industry certifications assessed in FY 19
- Lead the implementation of Reading Recovery that resulted in 81% of students participating exceeding one or more years in reading
- Revised the master board analysis process to a district system to ensure focus on equity
- Developed the mental and behavioral health plan that resulted in the hiring of 170 behavioral health professionals, on-campus support from mental health agencies in 100 schools, and crisis/assessment support teams for the student in immediate need of services
- Implemented Technology Trailblazers, which resulted in over 2100 Google certified educators
- Supervised initiative for a full millage resulting in teacher retention stipend, mental health support, school safety, and support for the arts and career academies
- Developed a successful campaign that provided a half-cent penny sales tax to support deferred maintenance and capital projects
- Supported the development of a budget that exceeds 2 billion dollars

September 2014 – March 2018 School District of Palm Beach County

Chief Academic Officer

Developed programs and procedures which resulted in:

- 90% Graduation Rate for district-operated schools
- FY17, the District's Traditional schools showed that 60% of elementary schools were rated 'A' or 'B'; an increase of nearly five percentage points from the prior year; 58% of middle schools were rated 'A' or 'B'; 64% of high schools were rated 'A' or 'B', an increase of over five percentage points from the prior year
- No 'F' rated traditional schools for FY 17 school year
- FY17, the District outperformed Florida on each of the following assessments:
 - Grades 4, 6, 7, 8, 9, and 10 FSA ELA;
 - Grades 5, 6, and 8 FSA Math;
 - Grade 5 and 8 Statewide Science;
 - EOCs: Algebra 2 EOC - Geometry EOC - Biology EOC - U.S. History EOC - Civics EOC,
 - Algebra 1 – increased proficiency of 4%
- Ensured the execution of the District Strategic Plan
- Provided strategies that resulted in an increase in accelerated coursework every year since 2012 and an increase in pass rates
- Oversight of all Palm Beach Schools academic departments and their budgets
- Implemented SAT School Day for Seniors needing concordant scores for FSA ELA and Algebra 1
- Redesigned Professional Development resulting in 24/7 access for professional learning for district employees
- Expanded Blender (curriculum warehouse) that results in millions of pages utilized yearly by teachers
- Secured two Wallace grants in the areas of leadership and social-emotional learning resulting in millions of dollars to the district
- Implemented screener for identification of gifted students to be used district-wide in grade 2
- Developed a "plan of action" to address dyslexia in all schools
- Oversaw Core Knowledge Language Arts (CKLA) pilot in 16 elementary schools to improve student outcomes in literacy
- Established community relations resulting in Birth to 22 and Achieve collaborations

June 2011 - September 2014 School District of Palm Beach County

Area 5 Superintendent

Assistant Superintendent of Teaching and Learning

Assistant Superintendent of Safety and Learning Environment

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- Provided leadership and supervision of the Departments of Early Childhood, Elementary and Secondary Curriculum, Multicultural Education, Exceptional Student Education, Federal Programs and Single School Culture Initiatives
- Implemented new Student Code of Conduct with a focus on School-Wide Positive Behavior Supported (SwPBS), resulting in a decrease in approximately 30% of out of and in-school suspension days
- Created a comprehensive financial literacy plan in collaboration with local funders and stakeholders
- Expanded SwPBS training for all schools at Tier 1 and Tier 2 schools
- Developed a partnership with the University of Florida-in STEM Professional Development for Palm Beach County Science Teachers to ensure quality STEM instruction
- Established the STEM Council resulting in a local Stem Plan supported by multiple stakeholders
- Created opportunity for externships for district teachers to develop real-world curriculum aligned to business needs
- Led a comprehensive plan for the Florida State Standards implementation
- Aligned District curriculum with Marzano Teacher Evaluation System
- Implemented pedagogical practices that support the growth and development of all students
- Partnered with local philanthropists, as the district lead, regularly on initiatives and needs resulting in millions of dollars to support District priorities
- Expanded open access for students and targeted professional development for teachers to broaden accelerated coursework offerings while focusing on underrepresented populations of students
- Collaborated with Children's Services Council and Head Start to enhance quality early childhood programs and maximize resources
- Revised Learning Team Meetings that follow specific protocols in the alignment of research, such as Unpacking Standards, Lesson Study, and disaggregating data
- Created Palm Beach County FASFA Completion Campaign
- Developed a searchable scholarship database
- Retooled school counselors' role in supporting students and aligning that work to ASCA's eight components of college and career readiness
- Developed strategies to reach out to non-graduates and their re-enrollment with nontraditional approaches to meet graduation requirements
- Partnered with Palm Beach State for vertical alignment of high school to college by developing a team of high school science teachers working with a group of college professors on content alignment
- Created District's first Ethics Bowl in collaboration with The Center for Applied Ethics at Palm Beach State College
- Utilized National Clearinghouse Data to track high school enrollment and persistence rates in Post-Secondary Institutions and target professional development with school-based administrators and counselors
- Expanded Advancement Via Individual Determination program (AVID) from 6 schools to 20 schools resulting in 90% of AVID seniors on track for matriculation into post-secondary institutions
- Expanded implementation of AVID to include three schools with AVID EXCEL to support long term English Language Learners academic needs
- Collaborated with Prime Time to ensure quality after school opportunities for students
- Provided direct support and oversight to the gang task force
- Institutionalized the School-Based Team process to ensure all students are provided academic and behavioral supports and interventions
- Piloted 8 Multi-tiered Systems of Support Coaches in 16 of our secondary schools with the highest Out of School Suspension rates and reduced suspension rates at pilot schools at a higher rate than District average by providing appropriate interventions to students
- Coached principals on climate issues at their schools
- Oversaw federal funding to schools

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- Facilitated dual enrollment plan for high school students attending Palm Beach State College and Florida Atlantic University
- Provided targeted professional development for teachers and administrators that support the alignment of assessment, curriculum, and instruction called Essentials
- Supervised implementation of numerous federal grants including, Advanced Placement Incentive Program Grant, Smaller Learning Communities, and High School Graduation Initiative
- Ensured local presence at the state and national level on academic issues

June 2008 - May 2011 School District of Palm Beach County

Principal - Boynton Beach Community High School

- Led the school from a grade of a 'D' to a 'B'
- Raised the graduation rate from 66% to 80%
- Developed a Single School Culture for Academics and Behavior
- Implemented School-Wide Positive Behavior Support
- Executed a secondary reading program that continues to produce positive results
- Increased teacher capacity through targeted professional development
- Achieved an increase of 70% of students taking advanced coursework
- Targeted teacher and student growth through the Lesson Study process
- Cross-trained administrative staff as instructional leaders
- Trained over 30 teachers in AVID strategies and implementation to become an AVID school

June 2007 - 2008 School District of Palm Beach County

Restructuring Administrator

- Selected in a highly competitive process to support our lowest-performing middle and elementary schools.
- Tiered support based on the assessment of the school's capacity to improve the quality of instruction
- Used data to tailor support to each school's needs
- Increased principal and teacher capacity through targeted professional learning
- Provided professional development for teachers and principals
- Assisted with targeted goal setting at schools
- Conducted systematic data chats with School Leadership Teams

May 2005 - June 2007 New York City Board of Education

Local Instructional Superintendent

- Principal supervisor for 10 K-5, K-8 schools located in the Bronx, NY
- Provided support to principals on all school-related issues, including the use of data to inform decisions
- Reviewed, approved, and monitored school budgets
- Implemented district developed curriculum calendars
- Instructed principals and assistant principals in the development of leadership skills
- Developed professional learning community with principals of network schools
- Provided targeted professional development to principals and school staff
- Supervised team of specialists in providing targeted professional development
- Provided support to Schools Under Restructuring
- Developed partnerships between schools, parents, and community-based organizations
- Collaborated with post-secondary institutions including Teacher's College, Harvard University, Penn State, and Lehman College

May 2000- May 2005 School District of Palm Beach County

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Principal - South Grade Elementary

- Led the school from a grade of a 'D' to an 'A'
- Highest PYG in the school district at 1.85 and 1.35 for reading in FY 05 and FY 04
- Opened as a new school in August of 2000, emphasis on balanced literacy, professional development, and creating a caring learning community for students and staff
- Created a robust solid professional learning community
- Implemented Comprehensive School Reform Grant

June 1997-May 2000 School District of Palm Beach County

Assistant Principal – Coral Reef Elementary and Manatee Elementary

May 1993-Oct. 1997 School District of Palm Beach County

Teacher - Verde Elementary School-1996-1999

Barton Elementary School-1993-1996

Board Partnerships and Community Committees

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|---|-----------|
| • Florida Atlantic University Alumni Association Board of Directors | 2021-2023 |
| • Student Health Advisory Committee | 2021-2023 |
| • Take Stock for Children Palm Beach County Board | 2019-2023 |
| • Early Learning Coalition of Palm Beach County | 2018-2019 |
| • Birth to 22 Steering Committee | 2016-2023 |
| • United Way of Palm Beach County Board | 2014-2023 |
| • Prime Time of Palm Beach County | 2013-2017 |
| • School Justice Partnership Committee | 2013-2021 |

Wayne S. Alexander, Ed.D.

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|---------------------|--|---------------------|
| Education | Nova Southeastern University | Fort Lauderdale, FL |
| | Doctorate of Education in Educational Leadership | 1995 |
| | Providence College | Providence, RI |
| | Masters of Education in School Administration & Special Education Administration | 1988 |
| | Rhode Island College | Providence, RI |
| | Bachelor of Science in Special Education & Elementary Education | 1983 |
| Certificates | Superintendent of Schools, School Principal (K-12), Special Education Administration, Special Education Teacher (K- 12), School Business Administrator | |

ADMINISTRATIVE EXPERIENCE

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|--------------|--|----------------|
| 2020-present | BRIDGEPORT PUBLIC SCHOOLS Principal at Batalla School (PK-8) Supervised and evaluated school staff, chaired the SRBI, PBIS and Leadership Data Teams, assessment coordination, Microsoft Teams leadership, ESOL leadership, budget, PAC, SGC, coordinated professional development activities and technology team, grant writing, curriculum development and revision, served as the chairperson for the special education and PPT processes and attendance review committee. Interfaced with business committee, family members and social and civic organizations to meet the needs of all students. | |
| 2017-2020 | BRIDGEPORT PUBLIC SCHOOLS Assistant Principal at Read School (PK-8) Supervised and evaluated school staff, served as a member of the SRBI, PBIS and Leadership Data Teams, coordinated professional development activities, grant writing, curriculum development and revision, served as the chairperson for the special education and PPT processes and attendance review committee. Interfaced with business committee, family members and social and civic organizations to meet the needs of all students. | |
| 2014-2017 | BRIDGEPORT PUBLIC SCHOOLS Director of Alternative Education/Asst. Director of Adult Education Developed and supervised alternative programs for “at-risk” students in grades 6-12, including adjudicate youth, developed and supervised day and evening adult education programs and facilities, served as a liaison with families, local and state agencies and universities, grant writing and coordination, program development, | Bridgeport, CT |

summer school supervisor, supervised and evaluated alternative education and adult education staff, developed digital curriculum for Common Core State Standards, coordinated special education program and transportation services.

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| 2012-2014 | <p>BRIDGEPORT PUBLIC SCHOOLS</p> <p>High School Principal</p> <p>Reduced failure rate by seven percentage after one year and increased graduation rate by eleven percent after one year as principal, provided overall instructional leadership, implemented comprehensive school reform and restructuring process as part of the iPD (Innovative Professional Develop) Model and developed interdisciplinary teams, implemented technology plan and school improvement plans, served as a member of school governance council and PTSO, developed school magnet programs, completed SEED (System for Educator Evaluation & Development) Program, completed NEASC accreditation process, developed a mentoring program for “at risk” males, served as member of the district’s budget advisory group, chaired professional development and curriculum development committees, SRBI and PBIS teams, interface with community agencies and local universities to support the school’s and district’s mission, supervised and evaluated all staff.</p> | Bridgeport, CT |
| 2011- 2012 | <p>GRASSO TECHNICAL HIGH SCHOOL</p> <p>Assistant Principal</p> <p>Student attendance & discipline, curriculum development, assessment supervision, CAPT, NOCTI, special education coordinator, program development, community relationships, staff evaluation and supervision</p> | Groton, CT |
| 2009-2011 | <p>HARTFORD PUBLIC SCHOOLS</p> <p>Special Education Director</p> <p>Developed new program for middle & high school special education students, served as special education director for all students in district magnet schools, implemented best practice instructional strategies, knowledge of budget development and management, developed and implemented professional development for staff, knowledge and implementation of SRBI, PBIS, Sec. 504, and IEP Regulations and the PPT process, knowledge of disciplinary practices and state/federal laws/regulations, facilitated effective staff, family, and community relationships.</p> | Hartford, CT |
| 2007-2009 | <p>SCHOOL BOARD OF HERNANDO COUNTY</p> <p>Superintendent of Schools</p> <p>Increased student achievement and improved school district's grade to an "A" in one year, increased graduation rate and decreased dropout rate, earned contract extension, responsible for all aspects of the educational process throughout the district including the leadership, management, organization, and operation of 27 schools and facilities, developed, supervised, and monitored a 440 million-dollar school budget, instructional leadership and improvement process, implemented school re-design, re-zoning, school choice & reorganization</p> | Brooksville, FL |

as part of school reform process, chaired the policy development & contract negotiations processes, developed district's strategic plan, supervision of school building & construction process, completed and monitored personnel assignments & performance evaluations, transportation, facilities, & maintenance supervision, program development & evaluation (included IB Academy, Gifted Center, Career Academies, Magnet Schools, Performing Arts, Virtual Learning, Vocational Programs, Dropout Prevention, Environmental Center, Superintendent's Ambassadors for Technology, etc.), strategic planning and development, supervision of assessment and accountability standards, completed the curriculum revision & development process, produced *The Parent Connection* television show, implemented K-8 school model, technology lease-to-purchase program, established community college & school district collaboration, public relations & human resources supervision & development, supervised professional development program, established & developed board policies & protocols.

2004-2007

NEW LONDON PUBLIC SCHOOLS

New London, CT

Director of Human Resources and School Operations

Human Resources:

Recruitment and hiring of staff, contract negotiations, management of certified staff, supervision of licensing compliance issues, coordinator of teacher mentor and continuing education units programs, coordinator of highly qualified teacher program, coordinator of staff development and new teacher orientation programs, developed and standardized all job descriptions, wrote, developed and implemented school grant program, chairman of teacher evaluation and staff development committees, collective bargaining negotiations committee member, grievance and mediation coordinator, managed classification and payroll office, direct liaison for job evaluation process at all levels, conflict resolution and problem-solving all personnel issues.

School Operations:

Supervised new building and renovation construction projects, supervisor of food service operations & transportation, director of plant management & maintenance services, personnel & security, safety and protection program, maintain capital equipment and surplus, well-versed in state and federal building regulations, codes and reimbursements, coordinated technology program, development of Science, Technology, Engineering, & Math (STEM) Magnet School, developed Marine Biology Magnet School, financial planning & reporting, accounting & reporting, data processing, grant applications and reporting.

Committee Leadership & Involvement:

Participant and/or chairperson of the following district-wide committees: Data Team, Mathematics Curriculum Committee, School Building & Maintenance Executive Committee, Assessment Task Force, CMT Improvement Committee, Safety Committee, NEASC Committee,

Technology Committee, Budget Committee, Early Learning, Childhood Magnet School Committee, Policy Committee, Central Office Elementary School Site Visitation Team.

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| 2001-2004 | <p>NEW LONDON PUBLIC SCHOOLS</p> <p>High School Principal</p> <p>Provided overall instructional leadership, participated in the development of the STEM Magnet School, facilitated, directed and implemented curricula realignment project, reviewed and revamped teacher evaluation process and procedures, developed and implemented a new high school literacy program, a CAD program and a Naval Reserve Officer Training Program (ROTC), established a developmental guidance program, implemented a school-wide advisory council for staff and building planning team, created an annual school improvement plan process and school-to-career initiative including a tech-prep program, supervised school scheduling and budgetary processes, NEASC accreditation process, participant or chairman of the following committees: District Technology Committee, Curriculum/Standards Committee, Teacher Evaluation Committee, Administrator Evaluation Committee, Policy Committee, Magnet School Development Committee, Negotiations Committee, Summer School Director, participant in grant writing and public relations activities, facilitated renovation of science laboratory wing.</p> | New London, CT |
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RELATED ADMINISTRATIVE EXPERIENCES

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|------------|---|----------------|
| 2003-2005 | <p>GROTON PUBLIC SCHOOLS</p> <p>Director of Adult Education</p> <p>Supervised the ESOL, GED, Adult Enrichment, and Alternative Education Programs and taught GED courses as part of the program.</p> | Groton, CT |
| 2004-2006 | <p>MITCHELL COLLEGE</p> <p>Adjunct Professor</p> <p>Taught undergraduate courses in the areas of special education and early childhood education.</p> | New London, CT |
| 1997- 1999 | <p>SALEM STATE COLLEGE</p> <p>Adjunct Professor</p> <p>Taught graduate courses as a part of the school administration program in the areas of curriculum development, assessment, and personnel evaluation and supervision.</p> | Hyannis, MA |

MEMBERSHIPS & AWARDS

2017 Board of Directors: Chehuntamo Charter School for Advanced Studies
1996 Florida's Assistant Principal of the Year (Nominee)
2008 Technology Savvy Superintendent of the Year (Nominee)
2008 Florida Association of District School Superintendents (FADSS)

PUBLICATIONS

- 1993 Master's Thesis: *A Plan to Reduce the Discipline Referral Rate at the Middle School Level*. Alexander, W.S.
- 1995 Doctoral Dissertation: *An Individualized Staff Development Plan for Middle and High School Teachers*. Alexander, W.S.

Stephen D. Bournés, Ed. D.

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Education: Educational Specialist, May 2021, Concordia University Chicago
Doctorate in Education, Fall 2017, University of Pennsylvania
Master's Degree in Educational Leadership, Fall 2001, National Louis University
Bachelor's Degree in Education, Spring, 1993, Northwestern University

Certification(s): IL Professional Educator License (Superintendent, General Administrative and Secondary English/Language Arts Endorsements); NJ Principal Certificate of Eligibility; AL Professional and Leadership Certificate

Instructional Leadership Experience

- August 2022-Present **Deputy Superintendent and Chief Academic Officer
Chester Community Charter School
302 E. 5th Street, Chester, PA 19013**
- Supervised and coached 11 principals
 - Supervised a department of seven central office administrators
 - Sustained teacher retention
 - Evaluated Instructional Programs
 - Implemented Accelerated Student Achievement Plan
- June 2018- July, 2022 **Assistant Superintendent of Educational Services,
Rich Township High School District 227
20550 S. Cicero Ave, Matteson, IL, 60443**
- Coached principals
 - Supervised a department of five district-level administrators
 - Supported the creation and development of new courses and programs
 - Increased the number of Advanced Placement course offering
 - Revised CTE pathways
 - Monitored and evaluated grant funded programming
- July 2017- June 2018 **Chief Academic Officer, Montgomery Public Schools,
307 S. Decatur Ave, Montgomery, AL 36104**
- Decreased the number of failing schools and improved report card grades
 - Developed the district-wide Instructional Framework and Community of Practice
 - Developed a differentiated support system for Tier II and Tier III intervention schools by repurposing central office staff
 - Implemented district-wide instructional rounds
 - Provided system level professional development for principal managers, principals, instructional coaches and teachers on a variety of topics
 - Developed a teacher, principal and central office leader effectiveness evaluation system
 - Implemented district-level semester exams in Algebra and Biology

- Aug. 2013-June 2017 **Turnaround Principal, Cooper's Poynt Family School,
Camden City School District, 201 N. Front Street, Camden, NJ 08102**
- 2016-Raised School Visit Performance Category Performance Level from Needs Improvement to Making Progress.
 - Successfully removed 100% of all ineffective teachers on corrective action plans.
 - 2015- 2016 NWEA MAP Reading 36.7% of students meeting and exceeding projected RIT Score targets.
 - Successfully introduced and implemented PBIS – recognized by NJDOE.
 - Supervised three Camden Plus principal residents (TNTP), two of which were groomed from my Instructional Leadership Team.
 - Instituted Parent Advisory Council and increased parental involvement.
- Jan. 2011- July 2013 **Principal, William J. & Chas H. Mayo Elementary School,
Chicago Public Schools, 42 W. Madison St, Chicago, IL 60602**
- Successfully introduced and implemented PBIS.
 - Increased the number of community partnerships to 50.
 - Rebranded Real Men Read and built a cadre of 20 black males who read to classrooms.
- Mar. 2007- Dec. 2010 **Assistant Principal, Amelia Earhart Elementary School,
Chicago Public Schools, 42 W. Madison St, Chicago, IL 60602**
- Successfully introduced and implemented PBIS.
 - Piloted Per Pupil Based Budgeting.
 - Piloted Danielson Framework for Teacher Effectiveness Evaluation System.
 - Implemented Weekly Parent Communication System.
- Sept. 2002-June 2003 **Academy Standards Leader/Staff Developer,
Evanston Township High School District 202, 1600 Dodge Ave, Evanston, IL 60204**
- Redesigned Evening School into Evening Academy using a project-based model.
 - Increased graduation rate for 5th year seniors.
- Sept. 2002- June 2005 **Standards Teacher Leader, Evanston Township High School
Evanston Township High School Dist. 202, 1600 Dodge Ave, Evanston, IL 60204**
- Designed standards-based common assessments for 9th and 12th grade.
 - Aligned 9th- 12th grade curriculum to state standards.
 - Designed 11th grade ACT test prep course.
 - Designed Homepage – a homeroom based advisory program.
- Sept. 2003- June 2005 **Sophomore Humanities Team Leader,
Evanston Township High School Dist. 202, 1600 Dodge Ave, Evanston, IL 60204**
- Moved students who were scoring in the 25th quartile to the 50th quartile.

Research Experience

Dissertation Topic Transforming the Underperforming: Principal Perceptions of District Support in Turnaround Schools

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|-------------------------------|---|
| Academic Experience | Adjunct Professor, Concordia University, River Forest, Illinois |
| Oct. 2012- May 2013 | Taught foundational courses in the Master of Arts in Curriculum and Instruction Program: Teacher as Practitioner and Teacher as Leader. |
| Classroom Experience | |
| Sept. 1994- June 2006 | English and Humanities Teacher, Evanston Township High School Dist. 202, 1600 Dodge Ave, Evanston, IL 60204 Responsibilities include classroom instruction of grammar, literature, research and composition at all grade and ability levels, an interdisciplinary planning with a history co-teacher. Also taught at-risk students in Evening Academy Program and a Kaplan model test prep class. |
| Oct. 1997- July 2006 | Teacher, Center for Talent Development, Northwestern University 617 Dartmouth Place, Evanston, IL 60208 Responsibilities include instruction in World Geography and World Perspectives in Saturday Enrichment Program and Letter Links correspondence course, and creative writing in Apogee and Spectrum 3 week intensive summer program for 4th-6th and 7th-9th grades. |
| Presentations | Repurposing Central Office for School Turnaround, Powerschool EDGE, 2019 Transforming the Underperforming, Research Roundtable, NABSE 2018 10 Strategies for Engaging Disengaged Reading, NABSE 2012 Using Film Excerpts as Text to Engage Readers, NABSE 2011 Building a Community of Learners, Teachers of Tomorrow Conference, 2010 Building a Community of Learners, Golden Apple Scholars Conference, 2010 |
| Other Experiences | Member, Camden City School District Evaluation Advisory Committee (DEAC); 2 nd Vice President, Camden City Principals & Supervisors Association (CCPSA); Member, Golden Apple Scholars of Illinois Class of 1989; Past Vice-President, Chicago Area Alliance of Black School Educators; Member, National Alliance of Black School Educators. Past Polemarch, Kappa Alpha Psi Fraternity, Inc., Evanston Alumni Chapter; Member, Association for Supervision and Curriculum Development; Past Honorary Pastor, Interdenominational Missionary Union of Evanston; Past Board Member, Pope John XXIII School; Past Member, Teachers Council Executive Committee, Evanston Township High School |
| Professional Education | Harvard Data Wise Leadership Institute, Summer 2007 |
| Awards | 2016 Chancellor's Award for Civic Engagement-Community Partner, Rutgers University-Camden |

Sibyl Brooks

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EXPERIENCE

Stamford Public Schools, Principal of Toquam Magnet Elem.

August 2019- PRESENT

Title I School, new Magnet Theme: AVID Schoolwide

Danbury Public Schools, Assistant Principal, Westside

August 2013 - July 2019

Flagship STEM middle school, Supervised Math/Humanities, SpED: PPT's and 504's.

CT Technical High School, Assistant Principal

October 2010 - July 2013

Supervised the following shops: Carpentry, CNA, Electric, Automotive, Plumbing, Evening Programs, Athletics, Special Education: PPT's

EDUCATION

Southern CT State University, New Haven, CT —

September 1995 - June 2015

- Bachelor of Science, Math & General Science,
- Sixth Year School Administration {092},
- Superintendent of School {093}

Albertus Magnus College, New Haven, CT

September 2000 - September 2002

- Master of Science, Business Administration

PROJECTS

Served on CMT Advisory Board — Developed Questions

Former ATOMIC Board Member

SKILLS

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AWARDS

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Sed diam nonummy

Nibh euismod tincidunt ut
laoreet dolore magna aliquam
erat volutpat.

LANGUAGES

Lorem ipsum, Dolor sit amet,
Consectetur

Dr. Raymond L. Bryant, Jr.
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Thomasville, Georgia 31792
404-644-1242 (cell)
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Qualifications:

- Twenty-eight years of successful administrative and teaching experience
- Documented successful leadership in improving, maintaining, and sustaining high student achievement K-12
- Comprehensive Executive Coaching knowledge and skills
- Keen ability to develop a high functioning, results-oriented team
- Skilled leader in district strategic improvement planning
- Excellent organizational and communication skills (oral and written)
- Demonstrated leadership in successful district initiatives
- Excellent problem-solving and reasoning skills
- A practical, systems-based leader that produces positive results
- Twenty-three years of successful and documented visionary leadership

Education:

2005 Ed.D., Educational Leadership, Nova Southeastern University
2000 Ed.S., Educational Leadership/Administration, Florida State University
1997 M. Ed., Elementary Education, Florida A & M University
1995 B.S., Elementary Education, Florida A & M University

Career Progression:

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|---|-----------------------|
| Adjunct Professor-College of Education Florida A & M University | May 2023- |
| Superintendent Thomasville City Schools | July 2021-March 2023 |
| Leadership Consultant Georgia Leadership Institute for School Improvement (GLISI) | July 2019-June 2021 |
| Chief Operations Officer (COO) Henry County Schools | July 2018-June 2019 |
| Assistant Superintendent of Administrative Services, Henry County Schools | August 2017-July 2018 |
| Regional Executive Officer, Henry County Schools | January 2011-August |

2017

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|--|--------------------------------|
| Interim Assistant Superintendent of Leadership Services, Henry County Schools | November 2010- January 2011 |
| Director of Leadership Services, Henry County Schools | July 2010-November 2010 |
| Coordinator of Leadership Services, Henry County Schools | July 2009-July 2010 |
| Coordinator of Elementary Schools, Henry County Schools | September 2007-June 2009 |
| Principal, Factory Shoals Elementary, Douglas County Schools | August 2005-September 2007 |
| Assistant Principal, Factory Shoals Elementary Douglas County Schools August 2001-July 2005 | |
| Teacher (5 th Grade) Pate's Creek Elementary, Henry County Schools | August 2000-July 2001 |
| Teacher (6 th & 8 th) SwiftCreek Middle School, Leon County Schools | August 1995-July 2000 |

Description of Work:

2021-2023 Superintendent, Thomasville City Schools

- Led 2.7% increase in Thomasville High School's graduation rate from 80.2% (2021) to 82.9% (2022)
- Increased student achievement as evidenced by MAP scores (Norm-Referenced Assessment) and Illuminate Assessment Platform scores (K-12)
- Created *New Beginnings Program* (night school) for students who dropped out or were far behind in their academics. Twenty-five (25) participated in 2021 with 100% receiving their diplomas. 2022-23, 42 students participating with 100% on track to complete their requirements for their diploma.
- Developed *District Literacy Team* comprised of district administrators, building administrators, teachers, and other faculty and staff.
- Led district to provide "bonuses" and "supplements" for all Certified (teachers and administrators) and Classified staff (paraprofessionals, custodians, food services) in 2021-22 and 2022-23
- Led district to provide salary increases for custodians, food service, and paraprofessionals beginning 2022-23 school year.

- Led creation and collaboration between Thomasville City Schools and Thomasville Public Library to implement a “Pop-Up Library” collaborative. TPL and TCS identified and went out to local communities to provide library services to students in the Villa North and Wood Valley Apartments. Essentially, bringing the library services to the students’ community. Removing barriers to literacy
- Developed District MTSS (Multi-tiered Support System) team comprised of district administrators, building administrators, teachers, and other faculty and staff
- Developed and presented the first ever “State of the District Address” at Thomasville Performance Arts center open to all internal and external stakeholders
- Led \$42,000,000 Bond board approval by TCS School Board (May 2022)
- Secured \$7,233,695.00 State Capital Outlay funds for 6-12 campus from GA-DOE
- Led approval by Board of Education of TCS Capital Outlay project 6-12 campus (90,000 sq. ft.) (February 2023)
- Led, foster, and promote high performing Governance Leadership Team resulting in (GSBA Quality Board of Distinction 2021, GSBA Quality Board of Distinction 2022) with Thomasville City Schools Board Members
- Led monthly Board Agenda Prep Meetings including Board Chair, Vice-Chair and Superintendent to draft, discuss, and solidify monthly board agendas for Board Study Session and Regular Board Meeting prior to regularly scheduled meetings
- Providing Weekly Update (email communication) to all Board members inclusive of timely, and upcoming events, and all district matters commensurate with the 5-year Strategic Plan.
- Led the development and adoption of Thomasville City Schools 1st ever Literacy Vision, Literacy Beliefs, and Literacy Framework (K-5) and (6-12) (Approved April 2022 Board Meeting)
- Led development and implementation of TCS 1st ever PPR rubrics (Promotion, Placement, and Retention Rubrics) grades K-8
- Created and implemented Thomasville City Schools SRO Appreciation Week (2nd week of May) designed to acknowledge and recognize the relationship and collaboration between TCS and Thomasville Police Department
- Led the development and implementation of Thomasville City Schools leadership pipeline program “Diamond Leadership Academy” identified to provide intensive professional development for teacher-leaders, teachers aspiring to become assistant principals, assistant principals aspiring to become principals and principals aspiring to district office positions
- Led the passage of \$42,000,000 dollar bond (2021) identified to build new 6-12 Campus and fully renovate all elementary schools with an 81% approval rating from city voters

- Acquired new accounting system software Tyler Technology (Infinite Vision) restructured TCS finance department to include CFO, Coordinator of Finance, District Bookkeeper, Payroll and Benefits Specialist, and Administrative Assistant
- Serve as the primary instructional leader focused on improving, maintaining, and sustaining pervasive and systemic student achievement K-12
- Led re-adoption and implementation of Thomasville City Schools 5-year Strategic Plan 2022-2027 (Adopted and approved December 2021)
- Led the development of Thomasville City Schools beliefs, vision, mission, strategic goals, performance objectives, performance measures and targets for improving student achievement
- Met 4x a year annually with Student Advisory Committee, Parent Advisory Committee, Teacher Advisory Committee and Community Advisory Committee
- Led the development, adoption, implementation and management of district finances identifying ways to maximize funds, manage debt responsibly and operate efficiently
- Effectively managed the recruitment and retention of Highly Qualified personnel
- Effectively developed partnerships and collaborated with multiple external and internal stakeholders to impact stakeholder perception of district in a positive manner
- Identified and managed training of all faculty, staff on poverty, diversity and improving relationships among faculty, staff, and parents
- Developed comprehensive Thomasville City Schools Communications, Marketing, and Branding Plan (Develop 5 Marketing and Branding videos)
- Led development and total overhaul of District Webpage (2021-22) to create ease of use, timeliness of information posted and serve as an informational hub for internal and external stakeholders
- Developed multiple long-range plans including but not limited to Facilities and Maintenance, Transportation, Technology, and Safety and Security
- Co-developed and implemented first Memorandum of Understanding (MOU) between Thomasville City Schools and Thomasville Police Department (2022)
- Created and implemented first ever SRO Appreciation Week activities and celebration (May 2022)
- Led and secured 1st ever SBHC (School Based Health Center) grant in the amount of \$10,000. A partnership between the Georgia Department of Education and Emory University to create a full functioning School Based Health Center in school district.
- Led the securing and implementation of multiple Safety enhancement and features including, Centegix, (Campus Management System) Code Red Guard locking mechanism, CheckMate Sign-in and Sign-out system, SROs in each building, locking of all interior and exterior doors, key fob system for exterior doors, silent alarm buttons in all schools.
- Increased student enrollment from 2,600 (2021) to 2,832 (2022)

- Created and implemented first ever district perception surveys (“Pulse Checks”) given anonymously to all internal stakeholders 3x during 2022-23 school year

2019-2021 *Leadership Consultant, Georgia Leadership Institute of School Improvement (GLISI)*

- Serve as Leadership Consultant on 4T Project with GLISI, SREB (Southern Regional Educational Board), and 3 Rural Georgia School Districts (Burke, Emmanuel, and Jefferson County School Districts) to leverage improvement science principles, design thinking, just in time coaching, and power of collaborative networks to dramatically improve student outcomes for traditionally underserved populations
- Conduct meetings with Superintendents and Assistant Superintendents regarding leadership best practices, improvement science strategies, implementation strategies, and developing monitoring expectations
- Provide on-time training to district leaders on best practices to support, accelerate, and engage their teams in improvement models at their sites
- Create a personalized coaching plan for each administrator coached includes cycles of coaching and appropriate metrics for monitoring
 - Serve on Evaluation Ad Hoc Team to develop and implement evaluation components associated with 4T Project
 - Provide Executive Coaching of the Central Office Leadership Team, Virtual Coaching Sessions with the Superintendent as interim sessions (Lee County)
 - Lead Strategic Improvement Planning Services (SIP) (Taylor County)
 - Lead Strategic Improvement Planning Services (SIP) (Savannah-Chatham)

2018-2019 *Chief Operations Officer (COO), Henry County Schools (Promotion)*

- Responsible for the coordination of the departments of Facilities and Maintenance, Transportation, Code of Conduct, and Security
- Supervised and evaluated Executive Director of Facilities and Maintenance, Executive Director of Transportation, Director of Code of Conduct, Coordinator of Security, and Executive Administrative Assistant
- Served on the district’s Executive Cabinet, Cabinet, and Senior Team
- Developed and implemented division annual budget of \$7.0 million
- Developed, coordinated, and implemented long-range planning for Facilities and Maintenance, Transportation, and Security
- Developed and Implemented Central Operation Center designed to serve as a hub for Senior level officials to gather to make decisions regarding security and safety measures in the district
- Developed RFI (Request for Information) for district Classroom Utilization Study
- Researched and implemented safety items commensurate to support school and district safety measures through the State Bonds for Safety and Security to include

but not limited to (Campus Management System (Alert Point); Access Control System (Key Card System); Panic/Distress Buttons, School Hallway Signage and Walkie-Talkies for the district office complex

- Led the development of a comprehensive district growth plan for the next ten years (2018 -2028) to include: building of facilities and maintenance of current facilities; transportation of students; Safety of schools, student projections, and enrollment; district discipline practices
- Led the development, planning, and opening of McDonough Middle and McDonough High School (Fall 2019)

2017-2018 *Assistant Superintendent Administrative Services, Henry County Schools*
(Promotion)

- Responsible for the coordination of the departments of Administrative Services: Discipline and Safety, Facilities and Maintenance, Legal Compliance, Student Services, Transportation Services, and Wraparound and Social Emotional Services
- Supervised and evaluated Director of Discipline and Safety, Director of Facilities and Maintenance, Director of Legal Compliance, Director of Student Services, Director of Transportation Services, Director of Wraparound and Social Emotional Services
- Worked cooperatively with the Superintendent and staff to develop annual budgets
- Worked with the Director of Facilities and Maintenance for facilities planning and the administration of capital outlay funds
- Worked with the Director of Facilities and maintenance to prepare and present Five-Year Facilities Planning Study to the Board of Education
- Prepared and presented annual projected enrollment report to Board of Education
- Prepared and presented a proposed school calendar annually to the Board of Education
- Led the district review of all system personnel and student handbooks edit and modify these handbooks when this review indicates a need
- Researched and developed school board policy as directed by the Superintendent and Board of Education
- Served as a liaison between the school system and the school board attorney in addressing legal concerns associated with the school district
- Coordinated system efforts to maintain safe, orderly, and supportive school environments in support of the system strategic plan

2011-2017 *Regional Executive Officer Leadership Services, Henry County Schools*

(Promotion)

- Directed supervisor of 17 building-level principals. (ES, MS, and HS) Manage performance and conduct annual evaluations of school principals, working collaboratively with the Assistant Superintendent and other Regional Executive Officers.
- Led Region Initiative Explicit Vocabulary Instruction with 14 elementary schools
- Developed and implemented School Improvement Plan Rubric for 50 principals
- Served as the office of response to assist with answers to issues and unresolved matters that originate at the school level
- Ensured ongoing progress toward identified school goals and objectives, regularly collecting and analyzing school data to determine progress in affecting student achievement, school culture, climate and community, and quality assurance
- Assisted school-level leadership with the implementation of the school system's curriculum standards, assessment program, instructional program, and professional learning program
- Worked with principals and school administration to develop, implement, and monitor annual School Improvement Plans
- Assisted principals and school administration in implementing system approved and effective staff performance and evaluation program
- Maintained frequent contact with, and visitation in, schools attending extracurricular and other activities
- Coordinated with Assistant Superintendent, other Regional Executive Officers, and other staff members as needed to implement a comprehensive and systemic protocol for the collection and use of multiple data sources to inform further continuous improvement
- Developed Principal Meeting Professional Learning Opportunities document for 2013-2014
- Co-Led evaluator AdvancEd visit in Polk County School District (2018)
- Co-Led evaluator AdvancEd visit in Dekalb County School District (2017)
- Co-Led evaluator AdvancEd visit in the Putnam County Charter District (2015)

2010- *Interim Assistant Superintendent of Leadership Services (6wks)* Henry County Schools (Promotion)

- Direct supervisor for 50 building level principals
- Maintained frequent contact with and visitation in schools
- Worked with principals and school administration to develop annual School Improvement Plans as well as the requirement for accrediting agencies
- Worked with principals and school administration to implement identified goals and objectives in Annual School Improvement Plans.
- Served as the office of response for issues and unresolved matters directed to the Superintendent that originate at the school level
- Assisted principals in planning and properly implementing sound instructional, management, and supervisory practices

- Developed and delivered job-embedded professional learning to all principals and assistant principals
- Regularly focused on results to determine progress toward identified school goals and objectives
- Assisted principals and school administration in implementing an effective staff performance and evaluation program
- Assisted principals in the area of communication with staff, students, community, and other administrators

**2010- *Director of Leadership Services, Henry County Schools, Georgia*
(Promotion)**

- Supervised (6) administrative assistants in Leadership Services Department
- Supervised the Coordinator of Assessment, Evaluation and Development, System Test Coordinator; Leadership Services Coordinator, and the Professional Learning Coordinator
- Co-district facilitator AdvancED/SACS QAR (Quality Assurance Review) visit May (1-4) 2011; successfully led district through the process of 5-year reaccreditation
- Coordinated Title II-A practices and procedures in the district (Coordinate site visits Dec. 2010 and 2011)
- Coordinated and held Title II-A Private School Consultation Meetings
- Coordinated and develop Title IIA Equity Report for submission and approval from GA-Professional Standards Commission
- Developed Title IIA budget for Teacher and Leader Quality
- Assisted principals with the development, implementation, and monitoring of Continuous Improvement plans
- Worked with principals, system leadership, and other stakeholders to ensure compliance with meeting requirements for accrediting agencies
- Served as Leadership Coach for Principals in areas related to their job responsibilities
- Assisted principals in observing and analyzing teacher performance
- Supervised the Rising Stars Initiative
- Worked with the Assistant Superintendent for Leadership Services to develop a monitoring plan to ensure that all schools in the system transition to standards-based classrooms
- Assisted the Assistant Superintendent for Leadership Services with monitoring annual AYP goals and strategies in individual schools and school clusters

**2009- *Coordinator of Leadership Services, Henry County Schools, Georgia*
*Coordinator of Athletics (In addition to duties of Coordinator of Leadership Services) Henry County Schools, Georgia***

- Evaluated, interpreted, implemented, and made recommendations regarding athletic policies and procedures

- Served as a representative to the region, state, and national committees as appointed by appropriate officials
- Acted as a liaison between Henry County High schools, the Georgia High School Association, and the State Department of Education
- Responded to public and parent concerns regarding athletics for Henry County, region, and Georgia High School Association activities
- Collected information from local schools and complete the annual Gender Equity report, and submit to the Superintendent for approval and submission to the State Department of Education
- Provided for and encourage opportunities for coaches to participate in clinics, workshops, staff development, and state and regional conferences
- Title IX Coordinator Gender Equity for Athletics
- Served on AdvancED/SACS team in Twiggs, Georgia (April 2010)
- Maintained frequent contact with and visitation in schools
- Worked with principals and school administration to develop annual School Improvement plans as well as requirements for accrediting agencies
- Worked with principals and school administration to implement identified goals and objectives in annual School Improvement Plans
- Worked with principals and school administration to ensure ongoing progress toward identified school goals and objectives
- Regularly collect and analyze school data to determine progress toward identified school goals and objectives
- Regularly focus on results to determine progress toward identified school goals and objectives
- Assisted principals in the area of communication with staff, students, community, and other administrators
- Assisted the Assistant Superintendent for Leadership Services in responding to issues and unresolved matters directed to the Superintendent that originate at the school level
- Collaborated with the Assistant Superintendent for Leadership Services and Professional Learning Coordinator and Director to develop and implement the professional development plan for Teacher Leaders, Assistant Principals, and Principals
- Assisted the Assistant Superintendent for Leadership Services in identifying and implementing standards of accountability for each leadership role
- Coordinated the school system's elementary programs and assures the implementation of programs following local, state, and federal policies, rules, and regulations
- Worked with Assistant Superintendent for Learning and Teaching, Curriculum Coordinators and principals to ensure full implementation of Georgia Performance Standards and the transition to standards-based classrooms
- Worked with the Assistant Superintendent for Leadership Services and principals to develop K-12 Continuous Improvement Plans
- Collaborated with principals and the Assistant Superintendent for Leadership

Services in the implementation of strategies that support each school's student achievement goals to ensure that all schools make Annual Yearly Progress

2007-2009 *Coordinator of Elementary Schools, Henry County Schools, Georgia* (Promotion)

- Led development and implementation of Henry County Kindergarten Diagnostic Assessment (Administered to all enrolling kindergarteners commencing Aug. 2009)
- Rewrote elementary homework policy for Henry County Parent and Teacher Handbook
- Led shift to implement Reduced Class EIP (Early Intervention Program) district-wide in grades K-2, 2009-2010 (**Increased QBE funds for the district by \$3 million FY10; FY11 Increased QBE funds for the district by \$4 million**)
- Lead Facilitator, GAPSS Team (Georgia DOE, Georgia Assessment of Performance on School Standards) Henry County Schools (Henry County, Georgia)
- Participated in GAPSS (Georgia DOE, Georgia Assessment of Performance on School Standards) Analysis Team, Clifton Ridge Middle School (Jones, Georgia)
- Coordinate and led the development and implementation of K-4 Standards-Based Report Cards, Parent and Teacher Rubrics district-wide
- Interim Principal Unity Grove Elementary (6wks) and Red Oak Elementary (2wks)
- Coordinated the school system's elementary programs and ensured the implementation of programs according to local, state, and federal policies, rules, and regulations.
- Worked with Assistant Superintendent for Leadership Services, Curriculum Coordinators, and Principals to ensure full implementation of the Georgia Performance Standards and the transition to standards-based classrooms.
- Worked with the Coordinator of Secondary Schools and the Assistant Superintendent for Leadership Services to develop a seamless, systematic approach to curriculum, assessment, and instruction for sustained student achievement.
- Worked with the Assistant Superintendent for Leadership Services, elementary and middle school principals, and the Middle School graduation coaches to develop a systematic plan for the elementary to middle school transition
- Assisted the Assistant Superintendent for Leadership Services in reviewing data to evaluate the effectiveness of instructional programs
- Worked with the Assistant Superintendent of Leadership Services and the Director of Professional Learning to plan, develop, and secure valuable professional development opportunities required for elementary teachers to implement the curriculum and to improve instruction
- Collaborated with Principals and the Assistant Superintendent for Leadership Services in the implementation of instructional strategies that support each

school's student achievement goals to ensure that all elementary schools make Annual Yearly Progress

- Assisted the Assistant Superintendent for Leadership Services in securing grants or other forms of funding to enhance elementary education programs
- Aided schools in the development of instructional goals and methods to improve student achievement and meet state and district requirements
- Assisted with developing and implementing research-based strategies to ensure an annual decrease in the percentage of students not meeting state standard in reading and mathematics, and a yearly increase across all schools in the percentage of students exceeding state standard in reading and mathematics

2006 Instructor, Clayton State University, Continuing Education Program, Georgia
Instructed students in the area of mathematics

2005-2007 Principal, Factory Shoals Elementary, Douglas County Schools, Georgia (Promotion)

- Responsible for the operations and functions of the school organization to include, but not limited to, Curriculum, Student Performance, Staff Performance, Academic Focus, Communication, Organizational Setting, and Comprehensive Improvement Plans. Also, any other duties and responsibilities designated by the Superintendent.
- Made AYP (Adequate Yearly Progress) each year as Principal
- State Improvement Status in 2006, 2007 "Distinguished"
- Selected by Superintendent to complete GLISI training (Georgia Leadership Institute on School Improvement) 2006-2007

2001-2005 Assistant Principal, Factory Shoals Elementary, Douglas County Schools, Georgia (Promotion)

- Assessment and Testing Coordinator (PreK-5th)
- Student Support Team Coordinator (S.S.T.)
- Handled disciplinary issues for all grade levels (PreK-5th)
- Facilitator of Staff Development Training School-Wide
- Served on the district-wide calendar adoption committee
- Chairperson, SACS (Southern Association of Colleges and Schools) 10-year format
- Recruiter for the county; the University of Alabama at Tuscaloosa Teacher Recruitment Fair (April 2004)
- Recruiter for the county; Spelman College, Atlanta, Georgia Teacher Recruitment Fair (February 2005)
- Recruiter for the county; the University of West Georgia, Teacher Recruitment Fair (March 2005)

2000-2001 *Fifth Grade Teacher, Pate's Creek Elementary, Henry County Schools, Georgia*

- Member of School and Community Relations Committee (SACS)

1995-2000 *Sixth Grade Teacher, SwiftCreek Middle School, Leon County Schools, Florida*

- Developed lesson plans and instruct in Mathematics, Science, Geography, and Reading
- Participated in and conduct parent-teacher conferences, advise parents on child's progress and discuss how best to reinforce education
- Taught eighth-grade mathematics (1995)
- Chaired Mathematics and Science Integration School Improvement Committee (reported to School Advisory Committee) SAC
- Communications School Improvement Committee (1998-2000) (Reported to School Advisory Committee) SAC
- Chairperson, SACS- (Southern Association of Colleges and Schools), 5-year School Renewal Project-Area 5 Communication (1999-2000)
- Sponsor- Distinguished Gentlemen Boys Club (sixth-eighth grade) (1995-2000)
- Served as a coach for sports teams (basketball, soccer, and softball) (1995)
- Served as mentor/professional educator for a beginning teacher (1998-1999)

Licenses and Certificates:

- Georgia Leadership Certificate (P-12)
- Georgia Teacher's Certificate (P-8)
- Georgia Computer Skills Competency Certificate (2004)
- Time to Teach; Associate Trainer, Center for Teacher Effectiveness (2009)
- LPPC; Leadership Preparation Performance Coaching (GLISI) (2010)

Professional Affiliations:

- Thomas County Public Library, Board of Directors (2021)
- Georgia School Superintendent's Association (GSSA) (2021)
- Southwest Georgia RESA Member (2021)
- Southwest Georgia School Superintendent's Association (2021)
- American Association of School Superintendent's (AASA) (2021)
- Thomas County Boys and Girls Club Board of Directors (2021)
- ASCD (Association for Supervision and Curriculum Development) (2005) Institutional Membership
- NEA (National Educators Association) (1995)
- GAE (Georgia Educators Association) (2001)
- United Way Member (2001)
- GACIS Georgia Association of Curriculum and Instruction Supervisors (2007)

- GAEL Georgia Association of Educational Leaders (2007)
- GAGC Georgia Association of Gifted Children (2007)
- IRA International Reading Association (2008)
- Georgia Elite Sports Academy, Board of Directors (2013)

Professional Development:

- Certificate of Participation, Cognia Accreditation Process and Performance Standards (15 hours) 2022
- Equity Facilitation Training, GLISI (2020) September 10, October 13, & November 12, 2020
- GADOE McREL District Balanced Leadership series for Leader Effectiveness Training (Modules 1-4) December 4 & 5, 2018 and January 15 & 16, 2019
- Addressing Disproportionality in School Discipline with Collaborative and Proactive Solutions (Feb. 2022)

Speaking Engagements:

- Keynote Speaker for Thomasville City Schools Air Force Junior ROTC, April 14, 2022
- Keynote Speaker, “Inspire, Empower, and Emancipate”, Apple Pinning Ceremony, Florida A & M University, April 29, 2022
- First ever *State of the District Address*, Thomasville City Schools at Thomasville Center for the Arts, September 2022
- Presented to Chamber of Commerce, *Leadership Class*, Thomasville, GA (February 2022 and February 2023)
- Presented to AKA Sorority, “Community to School District Connection” January 2023
- Henry County Democratic Party Education Town Hall Meeting (Participated as Speaker on the Education Officials Panel) (2009)
- Georgia State University GAE/GSU Professional Development Conference: The Job Hunt, “What to Expect During an Interview and the Recruiting Process” (2008)
- Mercer University “Being a Principal” (2007)
- Austin Road Middle School, “Leading by Serving Others,” (2013)
- Austin Road Middle School, Leadership in Henry County Schools” (2014)

Awards/Recognitions:

- Cambridge Who’s Who Registry among Executives and Professionals (2010/2011)
- State Improvement Status in 2006, 2007 “Distinguished” (AYP)

Accomplishments Commensurate as Superintendent in Thomasville City Schools:

- Thomasville City School Board Recognized as 2021 and 2022 GSBA Board Recognition (Quality Board) Distinction
- Led the process to apply for and be awarded one-year School Based Health Center (SBHC) Planning Grant in the amount of \$10,000
- Led the development, approval, and implementation of district balanced budget 2022 in the amount of \$28,000,000
- Led Thomasville City School District through COVID 19 pandemic, including daily data review, equitably managed resources, and ensured the safe, health, and well-being for all students and employees
- Led the development, re-adoption, and implementation of the Thomasville City Schools 5-year Strategic Plan (2022-2027)
- Led the development of the Capital Outlay application, securing of CM (Construction Manager) and subsequent building of a new 90,000 sq. ft. 6-12 facility and upgrades to all 3 elementary schools
- Led Board Approval of final plans for 6-12 Capital Outlay project February 28, 2023
- Led the successful high school graduation rate increase from 80.2% (2021) to 82.9% (2022) 2.7% increase
- Created *New Beginnings Program* (Night School) for students who dropped out of school and/or who were too far behind in the regular high school setting. FY 2022, 25 students identified graduated with their High School diploma; FY 2023, 42 students identified on track to graduate with their High School diplomas.
- Led the co-development of first MOU (Memorandum of Understanding) between Thomasville City Schools and Thomasville Police Department (2022)
- Board Governance Team developed first norms and procedures document (2021)
- Created and implemented with the partnership of the Thomasville Public Library the Thomasville City Schools Pop-Up Library providing opportunities for students to check out books in the Villa North Community and the Wood Valley Apartments. TCS provided hot dogs, chips and waters.
- Led the district to implement pervasive and systemic safety and security practices
- Led the district to acquire numerous safety and security resources for all schools and the District Office including (CheckMate Check-In System, Centegix Campus Management System, Code Red Guard, Silent Alarm buttons, Key Fobbed Exterior Doors)
- Led the acquisition and implementation of “Here Comes the Bus” software to effectuate more efficient and effective school bus operations (time and attendance, bus tracking, etc.)
- Led the development and implementation of pervasive and systemic assessment practices with the acquisition of Illuminate Assessment Platform and the expectation of weekly assessments and collaborative planning meetings in all schools

- Led relaunch of Thomasville City Schools District website designed to be more user-friendly, informational, and engaging for all stakeholders
- Led Thomasville City Schools District to develop 5 Marketing Videos (i.e. Thomasville City Schools Overview; Want to Join our Team (Recruitment); Arts and Athletics; Thomasville City Schools (Motto); Safety and Security
- Presented Thomasville City Schools first “State of the District Address” September, 2022
- Inducted as first African American male as Superintendent in Thomasville City Schools history (Origin 1900) in the Jack Hadley Black History Museum, Thomasville, GA
- Created the first ever TCS SRO Appreciation Week in May 2022

Accomplishments Commensurate with District Office Tenure:

- Developed and implemented department service model for Administrative Services Department (PSC2) *Professionalism, Support, Commitment, and Communication*
- Hired first Director of Wrap-Around and Social-Emotional Services: Developed district Wraparound Services Framework
- Led the increase of schools in the district to implement PBIS Framework
- Led recommended, received board approval, and implemented 2018-2019 Student and Parent Handbook (1st-year handbooks were provided to stakeholders electronically, saving the district \$70,000)
- Led recommended, received board approval, and implemented systemic Security Expectations district-wide:
 - Locking all exterior doors ○ Locking all interior doors
 - All school and district office personnel will prominently display their ID badges at the school and district office buildings
 - All school and staff personnel will address any visitor who does not display a Henry County School’s identification badge or a visitor’s badge
- Led recommended and implemented the installation of Law Enforcement Notification Buttons in all 50 schools
- Led recommended and received board approval to hire seven additional School Resource Officers providing a 1:1 ratio to each Middle School and High School in the district
- Led and developed the revisions/updates of the FY 19 and FY20 Code of Conduct documents
- Led, developed and implemented 1st Annual SRO Appreciation/Recognition Day (April 17, 2019), identified as the 3rd Wednesday in April
- Led, developed, and implemented Primary Learners Safety Protocol (Hard Lock Down) documents and resources

- Led, developed, and implemented Centegix (Crisis Alert) Campus Management system for all schools in district
- Led recommended and received school board approval of Bus Fleet Standardization, Replacement and Sustainability Plan from 2018-2030
- Purchased 23 new Alternative fuel (propane) and air-conditioned buses Spring 2018
- Applied for, received, and was awarded \$104,000 from GA DOE Application for Alternative Fuel Bus Funding (August 2018 and February 2019)
- Led, recommended, and received school board approval to build new North Henry Performing Arts Center (PAC) scheduled to open 2020 (\$18,000,000 project)
- Led, recommended, and received school board approval to purchase and install Emergency Doors in all High Schools providing a single point of entry (Completion Spring 2019)
- Updated, revised Henry County Schools Emergency Ready Reference Manual (2018) (School and District Safety Protocols document)
- Implemented Standardized Check-in and Check-Out procedures for all visitors using the Checkmate Electronic System district-wide (2018-19)
- Developed and implemented the Henry County Schools Inclement Weather Protocol document
- Developed and implemented a district-wide Centralized Registration process (In progress)
- Developed and implemented a district-wide Electronic Records Management System
- Developed, presented, and received the approval of District Calendar for 2019-2020 and 2020-2021
- Developed, led, and implemented Elementary Region Initiative with Explicit Vocabulary Instruction with 14 Elementary Schools (2013-2017)
- Developed and implemented a School Improvement Plan Rubric for 50 principals
- Developed and implemented the Principal Meeting Professional Learning Opportunities document for 2013-2014
- Led development and implementation of Henry County Kindergarten Diagnostic Assessment (Administered to all enrolling kindergartners commencing Aug. 2009)
- Rewrote elementary homework policy for Henry County Schools Parent and Teacher Handbook (2008)
- Led district shift in implementing Reduced Class EIP (Early Intervention Program) in grades K-2; 2009-2010 (Increased QBE funds for the district by \$3 million FY10; K-5; FY11 Increased QBE funds for the district by 4 million dollars)
- Coordinated and led the development and implementation of K-4 Standards-Based Report Cards, Parent and Teacher Rubrics district-wide (2008)
- **Cotton Indian Elementary-** Implemented *Leader In Me*, based on Stephen Covey's 7 Habits (2016) as school framework

- **Hickory Flat Charter School-** School received a five-year state Charter focusing on Howard Gardner's Multiple Intelligences (2013) Highest performing Title 1 School in the Henry County School District based on CCRPI scores. (2015)
- **Pleasant Grove Elementary-** Received State STEM Certification. (2016) The only school in the Henry County School District with State STEM certification status.
- **Stockbridge Elementary School-**Received Platinum Status (2011) as Title 1 school; Received state recognition from Governor's office (Nathan Deal) as an 80/80/80 school (2016).
- **Woodland Middle School-** Recognized by State DOE for consistently high student achievement and instructional practices. (2015)
- 2012-2014-Based on CCRPI (College and Career Readiness Performance Index), increased Meets/Exceeds every year in each content area for three years.
- 2012-2014 Based on CCRPI (College and Career Readiness Performance Index), Increased overall CCRPI score each year from 75 (2012); 84.7 (2013); 88.6 (2014)
- 2012-2014 Based on CCRPI (College and Career Readiness Performance Index), Increased percent of CRCT Assessments scoring at the Exceeds level 36.3% (2012); 39.4 (2013); 47.2 (2014)
- **Union Grove Middle-** Highest performing middle school in the district 2011-2016 based on CCRPI scores (College and Career Readiness Performance Index)
- **Stockbridge Middle School-** 100% of students taking EOC (Coordinate Algebra) assessment scoring at Proficient or Distinguished level on GA Milestones Assessment (2014)
- **Stockbridge High School-** Established the district's largest and only PTO group at the high school level
- **Union Grove High School-** Highest performing high school academically in Henry County Schools based on CCRPI scores (2012-2015)
- **(Elementary Region 1)** Provided 170+ elementary and middle school teachers, "Developing a Comprehensive Vocabulary Program" training presented by Marzano Research (2016-2017)
- **Fairview Elementary & Flippen Elementary** (2017) State Recognition for establishing full implementation of PBIS (Positive Behavior Intervention Support) practices

- **Developed and implemented** HCS Elementary Region 1 Vocabulary Notebook (K-5) (Guaranteed words, Supportive words, and Cognitive Verbs) with 450 teachers (2017-18)

References Upon Request:

Nicola (Nick) Campagna
825 Swains Mill Road
Harrellsville, North Carolina 27942
860-204-6928 nicampagn@aol.com

Hermitage School District Superintendent

BELIEVE IN CHERISH MAKE A DIFFERENCE IN EACH CHILD EVERYDAY!

Offering 17 years of administrative experience in developing productive student-focused environments that maximize learning experiences for children of all ability and socioeconomic levels

Administrative Experience

Academic Director, Dean, PE Quaezar School, Bridgeport, CT

Residential Middle/High School special education / alternative education

- Emphasized functional academics for special needs children in the residential program.
- Completed State Accreditation application
- Worked directly with the LEA's of students placed in our program

Assistant Principal Metcalf Elementary School, EWG RSD Exeter, RI

Largest elementary school in RI 900 students – was the only assistant principal

- Leader of the K-3 team for the Statewide Systemic Initiative in Mathematics and Science
- Established the Student Council
- Conducted Teacher Advisory Committee Meetings

Principal Winsor Hill Elementary School, Johnston Public Schools Johnston, RI

Suburb of Providence

- Effectively communicated with staff members, parents, and community members
- Mentored educators in providing positive and effective classroom environments

Principal Cedar School, Hanover Public Hanover, Massachusetts

Affluent community

- Provide leadership that facilitated Schools student-centered instruction
- Fostered an environment that encouraged continuous learning for all staff members

Principal Northend School, CSD New Britain New Britain, CT

Title 1 School

- Recognized for having the highest Connecticut Mastery Test scores in the school district
- Recognized for having the highest Parent and Community Involvement in the district
- Developed the “Star Student” program, which fostered an improved climate/culture increased student achievement
- Reduction in suspensions from 105 the year prior to my employment to 5

Interim Assistant Principal Thomas Quirk Middle School, Hartford Schools, Hartford, CT
Title 1 School

Assistant Principal (K-8) St. Joseph School, Diocese of Bridgeport Danbury, CT

Principal / Academic Manager Westover Job Corps Chicopee, MA
Services a majority of at-risk youth from 16 to 24 years of age in grades 9-12

- Increased of 53% in GED/HSD attainment.

Principal Arapaho High School, Fremont CSD No. 38 Arapaho, Wyoming
Public school on the Wind River Reservation services a majority of at-risk youth.

- Increased student population from 25 to 75

Superintendent Internship Bloomfield Public Schools Bloomfield, CT

Teaching Experience:

Physical Education Slade School, New Britain, CT

Physical Education K-8, Math 7&8 St. Bridgid, West Hartford, CT

Tutor Volunteer for student from Pakistan

Baseball Coach
Berlin High School, Berlin, CT J.V., Assistant Varsity - State Finals
Eastern Connecticut Baseball School Coach

Programs Developed

Star Student Program-with PBIS principles as a foundation
Intensive Literacy Time
Collaborative Guided Reading Initiative

Professional Development

Alliance for Bloomfield's Children trainings
"The Undoing Racism Community Organizing Workshop"
"Leading Action Inspiring Conversations on Race and Equity"
Ruby Payne's Poverty Training
Bloomfield Board of Education Retreat: Board Roles and Responsibilities/Board Evaluation

Civic and Community Involvement

Alliance for Bloomfield's Children member
Little League Baseball Coach

Education

Central Connecticut State University, New Britain, CT

Superintendent of Schools Advanced Official Certification Program

Providence College, Providence, Rhode Island

Ed/Sec Adm. GR

Central Connecticut State University, New Britain, CT

Post Masters Administration and Supervision Cert req. for Admin/Sup

M.S. Curriculum and Supervision

B.S. Physical Education

Certifications

Connecticut – (093) Superintendent of Schools Initial Educator

Certificate Number: C092020001568 August 24, 2020 to August 23, 2023

Connecticut – (092) Professional Educator, Intermediate Administrator Supervisor

Certificate Number: CO22022001275 July 8, 2022 to July 7, 2027

North Carolina - Professional Educator

Out of State Initial Educator **0012 School Administrator Principal**

License #: 1260186 07/01/2021 - 06/30/2026

Rhode Island –Professional, Elementary/ Middle School Principal

ID # 30526 **Life**

KWAME DAVIS

816 White St. • Cleveland, MS 38732
662-410-6348 • officialboonebrownfamilyestate@outlook.com

CURRENT PROFESSIONAL EDUCATOR

Dedicated, resourceful educated professional with the proven ability to create and implement policies and practices that promote a safe learning environment; ensure a school culture that encourages continuous improvements for students; develop an environment that encourages open communication with colleagues, and the community; and mentor students in their creation and implementation of class instruction, objectives, and assessment in conjunction with state regulations.

EDUCATION

| | |
|---------------------------------|------------------|
| East Side High School | 2008 |
| Jackson State University | 2008-2013 |
| Jackson State University | 2016-2019 |

PROFESSIONAL EXPERIENCE

Jackson Public School District, Jackson, Mississippi

I have observed student placement, student discipline as well as instructional leadership at the following schools:

Blackburn Middle School

Johns Hopkins Elementary School

Hardy Middle School

Jim Hill High School

Green Elementary School

Watkins Elementary School

G. N. Smith Elementary

ACTIVITIES AND MEMBERSHIPS

A member of the Teacher's Education Program 2010-present (Jackson State University)

Passed Praxis 1 Exam

Passed Praxis 2 Curriculum, Instruction, and Assessment (CIA)

Passed Praxis 2 Principles of Learning and Teaching (PLT)

Completed Pre- Service Teacher 's Institute (Jackson State University)

Received Math Award for outstanding participation (PSTI)

Completed Student Teaching (Jackson State University)

Attained Bachelor's Degree (Jackson State University) (**Elementary Education K-12**)

Attained Master's Degree (Jackson State University) (**Educational Administration**)

Mentor for Call Me Mister Program (Jackson State University)

Good Behavior Game Coach (Pax Good Behavior Game)

A member of Jackson Association of Educators (JAE)

A member of Mississippi Association of Educators (MAE)

A member of National Educators Association (NEA)

A member of Kappa Alpha Psi, Inc.

References Available Upon Request

JAMES DRAKE

drakedrjj@yahoo.com

630-546-8567

PROFESSIONAL EXPERIENCE

Senior Engineer/Superintendent **July 2022 – Present**

DTG Associates

- Provide oversight, direction, and support for all commercial construction operations, supervising all project personnel while managing employment/job performance issues
- Collaborate with project architects, maximizing building functionality while designing modifications needed to maintain structural integrity and accommodate essential systems
- Maintain accurate records and detailed construction drawings, inspect completed work to ensure compliance with construction specifications, quality standards, and safety codes

Associate Superintendent **September 2020 – July 2022**

Gonzales Unified School District
Gonzales, CA

Cabinet-level administrator responsible for district finance, human resources, technology, and facilities operations, as well as academic and college/career programs and initiatives.

- Strengthened student health supports through partnerships with social service agencies
- Expanded student instructional options by creating new academic courses and programs
- Increased SEL support for students through new curricular and extracurricular initiatives
- Co-authored district LCAP, contributing additional resources toward educational priorities
- Provided site administrators with professional growth and cultural learning opportunities

District Area Instructional Leader **September 2012 - September 2020**

Thornton District 205
South Holland, IL

Central-office administrator responsible for curriculum & instruction, academic programs and equity; as well as guidance/support for school principals and other district administrators.

- Directed district academic and extra-curricular programs in ELA, EL/ESL, Fine Arts, Math, Social Studies, Science, Career/Technical Education, and World Languages.
- Increased the capacity of principals and other administrators to facilitate improvement of teaching and learning, through individualized, targeted professional development.
- Designed and implemented innovative district IB, AP, CTE, and STEM/STEAM dual-credit programs in partnership with local colleges and universities.
- Directed articulation of department programs and vertical alignment of district curriculum with nine independent sender school districts.
- Created and implemented student equity initiatives, expanding educational options while supporting student equity in all aspects of district policy and operations.

District Principal for Instruction
September 2009 - September 2012**Thornton Township HSD**
South Holland, IL

Developed teams responsible for delivering effective district curriculum and instruction, while strengthening the professional skills of site administrators and other school personnel.

- Authored and introduced district policy initiatives and new course offerings, leading to increased student enrollment and improved student performance.
- Guided the design, development, and implementation of school district curriculum.
- Improved the effectiveness of district instruction and instructional models.
- Built capacity of administrators to facilitate improvement of teaching and learning.

Assistant Principal/Teacher**Rockford IL Public Schools**

- Utilized data to strengthen district curriculum and instruction in all core content areas, improving student comprehension and achievement.
- Designed and provided professional development for instructional staff.
- Developed district science assessments, Honors, and AP science course curricula.

Instructional Coordinator/Teacher**Thornton District 205**

- Provided professional development for core content teachers, developing their capacity to incorporate technology as a key component of inquiry-based learning.
- Taught honors-level and Advanced Placement courses in Physics, Chemistry, Biology.
- Head Coach varsity soccer and basketball.

Asst. Coach/Asst. Gen. Manager**Rockford Lightning CBA Professional Basketball**

- Negotiated CBA player personnel transactions and CBA player contracts.
- Supervised and directed general office staff.
- Scouted and evaluated NBA, CBA and college player personnel.
- Organized and conducted practices and conditioning sessions.

EDUCATION**Ed.D. - Educational Leadership** - Northern Illinois University, DeKalb Illinois**M.A. - Educational Administration** - Governors State University, University Park, Illinois**M.S. - Music** – Northern Illinois University, DeKalb, Illinois**B.S. - Science** – Northern Illinois University, DeKalb, Illinois

Dr. Michael A. Esposito
PO Box 840/PMB 994 Helendale, CA 92342
(559) 906-3154 Cellular
[*espo76@hotmail.com*](mailto:espo76@hotmail.com)

Professional Vitae

Professional Degrees

| | |
|--|------|
| EdD. Degree: Education Leadership Northcentral University | 2014 |
| M S Degree: Physical/Health Education Chadron State College | 1993 |
| B A Degree: Physical/Health Education, William Penn University | 1990 |
| High School: Lockport High School Lockport N.Y | 1985 |

Licenses

| | |
|---|------|
| CA Single Subject Teaching Credential: Health, Physical Education | 1998 |
| English Learner (EL) Authorization and Cross-cultural, Language, and Academic Development | 2000 |
| CA Administrative Services Credential: | 2016 |
| Cross-cultural, Language and Academic Development (CLAD) | 1999 |
| American Red Cross: FA; CPR; AED; WSI; Wilderness Instructor | 1995 |
| USDOE: Foreign Exchange Student Placement Coordinator | 2012 |
| Work Experience Coordinator: CAWEE | 2015 |
| Child Welfare & Attendance: SBCSS | 2015 |

Summary of Qualifications:

Experience and training include:

- Ready to respond to current educational conditions facing schools.
- Principal Experience in K-12 schools.
- Extensive experience in addressing diversity policies for all students, schools, curriculum and community stakeholders.
- Expert in online instruction.
- College & Career Readiness; Dual Enrollment/CTE/Work Experience Coordinator.
- President California Work Experience Educators Association (CAWEE).
- Regional Representative Drake Group (Academic Integrity in Higher Education).
- California Association of Latino Superintendents and Administrators (CALSA) Member.
- WASC Member and Visiting Committee Member since 2014.
- Experienced curriculum planer, developer, and experienced grant writer.
- Academic Content Reader for Doctorate candidates.
- Experienced innovator in online curriculum.
- Three-time AFL Executive of the Year.
- Fifteen years of successful administration experience.
- Published Academic Success Manual Literacy Action Plan.
- Member of Mountain West Conference Football Officials Association.

Objective:

To play a leading role in the development of ideas that assist an educational learning community; to prepare future leaders of business, education, and public service by delivering the highest quality education to a large and diverse group of students as well as to practicing professional educators.

Director of Pupil Services**Helendale School District-Helendale, CA****2016-current**

- Assist the Superintendent in the exercise of line authority in meeting the goals and objectives of the Board of Education that serves a public-school district and five charter schools.
 - Maintain all Special Education records and submit all reports to state and federal agencies as they relate to Special Education and Pupil Personnel Services areas; Assume responsibility for the implementation and monitoring of the guidance program, health services, speech, occupational and physical therapy, and related services.
 - Assist in budget preparation and presentation for Pupil Personnel Services with appropriate staff and monitor the approved budgets.
 - Coordinate the program evaluation and planning components of the school district.
 - Work with the Superintendent to coordinate and monitor the implementation of all Special Education programs, including the recruitment, assignment, and evaluation of all staff members.
 - Assist the Superintendent in staff development by coordinating the school district's staff development projects.
 - Work with the Superintendent to implement a viable system of parent involvement and community relationships.
 - Implement the school district's policies as related to affirmative action; Attend Board of Education meetings and prepare reports as required.
 - Serves as the district homeless liaison; Serves as the ELL district coordinator; Perform other related duties other than those herein listed, as may be assigned by the Superintendent.
-

Principal Independence Charter Academy**Helendale School District-Helendale, CA****2016-current**

- Created a popular school culture among students and staff; integrated opportunities across the whole school where parents can be involved, and parental engagement increased within the school.
 - Worked extensively with teacher to development to meet the needs of all students, instilling that positive communication enhances school culture.
 - Oversee TK-12 Charter School and maintain assist in oversight of school districts additional Charter Schools.
 - Developed a concurrent enrollment environment for high school students with local community college.
 - Developed CTE curriculum and worked with local community colleges and industry to implement.
 - 100% Graduation rate during my leadership.
-

NCAA Counselor / Director of Independent Study/ Online Instruction**Barstow Unified School District-Barstow, CA****2010-2016**

- Organized curriculum for an online instruction for Independent Study, Advanced Placement, and NCAA Core classes for students in grades 9-12, in an online learning environment.

- Established and maintain a conducive environment, cooperatively leading the academic progress of each student towards improved productivity and relevancy, ensuring the academic integrity and curricular coherence of all programs embraced within it.
- Prepared curriculum for fifty courses in A-g and CTE areas.
- Work extensively with all members of the administration on recruiting; retention and placement.
- Report directly to Administration bi-monthly to report success and concerns of all students.

Athletic Director/Teacher

2008-2010

Sweetwater Unified School District-San Diego, CA

- Taught 9-12 Health and senior AVID courses.
- Oversaw all aspects of the athletic programs that are sponsored by a school or an institution.
- Prepared budgeting and allocating funds, and facilitating operations.
- Organized all fundraising for the teams and to providing guidance to the students in the sports program.
- Supervise all sports personnel and resolving any administrative issues, scheduled games and events, collaborated with the coaching staff on scheduling game days and practices throughout the sports season, ensuring no scheduling conflict occurs between different teams for use of shared equipment like weight rooms and athletic trainers' attention.
- Maintained all policy changes from the school board and coordinate with organizations that set parameters within the field such as the NCAA, NAIA, NJCAA, and CCCAA.

Online Instructor/Faculty Student Teacher Supervisor

2008-current

University of Phoenix (Online, currently part-time) Phoenix, AZ

- Teach Teacher Preparation courses, Nutrition, and Health courses in an online educational environment.
- Followed class protocol assigned by Dean and interacted with all students using the university's scope and sequence for their online curriculum.
- In 2017, began to supervise student teachers in the southern California region.
- Monitored and collaborated with candidates throughout their classes.
- Visited all candidates twice monthly and assisted them in completion of their requirements and ensured that the teaching profession was right for their careers.

Associate Professor

2004-2008

Dakota State University-Madison, SD

- Member of the ranked faculty and demonstrated a sustained record of effectiveness in teaching, research including scholarly publications, and service appropriate to the discipline.
- Placed and supervised student teachers in over 50 school districts in five states.
- Performed teaching responsibilities that were assigned by the academic department head including serving as an academic advisor.
- Engaged in scholarly activities beyond those associated with teaching demonstrate professional productivity in research, based upon the availability of resources and consistent with the mission of the University.
- Taught courses in Education Department, Kinesiology, Physical Education, Public and Community Health, including statistical and research methods; advise students
- Engage in scholarly activities, and/or creative endeavors which contribute to the mission of the University.

Associate Professor, Canisius College**Canisius College, Buffalo, NY****1994-1997**

- Contributed to a learning environment that encourages knowledge of, respect for, and development of skills to engage form diverse cultures.
- Taught various activity and theory classes in the College of Education and Exercise Science.
- Prepared scope and sequence for all courses in Kinesiology department. Worked extensively with all members of the administration on recruiting; retention and placement.
- Provided leadership to junior faculty, research associates, and graduate students; leadership and development of programs and activities; participation in school and university service activities; pursuit of professional development programs; liaison with local industry.

Graduate Assistant, Chadron State College**Chadron State College, Chadron, NE****1990-1993**

- Provided support for the teaching and research programs of the Kinesiology Department.
 - The duties required a maximum of 20 hours of work per week during the regular semester, appointment extended through the summers.
 - Taught Health and Nutrition classes in Kinesiology department. Coach a segment with in a NCAA Division II member institution.
 - Assisted in recruiting student-athletes nationwide as well as Strength and Conditioning Program
-

Related Experience

| | |
|--|---------------------|
| Center for Teacher Innovation – Reflective Coach | 2010-current |
| Aspect Foundation-Foreign Exchange Student Program | 2013-current |
| Board Member CAWEE | 2015-current |
| NHSAA/NCAA/CCCAA Football & Wrestling Official | 1999-current |
| Adjunct Faculty Member Victor Valley College | 2008-current |
| American Red CPR Instructor | 2005-current |
| Board of Trustees Member Helendale School District | 2016-2017 |
| Board Member CCIS | 2015-2018 |
| Assistant Admissions Director | 2004-2006 |
| General Manager Arena Football League (AFL) | 2002-2004 |
| Head Football Coach Arena Football League (AFL) | 1998-2004 |
| Director of Housing/Instructor West Hills College | 2000-2004 |
| Collegiate Football and Wrestling Coach | 1990-2015 |
| High School Head Football Coach | 1998-2002 |
| Professional Wrestler WWF & WCW | 1992-2004 |

Professional Development

Speaking Engagements

| | |
|---|--------------|
| WASC Visiting Committee Member (Chair) | 2014-current |
| California Work Experience Education Association | 2014-current |
| California Consortium of Independent Study | 2012-current |
| MTSS | 2019-current |
| ACACU Conference (Keynote) | 2017 |
| CCCAA Regional Meetings (Keynote) | 2018 |
| NCAA Conference | 2018 |
| Academic Fraud in Higher Education(Keynote) | 2015 |
| Innovations in Online Learning | 2013-2015 |
| Nutritional Ethics - War at the Shore | 2003-2008 |
| Making nutrients work for the Athletes Nike Clinics | 2009-2012 |
| Pennsylvania HPERD Annual Meetings | 2007-2009 |
| OHSAA, Columbus, OH | 2003 |
| Guest Speaker NFL Training Camps | 2003-current |

Books/Articles Published

| | |
|---|----------------|
| Why Students Fail the System | Prepublication |
| To Play or Not To Play-Directing Student Athletes | 2020 |
| Administrators and School Boards LOOK! | 2016 |
| Academic Success Manual | 2008-current |
| Crisis Interventions for Academic Environments | 2019 |
| Academic Dishonesty in Higher Education | 2016 |
| Academic Integrity in Collegiate Athletics | 2015 |
| Literacy Action Plan | 2014 |
| Nutrients and Their Uses | 2010 |
| The Positive Foods vs. The Negative Foods | 2009 |
| Adolescent Behavior | 1989 |

Eric Flohr

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Profile

Senior government executive with a consistent record of success. Experience in managing the largest U.S. diplomatic Missions in Europe and the Western Hemisphere, leading organizations with staffs as large as 700 and annual operating budgets of \$60 million. Creative and strategic thinker with a flexible and results-focused approach. Driven to improve performance and efficiency while maintaining a long-term focus on employee and organizational health.

Key Skills and Competencies

- | | | |
|------------------------------------|--------------------------|----------------------------------|
| • Project Management | • Management Consulting | • Organizational Structure |
| • Budget Preparation and Execution | • Negotiation | • Internal Communications |
| • Procurement | • Logistics | • Facilitation and Brainstorming |
| • Emergency Management | • Performance Evaluation | • Executive Search |
| • Coaching and Mentoring | • Customer Service | • Event Management |
| | • Public Speaking | |

Work Experience

Foreign Service Officer, U.S. Department of State, 1995 – Present.

Director, Florida Regional Center, Bureau of Western Hemisphere Affairs, 2021 – present.

- Provides core management services for twelve embassies in the Caribbean and Latin America.
- Manages regional training, conference support, and position classification.
- Coordinates programs to fill unexpected staffing gaps and to engage SMEs for training, mentoring, or process improvement throughout the region.
- Developed network to support all first-time Management, Financial Management, and Human Resources Officers in Western Hemisphere embassies.

Minister Counselor for Management, Embassy Berlin, 2018 - 2021

- Improved communication, morale, and performance of management teams. Customer satisfaction scores for all six posts in Germany were the highest in a decade.
- Developed, communicated, and implemented Mission Germany's response to the COVID crisis.
- Chaired Departmental promotion and awards panels.
- Helped coordinate Mission strategic planning processes and finalize those documents.
- Developed and accomplished a voucher pilot project with potential for world-wide impact.
- Gained approval to be the first post with permanent authority to buy-out local staff.

Minister Counselor for Management, Embassy Mexico City, 2014 - 2018

- Coordinated with State, Colgate Palmolive (the seller) and Mexican officials to finalize the purchase of the USD 120 Million Mexico City New Embassy Compound (NEC) site.
- Led negotiations with local, state, and federal authorities that succeeded in acquiring the building permit for the Mexico City NEC and eliminated over \$10 million in fees and taxes.

- Led design negotiations for new consulates in Merida, Matamoros, Nuevo Laredo, and Nogales.
- Led Post's efforts to establish a new language training school in Mexico City.
- Built productive relationships and successfully negotiated arrangements for VIP visits and local projects with Protocol, Customs, Immigration, Environmental, and Urban Planning officials.

Management Counselor, Embassy Lima, 2010 – 2014

- Led a Crisis Management Exercise as Acting Deputy Chief of Mission.
- Served as the Management Control Officer for visit by Secretary Clinton.
- Created structured brain-storming program to improve teamwork and develop initiatives.
- Developed outreach program for Section Heads to personally engage with other agencies.
- Led or participated in numerous interagency committees such as the Housing Board, Awards Committee, Post Employment Committee, and Country Team.
- As a Board member of Colegio Roosevelt, conducted executive search and interviews to identify and hire new head of school.

Management Counselor, Embassy Kingston, 2006 – 2010

- Transformed management services, improving performance and communication. Customer satisfaction scores rose from third lowest in the hemisphere to third highest.
- Planned and accomplished the move of Embassy Kingston to a NEC.
- Managed the evacuation of employees and family members in advance of Hurricane Dean. Coordinated storm preparations and post storm response.
- Negotiated the establishment of a Diplomatic Post Office with the Jamaican Postmaster General.
- As Vice Chairman of the Board at the American School of Kingston, helped orchestrate site acquisition, financing, and construction of a new school.
- With less than 24 hours' notice, designed and ran a center to welcome and care for fifty evacuees from the Haiti earthquake who arrived in Kingston with Secretary Clinton.
- Developed cultural training to improve cross cultural awareness and understanding.

Earlier Foreign Service Assignments

Management Officer, Consulate Sydney, 2002 – 2006

Staff Assistant, Bureau of East Asia and Pacific Affairs, 2001 – 2002

Assignments and Career Development Officer, Bureau of Human Resources, 1999 – 2001

Post Management Officer, Bureau of East Asia and Pacific Affairs, 1998 – 1999

Consular Officer, Consulate Merida and Embassy Kingston, 1995 - 1998

Prior to the Foreign Service

Resource Analyst, NASA – Goddard Space Flight Center, 1993 – 1995

Presidential Management Fellow, NASA, 1991 – 1993

Senior Intern, Office of U.S. Congressman Benjamin Cardin, 1990

Hydrologist, U.S. Geological Survey, 1986 – 1988

Education

Master of Arts in International Affairs, American University, 1991.

Bachelor of Arts in Geology, Franklin and Marshall College, 1986.

Stacia S. A. Foster Esq.

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fosterslaw@icloud.com

11430 N.W. 56th Dr., 8-103
Pompano Beach, FL 33076

Attorney at Law - Solo Practitioner

Present

EDUCATION

Florida State University College of Law

Tallahassee, FL

Juris Doctor, May 2009

International Law Students' Association - *President, Vice President*; Phi Alpha Delta - *Justice*; Women's Law Symposium - *Vice President*; Dispute Resolution Society; Student Bar Association; Black Law Students' Association; Public Interest Law Society; Environmental Law Students' Association; Health Law Society; Entertainment, Arts & Sports Law Society.

Awards - *Who's Who Among America's Colleges and Universities*; *Distinguished Pro Bono Service*

Western Carolina University

Cullowhee, NC

Bachelor of Science in Education, May 2001

Major - Middle Grades Special Education, *Dean's List, Summa Cum Laude*

EXPERIENCE

Williamson Law Firm, LLC

Kansas City, MO

Law Clerk, 2007 - 2010

Drafted briefs; Worked on ERISA/age discrimination class action, health care fraud appeal, medical malpractice defense; Reviewed transcripts; Interviewed clients/witnesses; Drafted memos; Conducted legal research; Utilized CaseMap; Completed deposition abstracts; Administrative duties

Second Judicial Circuit of Florida

Tallahassee, FL

Judicial Clerk, Fall 2008

Appeals; Judicial orders; Legal research; Observed and wrote reports on criminal and civil trials

Kaplan PMBR

Tallahassee, FL

Manager, 2010; *Student Sales Representative*, 2007 - 2009

Florida State University College of Law

Tallahassee, FL

Annual Fundraising Phonathon Caller, 2008

New York City Department of Education

Brooklyn, NY

Special Education Teacher, 2003 - 2006

Master Math teacher; Taught th, 7th and 8th grade students with learning disabilities and emotional/behavioral problems; Voluntary tutoring of students to increase test scores; Choreographed dance; Conducted Math workshops for teachers

Stacia S. A. Foster Esq.

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Pompano Beach, FL 33076

Ministry of Education

Montego Bay, Jamaica

Elementary School Teacher, 1994 – 2002

Taught first and fourth grades; Coordinated school events; 4-H Club teacher; Dance teacher; Sports coordinator; Organized breakfast program for needy students

World Vision School of Missions

Ministry License, 2002

Previous Positions

Account and Projects Coordinator; Client liaison; Assistant Operations Manager; Hostess; Shoe store sales rep; Department store sales clerk

Other Experience

Drafted pleadings, complaints, amendments, motions, responses to summary judgment, and responses to motions to dismiss for personal injury, wrongful death, illegal sentencing, medical malpractice, negligence, premises and employer liability claims; Vioxx settlement; Hearings

Strengths

Honesty, integrity, organizing, attention to details, multitasking, research, managing, creative thinking, ability to complete tasks without supervision, energizing a crowd, encouraging and motivating others to believe they can do it, success oriented.

Past Extracurricular Activities

American Red Cross Disaster Response Volunteer, Church - Sabbath school teacher, youth program assistant leader and camp coordinator, Leo Club – Vice President, Secretary, Membership Director and Twister

Membership

The Florida Bar, American Bar Association, American Association of Justice

References Available Upon Request

Dr. Kenneth Joseph Goeken



EDUCATION

- 2021 Ed.D of Education w/concentration in special education @ Northcentral University, San Diego
- 1995 M.A. in History w/concentration in International Relations, CSU Stanislaus
- 1991 B.A.s in Political Science and History, University of Rochester (NY)
- 1989 A.A., Modesto Junior College (CA)

CERTIFICATES & CREDENTIALS

Administrative Credential Tier II
Professional Clear Single Subj. Social Science Teaching Credential
Professional Clear Level II Educational Specialist Mild/Moderate & Moderate/Severe
CLAD --bilingual teaching permit--
NCLB Certification in Social Science and English

PROFESSIONAL EXPERIENCE

K - 12 ADMINISTRATION & TEACHING

Director of Special Education and Support Services, Rocklin Unified SD (Enrollment 13,600) April 2022—Present

- Hired to train while bringing stability, teamwork –and hopefully fully retain– a new, inexperienced, and young special education leadership team.
- Since taking over in April 2020, I lead the department is reducing our local encroachment by over half a million dollars as reported at our 9-21-22 board meeting through the hiring of more internal employees, reducing the use of non-public agencies, and reducing our legal bill because of my depth of knowledge and experience
- I have brought equity to the district September to December by getting the executive cabinet to:
 - allow all non-administrative employees in the main district office building to take 30, 45, or 60 minutes lunches after over ten plus years of 60 minutes forced on all employees;
 - allowed the two non-cabinet educational services division directors to park in the empty executive cabinet parking spaces –the other parking lot lacks spaces for all other employees
 - increase the secondary moderate/severe teacher's grocery budgets for functional skills cooking from \$250 annually to just under \$1,000 to 2,000 –they were spending their own money and asking parents for donations in violation of board policy
 - Instrumental in ed services division moving from yearly inter-district approvals to TK, 4, 7, 9, & 12+ as state law allows approval for up to five years at a time.
- I am taking to the board in May 2023 an algebra waiver for students on IEPs/504s to allow them to graduate with a diploma under this state law when applicable. This district has failed to ever avail itself of this legal opportunity for students with disabilities allowed under state law.
- Established quarterly meetings between transportation and special ed as needed for better communication and collaboration, along with other relevant departments to move away from a silo mentality to a cooperative student centered and customer service model.

- Appointed to the newly created “Leadership Evaluation Reimagined” committee

Page 2 of 6, Dr. Ken

Senior Director of Special Education, Pleasanton USD (Enrollment 15,000) August 2020—April 2022

- Hold monthly townhall, public sessions hosted by the special education PTA. Includes my brief presentation, followed by over 90 minutes of peppered and directed live, unseen questions.
- Ability to direct principals in any and all areas of special education, just as all staff within the special education department.
- Monthly collaborative/consultative meetings with both the teacher’s union and CSEA.
- Attendance in weekly IEP meetings with opposing legal counsel and advocates.
- Weekly communications with the CDE on new and ongoing complaints and due process claims filed by the parental community.
 - My number one directive is to reduce the number of legal cases annually in the district.
 - I’m implementing a multi-pronged, multi-level approach.
- Working with the general education lead in year one of our significant disproportionality of Hispanic students with a SLD eligibility.
- Leading & mentoring a district leadership team of 1 assistant director, 5 program specialists, 2 resource specialists, and 3 clerical staff.
- Member of district steering committee with the teachers’ union.
- Leading the district through a CDE precedent setting decision in regards to COVID 19 pandemic.
- Freedom to negotiate all settlement agreements (19 for the school year 20-21) in totality on my own authority and present to the board in closed session. Also handled multiple federal tort claims, and a global settlement.
- Reorganizing the program supervisors (5 new admin), school psychologists, and SIES staff --being the fourth senior director in five years due to the high stress level of the position—as prior turnover made it difficult to accomplish. Making systemic and organizational change is what I am exceptional at.

Director III of Special Education, Alisal Union SD (Enrollment 8,000) January 2019-February 2020

- Oversee all of special education programs, curriculum, staffing, budget, transportation, and compliance preschool-6th grade across 12 schools and preschool programs (state, county, and district), and our county office of education placements.
- Work across divisions on human resources, business services, and educational services aspects involving special education.
- Work with district law firm on legal issues, compliance, policies, and district wide 504 trainings

Director of Special Education, Health Services, & Preschool, Gonzales USD (Enrollment 2,500) December 2017-January 2019

- Oversee all special education, health services, and preschool (general and special education) programs and issues within the school district and in out of district placements.
- Appointed to oversee the creation of a Transitional Partnership Program (TPP) in collaboration with the Department of Rehabilitation.
- Appointed to create and lead a district and community committee addressing student depression and suicide.
- Oversaw the teacher induction program in my second school year there.

Director of Special Education, Oxnard Union High School District (Enrollment 17,000) July 2010–June 2017 ACSA Region XIII Special Education Administrator of the Year 2014

- Oversaw the special needs programs and staff which include 1,900 special needs students and over 300 special education staff members at six comprehensive high schools, an academy school,

- continuation high school, independent study high school, adult school, and two charter schools along with our students in county, non-public school, and residential placements.
- Envisioned and implemented systemic changes across all areas of the department over a seven year period.
 - Managed a budget of over 24 million dollars, while saving the district over a million dollars in my tenure.
 - Oversaw the district get out of significant disproportionality within two years.
 - Created a procedures, protocol, and policies binder for the district.
 - Handled and dealt with all special education inquiries, complaints, investigations, and reviews received from the California Department of Education (CDE), Office of Administrative Hearings (OAH), and Office of Civil Rights (OCR) and other entities.
 - I oversaw all settlement negotiations, strategies, and finalizations and present them to the school board in closed session.
 - Ran monthly reports such as pupil counts and projected counts on which special education staff are hired and staffed at sites, and disseminate the information to different departments district-wide.
 - Took on many Human Resources (HR) duties in recruitment, interviewing, selecting and screening, hiring, and employing an appropriate number of certificated employees based on the special education pupil count. In addition, I collaborated with HR in regards to placements, evaluations and dismissals. All special education hires had to go through my office per the board.
 - I was the lead in negotiating a side agreement between the union and school district.
 - Member of two negotiating teams in regards to the para professional contract.
 - Communicate regularly and provide direction to the administration and certificated staff members in accordance with special education board policies and special education law.
 - Formulated and improved upon district policies and procedures where needed
 - Participant of Ventura County SELPA's Operational Cabinet and our working group on intensive social/emotional services –formerly 26.5 services.
 - Led and restructured the LEA Committee responsible for MediCal funds within the district.
 - Member of Cal Lutheran University (CLU's) Graduate School of Education
 - Oversaw the completion of two of the CDE's Special Education Self Review (SESR).
 - Run numerous monthly special education committees, meetings, job-a-likes, and professional development to ensure my staff is highly trained and aware of current research and case law, district and SELPA policies, and federal compliance issues.
 - Collaborated with general education staff as the District 504 coordinator.
 - Attended numerous trainings and conferences on administrative issues, autism, classroom management and behavior, credentialing, legal issues, special education issues, a national superintendents' symposium in Washington D.C., and a national legal conference.
 - In an open letter (April 2020) to the Oxnard UHSD school board, over 130 of my former staff told the board my "leadership within the Oxnard Union High School District has traditionally demonstrated that it valued the input, collaboration, and collective professional expertise of all special education stakeholders," in reference to their third director in three years since I left district.

Assistant Director of Special Education, Redwood City School District (Enrollment 10,000)
August 2009-June 2010

- I oversaw special education at eight of sixteen K-3, K-5, K-8, and 6-8 schools and the district's preschool program.
- Led community groups through our budget cutting decision making participatory process.

Summer School Principal & High School Vice Principal (Enrollment 1,000), Ripon High School
July 2007 –August 2009

- In charge of the adjunct duty process and supervision, attendance, cheerleading, custodial staff, in-school suspension, school safety, special education department, student discipline, and truancy – supervise truancy officer, run level two truancy (T2) meetings.

- The 504 site coordinator, English Language Acquisition Committee (ELAC) site coordinator, and Student Study Teams (SSTs) site coordinator.
- A member of the district level: administrative cabinet; budget committee; Student Attendance Review Board (SARB); and Discipline Review Board (DRB), and worked with the elementary schools –all K-8—on articulation of district wide curriculum.
- Made expulsion and SARB referrals, presented at expulsion panels and in closed session,

Page 4 of 6, Dr. Ken

evaluated classified and certificated staff, collaborated with Ripon Police Department and Fire Department, San Joaquin County Probation, and made presentations and answered questions at School Board meetings as needed/directed.

- Interim principal involved me in RHS site budget and line-by-line review of each budget item with him and the site bookkeeper; cuts and revisions were made accordingly.
- I helped create and was Co-Chair of our Campus Modernization Committee.
- Appointed by superintendent to “spearhead” the process of a continuation high school application to the state.
- Supervised the running of summer school: attendance, budgets, checking the credentialing of teachers, curriculum, custodians, drivers’ education, hiring and staff releases, grades, parent/guardian issues, registration, 504, migrant education, and special education, supervision and safety, staff observations, transcripts and credits related to summer school, and worked with business services, food services, migrant education, maintenance, personnel, and transportation departments.

Vice-Principal for Special Education Summer School Program (13 sites county wide)

Stanislaus County Office of Education (SCOE)

April --July 2001

Charter High School Teacher

El Camino Real Charter High School

February-June 2020

- Entire purpose was starting my dissertation research recruiting process in LA and Orange counties until schools closed in March and I was forced to postpone my research.

Teacher of Students with Emotional Disturbances (SH), Learning Handicaps (LH), Severely Handicaps (SH), Autism, ELD, Vocational Education, and general education.

Stanislaus County Office of Education, Elk Grove USD, Ceres USD

1997-2007

COLLEGIATE EXPERIENCE

Cal Lutheran University Advisory Board for Graduate School of Education.

2013-2017

College & Post-Secondary Teaching

Instructor w/ Special Ed. Credential Program (Mild/Moderate and Mod./Severe Tier I & II Credential)

Stanislaus County Office of Education 2006–2009

Political Science/History Instructor

Humphreys College 1999--2002

Instructor w/ Impact Program. (Mild/Mod.)

San Joaquin County Office of Education 2006-2007

Research Assistant for the Center for Community Study,

University of Rochester 1989 --1991

Researcher for the School of Business at

Calif. State Univ. Stanislaus 1994

MANAGEMENT

***Restaurant Assistant Manager at Velvet Creamery restaurants,
Nursery and Garden Shop Manager at L’il Guy Lumber,***

**1985 --1988
1989**

LEADERSHIP

Candidate for California State Assembly,

2006

- I ran a political campaign in both the primary and general elections. After winning the primary, in the general election I won 42% of the vote losing to the three-term incumbent.

Page 5 of 6, Dr. Ken

U.S. Army and California National Guard,

1992 --1999

- Trained new soldiers in basic army skills and advanced infantry techniques.
- Provided counseling, discipline, evaluation, and mentoring to 1 to 200 soldiers as a Drill Corporal.
- As a team leader in an infantry line unit, I executed the various missions delegated to my team
- Supervised two soldiers in the operation of a military mailroom serving approximately 1,000 individuals.
- During the El Nino floods I participated in the FLOOD SUPPORT OPERATIONS and was awarded California's State Service Ribbon.

Staff Assistant to Congressman Gary Condit (non-paid),

1991 --1992

- Reconciled constituent problems with government agencies and departments and foreign embassies.
- Assisted in fund-raising activities.

TRAINING

Association of California School Administrators' (ACSA) Personnel Academy at California Lutheran University (CLU), August 2016—April 2017

AB 430 training for administrators and program improvement (PI) school district,* **2008 –2009** *Western Association of Schools and Colleges (WASC) Accrediting Commission for Schools* **2009-2017*

WASC visiting team member: Palo Alto Senior HS, Branham HS, Marina HS, Corona Del Mar HS, Beckman H.S., and Norco HS.

Revisit Chair Corona del Mar HS

Randy Sprick's Behavior and RtI2, **October 2010 **6th Annual Superintendents Symposium, Washington D.C., **December 2010** **LRP's National Legal Conference, Phoenix Arz. and Orlando, FL, Kentucky **2011, 2014, 2019, & 2022** **F3's Regional Bi-Annual Legal Conference **2007-2022**********

VOLUNTER & NON--PROFIT ORGANIZATIONS

Assistant Baseball and Basketball Coach for my children's teams,

2007-08 & 2012

Member of the American Legion,

1993 – Present

Delta Upsilon Fraternity,

1989 -- Present

I served as Scholarship Chairman and Social Chairman.

- I originated the annual Homeless for the Homeless charity at the University of Rochester. I notified and arranged for local news coverage, ran the event the days and nights of occurrence, and oversaw the release of funds to the local charity. This event is now in its twenty-seventh year as an annual charity drive at the university.

Stanislaus County 4-H Camp Committee,

1997 – 2002

I served as Vice-chairman: conducted committee meetings using parliamentary procedures.
Chaired the interview sub-committee: recruited the summer camp's director and staff.

- Presented a workshop on resume building and professional interviewing skills to 4-H members.
- Participated in formulation of camp budgets & outlays w/tens of thousands of dollars.

Kappa Delta Pi Honor Society,

2017 --2022

National Society of Leadership and Success

2020 –2022

Crew Team (UC Irvine) Trans-Valley All League Offensive Lineman (HUHS)



Shernette D. Grant, Ph.D.

Shernettegrant@gmail.com | www.unorthodoxleadership.org
[IG/@ShernetteGrant](https://www.instagram.com/ShernetteGrant) | [Twitter.com/GShernette](https://twitter.com/GShernette) | 954-319-7558

Highly effective transformational leader and student-oriented educator with a solid record of excellence in educational leadership; Outstanding communicator with exceptional capacity to collaborate with internal and external stakeholders and achieve organizational goals; Over 20 years' experience working innovatively with multi-racial, multi-ethnic, and diverse socioeconomic populations; Data-driven administrator with problem-solving proficiency centered on accountability, transparency, and trust.

EDUCATION

Ph.D. Educational Leadership & Research Methodology 2018

Florida Atlantic University (FAU) Boca Raton, Florida

Research Focus: *The impact of cognitive and behavioral agility of school leadership teams on student achievement*

Specialist in Educational Leadership, FAU, Boca Raton, Florida, USA 2013

Master of Educational Leadership, FAU, Boca Raton, Florida, USA 2003

Bachelor of Science (Biological Science), FAU, Boca Raton, Florida, USA 1998

Diploma in Medical Laboratory Technology, University of Technology, Jamaica 1993

PUBLICATION

Grant, S. 2020. *Unorthodox Leadership: A guide for leading real people in real organizations*.
Unorthodox Leadership Consulting and Management Services, LLC.

PROFESSIONAL CERTIFICATIONS & LICENSES

- National Superintendent Academy
- State of Florida, USA, Department of Education
- Educational Leadership- All Levels
- School Principal- All Levels
- Biology- Grades 6-12
- State of Florida, USA, Department of Health, Clinical Laboratory Technologist
- American Medical Technologist Certified

RELEVANT PROFESSIONAL DEVELOPMENT

- WALLACE Foundation: Principal Supervisor Program
- Buck Institute for Education (PBLWorks): Partner Summit
- Florida International University (FIU) Center for Leadership Development: Director Leadership Development Program
- Hatte Institute: Visible Learning
- CLASS: Coaching Leaders to Attain Student Success
- New Teacher Center: Supporting Inquiry-Based PLCs

EMPLOYMENT HISTORY

Junior Achievement of South Florida **Chief Program Officer**

2022-Present

Junior Achievement of South Florida (JA) offers practical youth development and empowerment programs through financial literacy; equips students with experiential learning that enhances their knowledge, ability and confidence to navigate their futures, lead communities, and drive the economy; provides cutting-edge skill-building opportunities that enable young people to explore meaningful and productive careers; teaches students how to start businesses; and introduces entrepreneurial values that strengthen workplaces. Each year, the organization serves approximately 60,000 students in Broward and South Palm Beach counties. As Chief Program Officer, I

- Develop and implement the organization's long-term strategies around program growth, learning outcomes, and financial stability.
- Collaborate with executive team and staff to create and implement JA's Strategic Plan according to organization's mission.
- Serve as chief liaison to the Board of Directors program committee.
- Develop and drive initiatives around youth employment, pre-apprenticeship and other potential workforce development programs.
- Oversee and promote all student and educator recruiting, training, and program management, monitoring programs for adherence to models and quality outcomes.
- Represent JA in education and business community to assure JA's position as a thought leader on education and workforce.
- Contribute to the development and management of the budget for all programs and program-related activities as a member of the executive team.
- Identify and help cultivate program funding relationships.
- Supervise procurement and delivery of all program materials.
- Direct and manage the Education/Workforce Development Programs staff including recruitment, selection, training, professional development, and performance management.
- Work with Marketing Manager to develop effective marketing plans targeted at the education and business community to increase awareness of JA and encourage volunteering, mentoring and support.
- Develop and maintain relationships with Broward County Public Schools (BCPS), south Palm Beach Schools, charter, and private representatives.
- Manage program/project teams using JA's project management tools.
- Manage 5 direct reports, and a total team of approximately 14 full-time and 11 part-time employees overall to ensure they meet their identified goals.
- Foster and maintain a spirit of teamwork and unity among team members that fosters creativity, diversity, inclusive problem solving, innovative solutions, authenticity, honesty, respect and a commitment to the mission.
- Encourage a team culture that is consistent with JA's mission, vision, and values.
- Lead employees using a performance management and development process that provides an overall context and framework to encourage employee contribution and includes goal setting, feedback, and performance development planning.
- Manage the overall operational, budgetary, and financial responsibilities and activities of the team.

School Board of Broward County (SBBC)

Director of Innovative Programs Design/Support

2018-2022

Broward County Public Schools (BCPS) is the second largest school system in Florida and the sixth largest school system in the U.S. The district comprises 254,384 students from 171 countries who speak 140 languages and are distributed across Pre-K, traditional K-12, Career, and Technical institutions. In the role of Director of Innovative Programs Design/Support for this multi-racial, multi-ethnic, and diverse socioeconomic population, I

- Provided district-level leadership to schools in support of instructional capacity development through Magnet and Innovative Programs, to allow for increased access and custom opportunities that promote educational equity for students.
- Managed grants and collaborated with external stakeholders and other district departments to develop and implement educational programs.
- Implemented \$15 Million Magnet Schools Assistance Program (MSAP) grant to create Career Academies by working with schools to design and implement program.
- Collaborated across district departments to implement Integrated Career Academic Networks (iCAN), a \$15 Million grant dedicated to facilitate inclusive whole-school magnet programs to ensure equity and access for all students.
- Secured and implemented \$367,257 in funding to continue the Turnaround Arts (TAA) program and expand arts integration opportunities to additional BCPS schools.
- Led initiatives that earned 50 Magnet Schools of Distinction awards and 19 Magnet Schools of Excellence awards by Magnet Schools of America – more than 200% increase over 4 years.
- Provide leadership and oversee the school district's authorized academic programs Cambridge, International Baccalaureate and Montessori.
- Enhanced district-wide equity and access by increasing the number of students enrolled in Cambridge courses across diverse student populations.
- Elevated the status of BCPS to Cambridge International District of the Year twice in four years (2017/18 and 2020/21).
- Increased the number of Cambridge schools by over 300% over 4-year period.
- Worked consistently with the School Choice Division to develop processes and systems that support District's choice policies
- Oversaw Venture Design initiative for charter schools.
- Supported quality programming, curriculum, and staff development to provide unique experiences for students – as a component of CHOICE.
- Collaborated with the Demographics and Enrollment Planning Department on work pertaining to boundaries, enrollment, trends and other factors that impact and drive decision-making processes for Broward Schools and the community at large.
- Led professional training for school staff and teams to support their programming.
- Joined forces with a wide variety of internal and external stakeholders to optimize student outcomes.

***Intern Cadre Director*, Office of School Performance & Accountability**

2016-2017

- Utilized school-specific data, district supports, feedback from school leadership, and inquiry-based collaborative school visit protocol to identify areas of concern and relevant solutions for six (6) schools.

- Engaged with the Office of Academics to create and organize professional development for principals around improving competence in supervising instruction, identifying deficiencies, and providing appropriate feedback to teachers in their implementation and monitoring of instruction.
- Worked in conjunction with the Office of Academics to provide instructional support to principals based on data gathered from school visits.
- Joined efforts with district personnel to develop master scheduling plan and facilitated professional development for Principals and Principal Designees.
- Teamed up with Cadre Directors at all levels to forge relationships both vertically and horizontally with principals as part of a community of learners focused on the K-12 student continuum.
- Collaborated with Cadre Directors at all levels to ensure K-12 alignment of instructional practices.
- Utilized Broward's Assessment for School Administrators (BASA) data to work with Principals to identify areas for growth and develop a plan for addressing said concerns.
- Organized and facilitated collaborative sessions with principal colleagues in SES Band to develop timeline and plan for sharing best practices, including, development, administration, and utilization of Common Formative Assessment (CFA) data to improve instructional practices and promote increased student achievement.
- Worked with Principals to ensure appropriate support for Intern Principals and Interim Assistant Principals they supervise.
- Partnered with principals in the Boyd Anderson and Dillard Zone in preparation for conversation with the district's senior leadership cabinet to solicit specific supports and address negative trends in student achievement.
- Fostered connections between principals to enable sharing of best practices that address school-specific concerns, such as, strategies and tools for addressing the issue of teacher expectations for students.
- Initiated and facilitated vertical collaborative conversations with elementary feeder school to create instructional alignment aimed at improving student achievement.
- Worked directly with principal to develop a plan for improving practices that focuses on building capacity in Assistant Principals.
- Co-facilitated level and joint level (middle and high) principals' and sub-cadre meetings as part of the principal development process.
- Participated in meetings with school administration, supervisors in the Transportation Department and Cadre Director to address concerns relating to bullying and pursue appropriate and effective resolutions.

Principal, William Dandy Middle School

2012-2018

- Utilized the inquiry-based model to work with Principals to identify opportunities for improvement and develop plans to enhance teaching practice and student success.
- Collaborated with the district's Human Resources Department, FOPE and COPA to re-classify and revise job description for Office Managers (Confidential Secretaries) for presentation to the board for approval.
- Oversaw the development of a master schedule that ensured proper class placement for all students and expanded elective programs in line with the vision of the Reimagining Middle School Initiative.

- Prioritized budget, scheduling, and staffing decisions to ensure appropriate and inclusive opportunities that meet the needs of ESE and ESOL students.
- Expanded access by increasing the number of high school level courses on a middle school campus to 15, thus increasing the number of students taking industry certification courses which resulted in earning 91 points for middle school acceleration (highest in Broward) – as part of Florida’s state accountability model.
- Developed an Attendance Plan funded by the Community Foundation of Broward for a \$3,000 grant to increase student attendance. Plan involved key stakeholders such as Guidance Counselors, Social Workers, ESE and ESOL Coordinators and staff members, resulting in increased average daily attendance from 95% in school year 2014 to 97% in school year 2016.
- Implemented a \$195,000 School Is Cool grant over the course of 3 years through the Community Foundation of Broward to target students underperforming in reading and math, non-proficient based on FSA, and exhibiting problems with attendance/behavior. First year resulted in a 73% improvement/maintenance in the number of courses passed; 47% improvement/maintenance in attendance; 85% improvement/maintenance in the number of referrals/suspensions. Second year resulted in 76% passing grade in ELA; 69% in Math; 37% improvement in attendance, and 53% with zero external suspensions.
- Utilized the Florida Continuous Improvement Model (FCIM) and developed Monitoring Plan with specific strategies for addressing the needs of all subgroups
- Provided Extended Learning Opportunities (ELO) such as after-school and Saturday tutoring program by targeting through direct mail, personal and automated phone calls home, for 250 students in the lowest 25th percentile of our student population resulting in 76% of students making learning gains or increasing a level on the FSA.
- Coordinated with Principals from other states as part of a schools’ site-visit team to interview, observe and select winners for the National Center for Urban School Transformation (NCUST) awards based on the school’s use of effective strategies to improve student achievement.
- Assisted faculty development in neighboring school to share best practices and allow for question-and-answer sessions aimed at improving collaboration amongst our schools, improving faculty relations, and improving overall organizational culture.
- Engaged with Evaluation Coordinators and Principals in instructional rounds to calibrate evaluation instrument and train on appropriate use of Marzano’s instrument.
- Hosted collaboration session for Principals, Coaches and other faculty from schools in SES and other Bands which allowed for PLC collaboration, classroom walkthroughs and debrief session for the purpose of sharing BEST practices that align with and support authentic implementation of CARE.
- Worked alongside Principal colleagues to assist with completing and making budget decisions aimed at ensuring school funds are allocated appropriately and are best utilized to meet the needs of the school and students.
- Advised Principal colleagues on management practices such as effective ways to maximize personnel to balance budget and achieve class size goals.
- Supported Principal colleague with best practices and developed a plan for implementing Career, Technical, Adult and Community Education (CTACE) to allow students to earn industry credentialing and maximize acceleration points earned as part of school accountability measures.
- Participated in and shared best practices as part of monthly professional learning that included a cadre of principals and cadre directors.

- Worked with newly appointed principal colleagues to share best practices, and provide input on instructional plans, budgets and master schedule.
- Collaborated with district personnel in Curriculum and Instruction Department to provide feedback on professional development prior to roll-out to ensure PD will align to Principal professional development needs.
- Was selected to participate in collaborative work session with the Demographics and Student Assessment Department to examine district-wide enrollment trends; reasons for enrollment pattern; brainstorm solutions to improve district-wide enrollment and bring back to the larger group of Middle School Principals.
- Worked with the Demographics and Student Assessment Department to review and provide feedback prior to roll of Student Success Opportunity Schools (SSOS) process out to ensure effectiveness and efficiency of practices.
- Participated in Performance Management Session on Support Services as a representative of the Middle School Advisory Board.

Committee Service (SBBC)

- **District BASA Advisory Committee**
Worked with district staff to troubleshoot concerns with current evaluation system; worked towards developing and providing recommendations for future enhancements to ensure reliability of evaluation system; provided feedback and made recommendations per the BASA Evaluation tool.
- **District Data Governance Committee**
Reviewed existing practices pertaining to obtaining, accessing and managing district-wide and school specific data; made recommendations to ensure the appropriate use, accuracy and completeness of data available for use by schools and district departments; and examined data collection practices for efficiency and effectiveness.
- **District Assessment Advisory Committee**
Worked with various district departments such as the Department of Curriculum and Instruction to examine existing assessment practices, make recommendations for appropriate assessment tools and how to utilize assessments to support and improve teaching and learning.
- **RTI/MTSS District Leadership Team**
Analyzed school data with colleagues to identify and select targeted schools and develop plan for supporting Principals serving in schools that exhibit risk factors based on RTI criteria.
- **Reimagining Middle Grades Committee**
Worked with all stakeholders to execute tactics outlined in the District's Strategic Plan.
- **Middle School Principal Advisory Board**
Worked with principals and district personnel to identify professional development needs and made recommendations for larger group of principals at Middle School Principal's meetings.

Assistant Principal

| | |
|--------------------------|-----------|
| Northeast High School | 2010-2012 |
| Coral Glades High School | 2006-2012 |

| | |
|--|-----------|
| <i>Magnet Coordinator</i> , Blanche Ely High School | 2003-2006 |
|--|-----------|

| | |
|---|-----------|
| <i>Teacher</i> , Blanche Ely High School | 2000-2003 |
|---|-----------|

OTHER PROFESSIONAL EXPERIENCE

| | |
|---|-----------|
| <i>Laboratory Technician</i> , Coral Springs Medical Hospital | 2007-2010 |
| <i>Phlebotomist</i> , Boca Raton Regional Hospital | 2000-2002 |
| <i>Medical Laboratory Assistant</i> , State of Florida Department of Health | 1999-2000 |
| <i>Medical Technologist</i> , Cornwall Regional Hospital, Jamaica, W.I. | 1994-1995 |

PRESENTATIONS & SPEAKING ENGAGEMENTS

- Presenter at the National Center for Urban School Transformation (NCUST) Conference
- Presenter at the Florida Educational Research Association (FERA)
- Keynote Speaker for the Pearl Harris Scholarship Foundation Awards Banquet
- Keynote Speaker for the Gateway Christian Academy Baccalaureate Ceremony
- Panelist, Jamaica Women of Florida (JWOF) Health and Wellness Conference
- Master of Ceremony, JWOF Women's Empowerment Conference

Dr. Peter Licata, Ph.D.

Boynton Beach, FL | 561.703.1086 | licatap@gmail.com

School Systems leader successfully narrowing the achievement gap, increasing acceleration opportunities, while reducing budgets through innovation.

- Regional superintendent of the nation's 10th largest and Florida's 5th largest school system (\$3B budget), overseeing Academic, Operations, Finance, Talent, Strategy, & Community Engagement Functions.
- 15 years of experience teaching & leading at the Middle & High School Level, and 14 years at the district-leadership level.
- Achieved "A" or "B" rating for over 72% of the schools I lead as Regional Superintendent.
- Recognized by then-Governor Bush for successfully increasing test scores & graduation rates during my tenure as Principal within the School District of Palm Beach County.
- Sought-out national presenter on the topic of Virtual & Augmented Reality in Career & Technical Education.
- Recipients of the Donna Grady-Creer Award from Magnet Schools of America, the single highest award for a district having the best magnet programs in the entire country.

EDUCATION, TRAINING, & CERTIFICATIONS

Doctor of Philosophy, Global Leadership, Lynn University, Boca Raton, FL

Master of Science, Educational Leadership, Barry University, Miami, FL

Bachelor of Arts, Business Administration, University of Miami, Coral Gables, FL

Leading Organizational Effectiveness Training, University of Virginia's Darden School of Business

Future Chief - Cohort IV, Chiefs for Change

Graduate, DA National Superintendents Academy

Teaching & Administrator's License, State of Florida

PROFESSIONAL EXPERIENCE

School District of Palm Beach County

1994 – Present

The 10th Largest district in the nation serving over 195,000 students in 187 schools with an annual budget near \$3 Billion dollars.

Regional Superintendent, July 2019 – Present

Regional Superintendent of the South Region - 60 schools, 65,000 students, and over 5,000 teachers. I lead 4 Instructional Superintendents, 60 Principals, and a Regional Support team, and oversee all Academic, Operations, Finance, Human Capital, Strategy, & Community Engagement functions.

Academic Leadership

- Of the 60 schools, 50% are graded A and 72% graded A or B by the State of Florida.
- Current graduation rate of 95%% of the 9 high schools I oversee, which include 4 Title I schools.
- Moved a Title I elementary school from a state "D" grade and state oversight to a state "C" grade and off the state oversight list during Covid while most schools in the country saw a decrease in academic

achievement.

- Converted two elementary schools to a K-8 model and successfully opened newly constructed facilities.
- Created multiple district-wide career pathways for all students to have the opportunity to be college and career ready with new programs aligned with the Economic Council Needs Assessment for future workforce, local colleges, and business partners invested in the community.
- Lead a master schedule analysis of all schools to maximize all acceleration opportunities for all children especially underserved populations.

Operations Leadership

- Overseeing the fourth newly constructed school in the past three years
- Regionalized the Choice transportation process reducing transportation costs significantly for the entire district as well as significantly reducing student travel times for many.
- Member of leadership team responsible for reopening of a western technical center that had been virtually closed for more than 20 years, expanding opportunities for child & adult learners alike, with the addition of adult learning certifications in CDL licensing and construction apprenticeships.

Financial Leadership

- Currently overseeing budgets in excess of \$500 million dollars.
- Authored a \$12 million dollar grant to complete our International Baccalaureate Program pathways, expanding access to the renowned IB program to additional feeder patterns in the district.
- Created significant CTE opportunities that provided additional FTE funding from the state and proudly became the state leader in awarded bonus FTE with 15\$ million on average.

Human Capital Leadership

- Personally mentored & trained 21 principals/directors/assistant superintendents as they took on increasing leadership, from their time as teachers to their current roles as school & district leaders.
- Reorganized a division by bringing in a new, automated lottery system and application program therefore being able to re-allocate human capital to other departments and divisions needing personnel; this new system has saved the district over \$100,000 annually for the last 7 years.
- Partnered with Florida Atlantic University on developing a combined graduate program for aspiring school leaders, thus far graduating over 100 professionals.

COVID-19

- Co-Authored District-wide COVID-19 re-entry/closeout plan in March of 2020 and partnered with regional superintendents to create the 2021 School Year Reopening Plan.
- Developed innovative learning solutions during COVID-19 pandemic to combat potential budgetary & personnel shortfalls in upcoming year.
- Served as district's Virtual Education content expert, supporting all campuses in making the successful transition to Distance Learning.
- Created & implemented innovative methods for school facilitates to continually meet the 6-foot separation and other safety protocols in district's most populated campuses, such as utilizing large conference rooms, theaters, gymnasiums, and cafeterias to increase capacity.

Community Engagement Leadership

- Board Member for Delray Medical Center, Delray Beach, Fl
- Member of Glades Career Readiness Roundtable, a diverse group of civic, religious & K-12 leaders working to increase educational opportunities for a rural, underserved area of Palm Beach County.

- Member of the Business Development Board of the Palm Beaches/Academic Leaders Council.
- Member of the CareerSource Youth and Adult Outreach Committee, which provides educational resources and opportunities to at-risk youth.

Assistant Superintendent, Choice and Innovation/Director Choice and Career Options, 2011 –2019
Lead District-wide Choice & Career Options, Charter Schools, Virtual & Home Education, Alternative Education School sites, Adult & Community Education, Athletics, and Healthcare District nurses in all 180+ schools. This includes all budget, staffing, and operational aspects.

- Successfully partnered with the School Board to meet the needs of their constituency and community needs for growth and positive change by continually meeting or exceeding the goals of the Strategic Plan established by the School district of Palm Beach County.
- Created a multitude of cost-effective student recruitment & retention programs with little impact to budget through the acquisition of multiple grants, realignment of resources, and new business partnerships which provided unique opportunities only available to SDPBC students.
- Oversaw 320 choice programs in 110 schools throughout the District.
- Created over 140 Choice options for students in elementary, middle, and high schools leading to increased enrollment and contributing to a District graduation rate of over 90%.
- Opened three K – 8 schools to meet the diverse needs of the community.
- Managed a budget of \$39.7 million while increasing funds by over \$10 million annually through MSAP Grant, Industry Certifications, and Business Partnerships.
- Worked in collaboration with local colleges and universities to create opportunities for post-secondary success for both current students and recent graduates.
- Oversaw 39 Adult and Community Education sites offering learning opportunities to the community
- Acted as Local Educational Agency for 49 Charter School sponsorships that included the policy development, academic/fiscal monitoring, contract negotiation, and application process preparation for all charter schools.
- Oversaw a Choice lottery system with over 40,000 student applications for seats in 320+ choice programs.
- Created district-wide Event Security Protocol for all Athletic and Arts events that includes metal detectors and hand-wanding detection procedures in the wake of recent school violence.
- Promulgated new policies involving school safety at public events, school choice, and medical marijuana as the political and cultural environments evolved.

Area Director, Quality Assurance, April 2010 – July 2011

Educational Leader of Differentiated Accountability Teams that supported Charter and Alternative Schools, Principals, and Instructional Specialists.

- Supported each school's capacity for continuous improvement through the interpretation of data and measurable results to re-engage students back to the comprehensive campuses for success.
- Conducted Instructional Reviews for the Differentiated Accountability Schools as directed by the State.
- Assisted assigned schools' capacity to assess and incorporate new ideas and practices to develop opportunities for the county's most challenging students with AVID and restorative justice approaches.
- Provided training on data analysis and curriculum alignment resulting in higher success rates in the alternative education setting.

- Brokered change in the prevailing culture of schools by developing, training, and helping school leaders address elements of each school's culture that led to the reduction of alternative education placements.

District Director, Secondary Curriculum & School Improvement, July 2009 – April 2010

Educational Leader of Curriculum Managers and Instructional Specialists across all curricular areas that supported statewide initiatives as outlined in Florida Statute.

- Supervised a staff of 23 curriculum specialists to write, support, and deliver curriculum for all secondary academic subjects and fine arts.
- Collaborated with several departments (Assessment, Professional Development, Human Resources, and Certification) to provide multifaceted professional development for school-based leadership and teachers.
- Developed and led projects related to curriculum and instruction including but not limited to:
 - Summer FCAT Retake Academy, which resulted in a statistically significant increase in pass rates of 5% in reading and 7% in mathematics.
 - Reading Plus Pilot Program that resulted in substantial gains in 26 of 30 participating schools' state assessment reading scores.

ADDITIONAL EXPERIENCE & COMMUNITY LEADERSHIP

Associate Graduate Professor, Florida Atlantic University

January 2010 – 2019

Adjunct Professor in the Principal Internship Program for the Department of Educational Leadership and Research Methodology

Principal, Olympic Heights Community High School, SDPBC, Boca Raton, FL July 2005 – July 2009

- Direct & immediate appointment by the Superintendent with emphasis on increasing student achievement.
- Increased SY 2006 scores to be one of the top 50 improved schools in FL (as recognized by Governor Bush).
- Raised the SY2007 school grade to its first ever grade of "A".
- Moved OHCHS from the top 40% to the top 20% of high schools in Florida for academic achievement.
- Increased a previously declining student enrollment by approximately 35%.
- Increased graduation rates 23% across all demographics.

Principal/Asst. Principal, Boca Raton Middle School, SDPBC, Boca Raton, FL June 1999 – July 2005

- Raised Florida Department of Education grade from a "C" to an "A".
- Achieved top 5% reading gains for Palm Beach County in both SY2004 and SY2005.
- Leader of an adult community education program with a diverse cultural & socio-economic demographic.

Assistant Principal, Eagles' Landing Middle School, SDPBC, Boca Raton, FL

1998 – 1999

Teacher & Basketball coach, Olympic Heights High School, SDPBC, Boca Raton, FL

1995 – 1998

Teacher & Basketball coach, John F. Kennedy Middle School, SDPBC, Boca Raton, FL

1994 – 1995

Eddie C. Mitchell, Ed.D.

ninanlnm@aol.com

305-803-1650

Professional Qualifications Overview

Over 25 years of progressive higher education and K-12 experiences in diverse, complex environments serving in several teaching and administrative positions with student-centered and servant leadership approach.

- Visionary, collaborative, strategic, innovative, entrepreneurial, and student-centered leadership
- Comprehensive knowledge of and commitment to student development, student success, and retention models
- Emergency and crisis management and fundraising and development experience
- Multimillion-dollar capital budget and facilities planning, construction, and management background
- Diversity, social justice, and inclusive excellence best practices, initiatives, and partnerships

Professional Experience

St. Thomas University Adjunct Professor and Lead Reviewer of Outcomes for Bachelor of Ethical Leadership Program (10/2022- Present)

I am currently providing instruction for Bachelor, master, and Doctoral level classes in ethical leadership. I am currently serving as lead reviewer of outcomes for the Bachelor of Education Leadership degree program. I am reviewing course syllabi, assessments, and course content to ensure alignment to the objectives and purpose of the program as well as alignment to the culminating cap stone project. In addition, I am part of a collaborative University team to review all programs and make recommendations for improvement across the board as part of satisfying the accreditation process and implement continuous improvement.

University of Miami, Adjunct Professor Upward Bound Trio Program (8/2000-6/2013)

Served 13 years as an integral part of program decision making process as a member of **the Leadership Team** and **Adjunct Professor**, (Responsibilities included: Science Curriculum Designer, Mentor, Science Instructor, and Lab Instructor.

I planned enrichment activities, worked with large budgets of over \$ 1million, allocated resources, and procured supplies. I recruited students, developed discipline plan, monitored student progress, aggregated student data to identify risk factors, setup tutoring, mentored at-risk students, working with large budgets multi- million dollars over 13 years. Extensive executive experience in education leadership, business administration and grant writing, finance, facilities and technology. I also have experience inputting and approving payroll.

Boys & Girls Club of Broward County, Family Strengthening Senior Program Director, (1/2017-Present)

9 years experience as Senior Site Coordinator for Strengthening Families Program where I lead a team of 8 group leaders to implement the Family Strengthening curriculum both face-face and online virtually at 11 Boys & Girls Clubs throughout Broward County and at Lanier James Education Center. I connected families to community resources such as Broward 211 and Memorial Health care systems.

I wrote the grant for and developed the Project-based Learning (PBL) MOST summer curriculum, planned cultural activities, created the budget, procured supplies, recruited teachers, and led HR personnel decisions which included

interviewing and screening potential group leaders candidates as part of the Family strengthening program and I-Ready Grant Programs for the Boys & Girls Club of Broward County.

Broward County Schools, Intern Assistant Principal, Behavior Specialist, Science Teacher• Robotics Instructor• Canvas Champion •SAC Chairperson, Inservice Facilitator, (09/96-present).

26 years of Broward County Schools experience as a classroom science teacher, Inservice facilitator, BTU steward, Mentored Students, Department chair, SAC/SIP chair, Equity Liaison, Human Resource Council advisor, and STEAM PLC lead. 6 years working with school budgets, administering categorical funds, disbursement and allocation of grants, and setting up positions for employee payroll. I have extensive computer skills and educational software knowledge.

Education

St. Thomas University, Miami Gardens, Fl (Conferred 8/5/2022)

Doctor of Education Leadership and Innovation

Dissertation Topic: Bridging the Gap Between Home and School Through Implementation of Family-Centered Programs (Order No. 29213511). Available from ProQuest Dissertations & Theses Global. (2726045756). <https://www.proquest.com/dissertations-theses/bridging-gap-between-home-school-through/docview/2726045756/se-2>

St. Thomas University, Miami Gardens, Fl (Conferred 5/9/2019)

Master of Science, Education Leadership

St. Thomas University, Miami Gardens, Fl (Conferred 8/1/1996)

Bachelor of Arts, Chemistry

Selected Professional Accomplishments

Student Learning Results

- **Developed, implemented, and monitored** standard-based Instructional Focus Calendars (IFC) for all 8th grade science and math classes, resulting in a passing rate increase of 18% on the 2017 Florida Standard Assessment (FSA) Math and a 1% increase on the FSA Science.
- **Instituted, coordinated, and monitored** biweekly data chats with Math teachers to provide Math pull outs and push ins for our lowest performing subgroups in grades 9th -12th taking Algebra resulting in a 33% increase in passing scores on the 2019 Algebra EOC rising from 20% passing to 53% passing compared to the previous year.
- **Trained, modeled, and championed** infusion of Mastery Connect as a formative assessment tool for all 7th and 8th grade math teachers allowing them to target specific math standard where students were deficient resulting in a 5% increase on the 2019 FSA math assessment which rose from 54%- 59%.
- **Organized and hosted** a school-wide literacy competition called “Truth to Dare” motivating our targeted subgroup of non-proficient 8th grade students to showcase their literacy skills in nontraditional ways leading to an increase of 4% on our 8th grade 2019 FSA English Language Arts (ELA) assessment, which increased from 26% to 30%.
- **Established, implemented, and monitored** the Science, Technology, Engineering, Art, and Mathematics (STEAM) Professional Learning Community (PLC) focused on identifying areas of weakness for our

lowest quartile students, in 8th grade science resulting in a 5% increase in proficiency on the 2018 FSA science scores from 6% to 11% proficiency.

- **Spearheaded, developed, monitored, and implemented** two innovative academic programs to increase interest and boost student the engagement of our lowest quartile 7-12 graders in STEAM education Robotics and Exploring Computer Science resulting in a 15% increase in students receiving grades of C or higher in science on their 2nd quarter report card as compared to the 1st quarter report card for this current 2021-2022 school year.
- **Created, organized, instituted, and monitored** afterschool tutoring both online and at the school building for students grades 7-12 receiving Ds or Fs in ELA and Mathematics resulting in an increase of 9% for students receiving Cs or higher in ELA and an increase of 9.5% for students receiving Cs or higher in Mathematics on their 2nd quarter report card grades compared to their 1st quarter grades for this current school year 2021-2022.

Student Learning as a Priority

- **Advocated, developed, organized, and initiated** a Personal Finance and Hospitality Management course for our 10th -12th grade students, that will prepare our students for careers in Florida's booming Hospitality industry and increase our students' fiscal knowledge and responsibility in order to improve their financial literacy and career readiness.
- **Led, organized, aggregated, analyzed, disseminated, and monitored** 2018 8th grade FSA school-wide math and science data and met with all 8th grade teachers to conduct quarterly data chats in order to proactively identify areas of student weakness resulting in the development of new teaching strategies to engage our 8th grade students using research-based digital learning platforms such as i-Ready and USA Test Prep.
- **Redesigned, implemented, and monitored** the robotics curriculum and hour of code for students in grades 7- 12 in order to promote computer science careers which led to an increased interest, engagement, and student enrollment in the exploring computer science course.
- **Developed, implemented, and monitored** grade 7-12 student responses regarding laptop and internet needs which to disseminate computers and provide students with affordable in conducted school wide informal classroom observations to determine student and instructional needs 2020.
- **Spearheaded, implemented, and monitored** 8th grade 2019 FSA Math data, disseminated the information to our science teachers and provided instructional coaching to our Math and Science teachers on research-based teaching strategies to differentiate instruction of our school wide 8th grade science and math curriculum in 2018 resulting in a growth of 13% in 8th grade FSA Math scores from 18% to 31% and a 5% increase in 8th grade science scores from 6% to 11% in 2019.
- **Implemented and conducted** targeted student data tracking methods using i-Ready diagnostics and teacher-made formative assessments to ensure progress monitoring for 9th-11th grade student achievement in Biology, which led to an increase of 23% passing, from 17% passing to 40% passing.
- **Created, promoted, monitored, and fostered** a culture for high expectations for grade 7-12 students learning by engaging in positive talk, removing barriers to achievement, and developing an environment encouraging student engagement, and sharing best practices for teachers in grades 7-12 classrooms by training and modeling the use of lively interactive Canvas lessons, Nearpod lessons and self-paced i-Ready lessons, which helped move our 8th grade FSA Reading scores 4% from 26% to 30%. 2018 to 2018-2019.
- **Pioneered, developed, implemented, and monitored** 10th grade students Exploring Computer Science (ECS) /Science Technology and Mathematics (STEM) Lego Evolution 3 (EV3) Robotic/ Drone Aviation

Extended Learning resulting in an increase in the number of students enrolled in computer science increasing from 0 to 5 students for this school year.

Instructional Leadership

Instructional Plan Implementation

- **Restructured, implemented, and monitored** the instructional focus calendar based on FSA Science testing requirements and Biology EOC testing framework for science teachers grade 8-10 resulting in improved cohesion and alignment between the classroom instructional goals and standardized testing goals for the 2019.
- **Spearheaded, implemented, and monitored** professional learning for teachers grades 7-12 explaining and modeling how to use Canvas tools, to identify English Speakers of Other Languages (ESOL) and students that are Exceptional Student Education (ESE) using the embedded Student Education Plans and Accommodations (SEPA) to display their students Individualized Education Plans (IEP) which resulted in teachers increasing their understanding of how Canvas can assist with developing and differentiating their lessons.
- **Orchestrated, implemented, and monitored** the science and math calendar and plan to include interdisciplinary units with an emphasis on low-performing benchmark using the Next Generation Sunshine State Standards and 2017-2018 FSA results for grades 9-12. As a result, Algebra 1 EOC test scores increased from 20% passing to 53% passing. In addition, Biology EOC for students 9-12 also increased 23% from 17% passing to 40% passing for 2018-19.
- **Started a Robotics Program** to target our severely chronic absence and disenfranchised students in grades 7-12 by offering a program that they are excited about to re-engage them in learning resulting a 5% severely chronic absences rate for the 2019-2020.
- **Conducted** a school-wide data analysis and identified gaps in student STEAM education achievement which prompted me to
- **Developed, organized, and implemented two elective programs in collaboration** with the **math teacher, principal, guidance counselor, and CTACE instructional facilitator** to start a **Personal Finance and Hospitality Management** course to prepare our students for careers in Florida's booming Hospitality industry and increase students' fiscal knowledge and responsibility so that they can adequately manage their finances.

Faculty Development

- **Led, organized, and monitored** biweekly Professional development on the unwrapping of the Next Generation Sunshine States Standards for grades 7-12 science teachers and Common Core Math standards for grades 7-12 math teachers resulting in better standards driven preparation and improved the dialogue among teacher on how they can incorporate standards in every lesson and activity.
- **Facilitated** monthly data chats and data analysis on the quarterly science and math school-based assessments resulting in better informed teacher practice and target student areas of weakness.
- **Created, disseminated and interpreted** professional development needs assessments at it relates to technology, math, ELA, reading, and science curriculum resulting in teachers adjusting their instructional practice to meet the identified student need in 2018.
- **Observed** classroom instruction, provided feedback, and developed next steps with new teachers which resulted in the planning and execution of standards-based lessons and student mastery of grade-level text as the significant focus.

- **Devised and conducted** an Unwrapping of Standards training with all teachers in grades 7-12, orienting them to standard-based lesson plans and assessments to monitor students' progress on standard-based lessons and provide continuous effective feedback.
- **Implemented and monitored** Professional Learning Opportunities for all Mathematics and Science teachers on an effective grouping to conduct peer observations and effectively demonstrate differentiated instruction in all Math and Science classrooms.

Learning Environment

- **Instructed** teachers in the RTI process and assisted with utilization of interventions on Basis to make certain they completed the appropriate data collection and tier 1 documentation to address relevant issues impacting student achievement and social emotional concerns in 2020.
- **Proactively Maintained a safe and secure learning** environment by coordinating with the head security specialist to provide coverage to the east stairwell, where a number of fights originated last school year 2018-2019, which resulted in a decrease in the number of incidents occurring in the stairwell and a decrease in the number of student discipline referrals from 80 to 30. 2019-2020.
- **Participated and observed** two days of district training on Teams for web conferencing and getting started with Canvas in order to increase my understanding and provide support and future summer training for teachers in the district in preparation for 100% virtual district reopening.
- **Lead Facilitator** in Teams for Web Conferencing training where I provided instruction, modeled best practices, and answered questions for all district personnel in preparation the upcoming school year which led to an increase in our district and schools' preparedness during the 2020 pandemic.

Organizational Leadership

Decision Making

- **Served as an arbitrator** to solve a variety of discipline issues, addressed the emotional, behavior and academic needs of students facilitating parent/teacher/student conferences for Broward County Public Schools. 2016-2020
- **Developed, implemented, and monitored as SAC Chair, PLC Group Leader Math/Science, and Inservice Facilitator** the professional development and school improvement programs offered at our school which led to increased student achievement, parental involvement, and improved teacher instructional practices.
- **Spearheaded, Designed, implemented, and monitored** the School-wide Positive Behavior Plan, resulting in students modeling school-wide expectations to counteract the top three behavior incidents the lead member of the Positive Behavioral Interventions and Supports (PBIS) team 2021.

Leadership Development

- **Supported and developed** grades 7-12 math and science teachers by coaching, modeling, mentoring, and providing constructive feedback for their professional growth and development increasing the preparedness for instruction and resulting in 3 teachers returning back to college and enrolling in a Leadership Program in 2020.
- **Established productive partnerships with community stakeholders** such as the City of West Park, the City of Hallandale Beach, and the Boys & Girls Club by going to commission meetings and discussing how

schools and community partners can work together to strengthen families resulting in a partnership with our families that live in Westpark in 2020.

- **Started the Robotics Program at Lanier James Education Center** to promote STEAM, Science Education, and 21st Century Skills targeting our lowest performing subgroup of 7th and 8th graders. 2019-2020.
- **Piloted the Family Strengthening Program at Lanier James Education Center** bridging the gap between families and school by increasing parental involvement, improving parent-student communication, and providing parents with skills which led to an increase in our parent participation in 2022.

School Management

- **Organized, Collaborated, and Hosted** a school-wide literacy competition called **Truth to Dare**, allowing our targeted subgroup of non-proficient 8th-grade students to **showcase** their demonstrate literacy skills in fun ways to express their literacy mastery and ELA talents by presenting an original piece using spoken word, poetry, rap, or song, this initiative led to an increase of 4% in our 8th grade FSA ELA scores which rose from 26% to 30% in 2020 compared to previous years.
- **Established** school wide meeting dates for PLCs, SAC, and SAF meetings and disseminated it to all stakeholders. 2016-2018.
- **Prepared and Submitted** the SAC budget for 2019-2020 on Ospa Central and CIMS utilizing budgetary guidelines. 2019-2020 featuring initiatives such as the **Robotics and Family Strengthening Program**.
- **Established** school wide guidelines for cafeteria, hallway, and high traffic areas behavior plan 2016- 2018.
- **Implemented and monitored** line up procedure for the cafeteria keeping lunch time safe and organized. 2019 present.

Communication

- **Designed and Implemented** Robocall, text messages, emails, SAC & SAF, Facebook, Twitter about all events, activities, and programs which increased our stakeholder awareness and led to our highest parent participation 2022.
- **Spearheaded and conveyed the school vision and mission** with all stake holders by sharing the student academic and achievement in science and mathematics to inspire and celebrate the success at our school by posting science videos on the school's website, newsletter, morning announcements, and the school's Facebook page in 2019.
- **Recruited, mobilized, and motivated** parents to participate in various school activities such as SAC, SAF, and I-Zone meetings using Robocall, text messaging, emails, Facebook, Remind, Twitter, and word of mouth from students, which led to **an increase in parent participation and involvement** from 0 parents last school year 2018-19 to 20 parents in 2019-2020.
- **Shared** areas of concern to ensure that the school maintained its focus on school expectation with all stakeholders. School Wide. 2017-2019.
- **Disseminated** vital school information regarding our school improvement committees by providing copies of SAC Agenda, SAC Minutes and SAF Minutes using Ospa Central.

- **Rebranded Alternative Education by developing and implementing a Robotics program** to engage our lowest performing students' subgroups of 7th-12th graders, while also providing an avenue for our higher performing students to **build 21st Century Skills**, by **featuring our at-risk students designing and coding robots** on school's website, Facebook page, and our school morning news. School wide for 2019.
- **Created, implemented and facilitated** special events for parents including recruiting parents for SAC and SAF staff members with a focus on student achievement and instructional practices through the use of technology via the Canvas, Nearpod, Edpuzzle, Mastery Connect and other district approved technological resources 2016-present.

Professional and Ethical Behavior

Professional and Ethical Behavior

- **Implemented a Courageous Conversation about Race to identify and remove barriers** such as low expectations, body language toward certain groups that are traditionally marginalized and under-served. **Developed** ways to ensure that all teachers hold high expectations for all their students. In addition, **provided weekly constructive feedback** through personal and email conversations with my colleagues.
- **Adhered to the Code of Ethics and Principles of Conduct** for the Education Profession in effort to build capacity in the school district by conducting myself in a professional manner and inspiring other teachers in grades 7-12 to conduct themselves in this matter which led to an increase in respect and collaboration in 2020.
- Participated in Broward Schools Summer Equity Conference resulting in increased understanding of instructional equity protocols, resiliency, and effective development of a data driven culture in schools.
- Participated in Social and Emotional Learning (SEL) District Professional Development training to get a more in-depth understanding of social and emotional factors that affect learning and how to best support students whose academic achievement is negatively impacted by these factors.

Compliance

- **Led** innovative Equity and Diversity Programs and developed equity plans to ensure school and district programs and instruction adhered to and were in compliance with all federal, state, local, and district laws, and mandates which led to the recognition of the school by the Anti-Defamation League (ADL) as a No Place for Hate institution in 2021 for my commitment to institutional fairness and equity.
- **Spearheaded** strategic plans, **monitored** compliance, and **ensured** the school district and school adhered to professional and institutional standards set by the Cognia Accreditation committee, which led to the district receiving Accreditation renewal in 2022 for the next five years.

Publications

Mitchell, E. C. (2022). *Bridging the Gap Between Home and School Through Implementation of Family-Centered Programs* (Order No. 29213511). Available from ProQuest Dissertations & Theses Global. (2726045756). <https://www.proquest.com/dissertations-theses/bridging-gap-between-home-school-through/docview/2726045756/se-2>

Mitchell, E.C., 2020, Summer Project Based Learning Curriculum & Teacher's Guide. Self Published.

Mitchell, E.C., 2019, Summer Project Based Learning Curriculum & Teacher's Guide. Self Published.

Mitchell, E.C., 2018, Summer Project Based Learning Curriculum & Teacher's Guide. Self Published.

Mitchell, E.C., 2017, Summer Project Based Learning Curriculum & Teacher's Guide. Self Published.

Selected Awards and Recognition

CTAC Teacher of the Year 2023

Florida Restaurant and Logging Association (FRLA) Teacher of the Year 2022

Lanier James Education Center Teacher of the Year 2022

Kappa Gamma Pi Honor Society inducted 2019

Phi Theta Kappa Honor Society inducted in 1993

University of Miami Upward Bound Program Appreciation & Service Award 2000-2013

ADL No Place for Hate Award 2021

BCPS Youth Environmental Summit Award 2022

LEADERSHIP PROFILE



Dr. Jason Nault has served in the field of public education for 23 years in a variety of settings. Of those 23 years, the last 16 have been spent in a variety of leadership positions with documented success leading change in school districts. I attribute my success to establishing a vision for educational excellence and creating a balanced leadership approach that develops and empowers others, while holding each other accountable for results that allow us to achieve our collective goals. I have an intense commitment to students and the stakeholders we serve. I understand the impact of effective leadership for long term systemic success and pride myself on being innovative while remaining humble and leading with integrity and character. I've been blessed to work alongside some amazing people throughout my career that have shaped me into the leader I am today.

SUMMARY OF QUALIFICATIONS/ACCOMPLISHMENTS

- Sixteen years of successful experience in educational leadership positions, including currently serving as an Associate Superintendent in the 11th largest school district in Illinois;
- Results-oriented leader with a track record of proven effectiveness transforming two large high schools in the nations 3rd and 6th largest district as a high school principal;
- Experienced Pre-K-12 leader who has led from multiple seats within a school system and deeply understands the continuum from early learning to post-secondary success;
- Equity focused leader who understands and internalizes multiple perspectives of diverse communities and stakeholder groups to ensure that goals and priorities are in alignment with that of the District and the stakeholders we serve;
- Strong leader with effective interpersonal skills and a commitment to building strong relationships with all members of the school community;
- Well-rounded leader with expertise PreK-12 in curriculum and instruction, data-analysis, strategic planning, human capital, resource management, equity, college/career readiness, MTSS, SEL, and systemic solutions to support district priorities.

LEADERSHIP EXPERIENCE

Associate Superintendent of Teaching and Learning, Equity, & Accountability- Waukegan, IL 10/2018- Present

A large urban PreK-12 School District in Lake County, IL with an enrollment of 14,041 students, 69% low income, 12.8% African American, 80.1% Hispanic, 3% Caucasian, 1.3% Asian, 0.8 American Indian, 1.9% 2 or more races

Organizational Leadership

- Member of the Senior District Leadership Team and involved in all major decisions impacting the District including academics, finance, operations, human resources, community engagement and Board relations.
- Lead the District Leadership Team through monthly professional development sessions that focus on critical District initiatives.
- Led the development of a performance management initiative for the district that focused on continuous improvement efforts for approximately 60 employees at the Cabinet, Director, Coordinator, and Manager level.

- As a member of the Superintendent's cabinet, present weekly to the Executive Team on critical District initiatives.
- Serve as the co-lead on the District's negotiation team during contract negotiations with our respective bargaining units.
- Serve on the district's Pandemic Preparedness Committee.
- Provide workshops and training for Board members on topics related to my role as Associate Superintendent (i.e. Equity, State Accountability, District Report Card, etc.).
- Support the Superintendent's initiatives through presentations to the Board.
- Supervise, evaluate, and provide leadership development and coaching to 9 District level Directors, Coordinators, and Managers from various departments.

Student Achievement

- Established a five-year HS Transformation Plan that focused on improving post-secondary related outcomes, which resulted in an increase in graduation rates, Freshmen on Track, and Dual Credit enrollment during the first year.
- Collaborated with the Academics Division to establish a curriculum mapping process that focuses on bi-literacy and a new assessment plan for the District that uses both local and national norms to measure student achievement.
- Redefined the School Improvement Planning process for our 22 schools to focus on improvement metrics associated with ESSA, which resulted in 3 additional schools moving into the "Commendable" designation during the first year of implementation.
- Lead all post-secondary initiatives in the District related to increasing and expanding Dual Credit, CTE pathways, AP, and work force development opportunities.
- Increased Dual Credit enrollment by 800% and established our District's first HVAC CTE pathway.
- Lead the Assessment, Research, and Data Department to create the District's annual assessment calendar inclusive of all State assessments.
- As a member of the Academics Division, collaborate with planning and implementation of summer programming opportunities for students in the District.
- Supported Principals in planning and preparing school budgets to maximize financial resources to improve student outcomes.
- Established a partnership with an online teaching platform to fill our District's hard to staff vacancies to ensure students have highly qualified certified teachers to support learning.

Strategic Planning

- Currently leading 27 members of the District Leadership Team through a reflection/refinement process to expand our District's strategic plan through 2028.
- Tasked by the Superintendent to lead and develop a five-year High School Transformation Plan for the District that focuses on the following pillars: curriculum instruction and assessment, student supports, school leadership, staff culture, and college/career readiness.
- Participate with Board members on District committees that support the district's Strategic Plan.

Partnership and Community Engagement

- Led the development of the District's first Family and Community Engagement 3-Year Strategic Plan in conjunction with district representatives, parents, and community stakeholders.
- Facilitated town hall meetings within the community to gather input from all stakeholder groups during the development of our District's new strategic plan.

- Established partnerships with the Network for College Success, Schoolinks, OneGoal, Greenlight Match, and Educational Systems Center to support our College/Career Readiness initiatives.
- Secured several partnerships in the District for the purpose of providing mental health and social-emotional support for our students and families (Youth Guidance-BAM/WOW, Asian Human Services, etc.)
- Served as the District Representative on LUDA (Large Unit District Association) where I collaborated on initiatives with other Superintendents of large Districts in Illinois.
- Served as the District Representative on the College Lake County's Board of Controls.
- Served as the District Representative on the College of Lake County's High School Alliance.
- Manage the implementation and data reporting of our District's annual climate survey which seeks feedback about the District from parents, students, and staff.
- Facilitated a series of District led Steering Committee meetings consisting of influential stakeholder groups regarding the redesign and repurposing of several of our district's buildings.

Accountability

- Oversee all of the District's state reporting requirements to the Illinois State Board of Education.
- Analyze District performance data and collaborate with building principals to develop SIP goals related to state accountability metrics for a portfolio of 15 elementary schools, 5 middle schools, 1 comprehensive high school, and an alternative high school.
- Monitor the progress of our district's 22 schools on the accountability metrics associated with the Illinois State Report Card and provide regular updates to the Board.
- Developed and piloted the District's evaluation tool for all District administrators (Deputy Superintendents, Associate Superintendents, Area Superintendents, Directors, Coordinators, and Managers)
- Led collaborative work groups with union leadership to develop evaluation tools for Nurses, Social Workers, Counselors, Instructional Coaches, Specialists, and Speech Language Pathologists.
- Manage the District's performance evaluation platform for all categories of employees.
- In collaboration with the Academics Division, established a system to cohort our 22 schools into different tiers in order to provide differentiated support based on current performance and leadership needs of the principal.
- Collaborate with Human Resources to resolve employee performance concerns and grievances.
- Wrote letters to local and state politicians on behalf of the District related to critical issues.

District Finance

- Member of the District's budget development committee.
- In collaboration with the Operations and Finance Departments established our district's ESSER III spending plan in the amount of \$50.5M that focused on learning loss, after school programming, enrichment opportunities and capital improvements.
- Implemented a strategic budgeting process across six divisions within the Academics Department involving a \$60M budget to ensure resources were aligned to the District's strategic plan and departmental initiatives.
- Collaborated with the Department of Business and Financial Services to establish a Site-Based Budgeting Process that was implemented across 4 pilot schools in Y1, 7 additional schools in Y2 and all 22 schools in Y3. As a result, an additional \$13M of funding was provided to our District's neediest schools.

- Approve spending of 9 District level Directors, Coordinators, and Managers from various departments Directors, as well as, school campuses to ensure alignment to Board, District, and Departmental goals.
- Managed a budget of \$12.5M in our district's Title I, Title I 1003A ESSA, Title II, Title IV, After School Programs, 21st Century Learning, CTE Innovation CTEI, Perkins, and Digital Equity Grants to support key district initiatives and ensure timely expenditure of grant related funding streams.
- Collaborate with District departments (Human Resources, Finance, Bilingual, Diverse Learners, Family and Community Engagement, Operations, and Outreach etc.) to ensure federal and state grant deliverables are being met and the district is in compliance with reporting.

Diversity, Equity, and Inclusion

- Led 27 members of our District Leadership Team through a series of professional development sessions focused on establishing the district's Equity initiative.
- Led the implementation of a District-wide Equity needs assessment that included surveys, focus groups, and interviews with various stakeholder groups resulting in identifying priorities for our District's Equity Strategic Plan.
- Led 27 members of our District Leadership Team and Board of Education through a policy review process utilizing an Equity review tool and protocol which resulted in multiple policy changes for our District.
- Established our District's first Equity Advisory Council.
- Served on the District's calendar committee and advocated for the inclusion of culturally responsive holidays on our school calendar (Indigenous Peoples and Immigrants Day and Juneteenth).

OTHER PROFESSIONAL EXPERIENCE

JP Taravella High School, Principal-Coral Springs, FL

07/2016-10/2018

A large urban High School in Broward County Public Schools with an enrollment of 3,200 students, 58.9% low income, 34.7% African American, 27.6% Hispanic, 27.2% Caucasian, and 4.3% Asian.

Organizational Change

- During my first year as principal, improved the school's accountability grade from a "Grade C" to "Grade B". As a result, school received \$318,000 from State of Florida as part of the Florida Schools Recognition Program.

Student Outcomes

- Increased ELA achievement from 50% to 52% (2016-2018)
- Increased ELA learning gains from 44% to 49% (2016-2018)
- Increased ELA learning gains of lowest 25% from 38%-42% (2016-2018)
- Increased Math achievement from 45% to 50% (2016-2017)
- Increased Math learning gains from 37% to 41% (2016-2017)
- Increased Math learning gains of lowest 25% from 32% to 36% (2016-2018)
- Increased College/Career Acceleration from 46%-50% (2016-2018)
- Offered 27 different Advanced Placement courses with a 47% pass rate
- Decreased chronic absenteeism rate from 31.33% in 2016-2017 to 24.0% in 2017-2018

Balanced Management

- Managed a \$12 million yearly budget by strategically allocating resources to achieve instructional goals and operational priorities.
- Managed a staff of over 210 union employees leading to a whole school environment that includes excellence in all areas: teaching, security, lunch services, operations and maintenance.

Family, Community, and Parent Involvement

- Developed high functioning parent groups (SAC, PTSA).
- Built strategic and external partnerships with community agencies such as the Coral Springs Chamber of Commerce, Tamarac Chamber of Commerce, and Margate Chamber of Commerce.
- Established university partnerships with Broward College for adult education classes for our community and Dual Enrollment opportunities for our students.
- Established professional working relationships with the Mayor & City Commissioners of Coral Springs.
- Established a working relationship with the Coral Springs Police Dept. & Coral Springs Fire Dept.
- Served as a member on the Regional Opioid Task Force.
- Partnered with the YMCA, Boy Scouts, and Coral Springs Performing Arts Center to provide external learning opportunities for our students.
- Collaborated with multiple Booster Clubs to provide support for our band and athletic programs.

Human Capital Development and Management

- Developed the capacity of five Assistant Principals to be effective and reflective administrators.
- Coached and developed Department Chairs to effectively served as mid-level leaders.

North-Grand High School, Principal-Chicago, IL

01/2012-07/2016

A large neighborhood High School on Chicago's West side with an enrollment of 1,000 students, 97% low income, 88% Hispanic, 12% African American, 21% English Language Learner, and 15% Special needs.

Organizational Change

- Led North-Grand High School through a transformational change process that removed their "probationary" status and characterized the school as "good standing" in 2.5 years.
- In 2.5 years, took a school from "moderately organized" for improvement to "well-organized" for improvement, per the My Voice, My School 5-Essentials survey results.
- Developed a collaborative school culture where professional learning communities are the driving force for school improvement.
- Established a culture of adult learning through the development of teacher leaders, use of professional readings, instructional rounds, peer observations, and professional learning communities.
- Requested to speak to over 200 principals by district leaders from Atlanta Public Schools on our school's SEL implementation plan.
- Established North-Grand as a "Healthy Schools Certified" school by implementing a wellness plan per CPS guidelines.
- Established North-Grand as "Creative Schools Certified" by implementing an integrated arts plan per CPS guidelines.

Student Outcomes

- Increased Freshmen on Track (FOT) percentage from 76%-94%
- Increased composite ACT scores from 15.5 to 16.5
- Increased the percentage of students meeting/exceeding standards on the PSAE Reading exam from 14.7% to 24.1%
- Increased the percentage of students meeting/exceeding standards on the PSAE Math exam from 12.2% to 23.2%
- Improved standardized test performance of sub-groups, specifically Diverse Learners and English Language Learners on all PSAE subjects.
- Increased the percentage of students meeting/exceeding standards on the PSAE overall composite from 13.2% to 20.0%
- Increased the percentage of successful students on AP exams from 18.4% to 31.0%
- Increased student attendance rates from 86.1% to 90.7%
- Decreased the drop-out rate from 5.2% to 3.0%
- Increased graduation rates from 65.9% to 78%
- Increased college enrollment rates from 51.1% to 53.7%
- Increased college persistence rates from 58.8% to 61.7%

Curriculum and Instruction

- Established a process for departments to develop standards-based curriculum, common assessments, and rigorous learning tasks through collaboration and dialogue with administration.
- Revamped the Advanced Placement program by expanding our course offerings and identifying classes that would increase the likelihood of student success.
- Developed a school-wide targeted instructional area (TIA) that led to the creation of three powerful practices: argumentative writing, close reading, and debate.
- Served as a demonstration site for administrators from Anchorage Public Schools, Boston Public Schools, and Atlanta Public Schools in regards to our school's SEL curriculum through a partnership with the Collaborative for Academic, Social, and Emotional Learning (CASEL).

Balanced Management

- Managed a yearly \$6 million operating budget by strategically allocating resources to achieve instructional goals and priorities.
- Managed a staff of over 100 union employees leading to a whole school environment that includes excellence in all areas: teaching, security, lunch services, operations and maintenance.
- Planned and executed multiple school-based renovation projects including: restoration of the school's nature preserve, addition of school marquee, overhaul of the school's wi-fi infrastructure, managed print system, and addition of bleachers for sports field.

Family, Community, and Parent Involvement

- Built strategic and external partnerships with community agencies such as Family Focus, After School Matters, Arts of Living, CAPE, Legacy Leaders, Youth Service Project, Albany Park Community Center, iMentor, Faith World Int'l, New Life Church, etc.
- Established North-Grand as a recognized "Parent University" site with the district due to the number of workshops, trainings, and opportunities provided for stakeholders.

- Established university partnerships with Wilbur Wright for adult education.
- Developed high functioning parent groups (LSC/PAC/BAC).
- Established professional working relationships with two Chicago Alderman (36th/31st Ward).
- Established a working relationship with Commanders and Sergeants from the CPD 25th District.

Human Capital Development and Management

- Developed a system for recruiting highly talented teachers and other support staff.
- Developed teacher leaders at the department level and grade level to lead groups of adults around specific school improvement initiatives.
- Developed the capacity of my Senior Leadership Team (SLT) to be effective and reflective administrators.

Adjunct Professor, Florida Atlantic University, Boca Raton, FL

10/2017-10/2018

In collaboration with District administrators from surrounding counties developed a politics and policy course (EDF 6786) for aspiring administrators as part of the PROPEL leadership development program.

Von Steuben Metropolitan Science Center, HS Assistant Principal-Chicago, IL

07/2011- 01/2012

A large diverse Magnet school located on Chicago's North side that is 74.8% low income, 35.9% Hispanic, 26.0% White, 24.5% African American, 13.4% Asian/Pacific Islander, and 12.0% Special needs

Farragut Career Academy, UIC Principal Residency-Chicago, IL

07/2010-06/2011

A large neighborhood High School on Chicago's South side that is 97.7% low income, 80% Hispanic, 18.6% African American, 15.4% Limited English Proficiency, and 17.5% Special needs

Global Visions Academy, HS Assistant Principal-Chicago, IL

07/2007-06/2010

A small neighborhood high school located on the Bowen campus on Chicago's Southeast side that is 96.3% low income, 89.3% African American, 9.8% Hispanic, 1.4% Limited English Proficiency, and 25.6% Special needs

Proviso East High School, Dean of Students-Maywood, IL

08/2005-07/2007

A large suburban high school located in the near west suburbs of Chicago that is 61% low income, 65.7% African American, 31.6% Hispanic, 1.2% Caucasian, 3.5% Limited English Proficiency, and 16.5% Special needs

Percy L. Julian High School, Social Studies Teacher-Chicago, IL

08/2002-07/2005

A large neighborhood high school on the South side of Chicago that is 94% low income, 99.3% African American, 0.4% Hispanic, and 12.9% Special needs

South High School, Social Studies Teacher-Bakersfield, CA

08/2000-07/2001

A large high comprehensive high school on Bakersfield's south side that is 66% low income, 14% African American, 62% Hispanic, 13% Caucasian, 15% Limited English Proficiency, and 10% Special needs.

EDUCATION

University of Illinois-Chicago, *Chicago, IL*

Doctorate of Education, (3.8/4.0), Major: Urban School Leadership

Date Conferred: 12/2015

University of Illinois-Chicago, *Chicago, IL*

Masters of Education, (GPA 3.6/4.0), Major: Educational Leadership and Administration

Date Conferred: 06/2005

University of Wisconsin-La Crosse, *La Crosse, WI*
Bachelor of Science, December 1999 (GPA 3.1/4.0), Major: Secondary Education (6-12)
Date Conferred: 12/1999

PROFESSIONAL ASSOCIATIONS

- Member of the American Association of School Administrators (AASA)
- Member of Association of School Business Officials (ASBO)
- Member of the National Equity Project (August 2020)
- Member of the Leading for Equity Redesign Network (LERN)
- Member of the Illinois Coalition of Educational Equity Leaders (ICEEL)
- Member of the Illinois Association of School Boards (IASB)
- Member of the Harvard Club of Boston (2019-Present)
- Member of the Association for Supervision and Curriculum Development (ASCD)

CERTIFICATIONS

- Illinois State Board of Education- Professional Educator License (#1814627, Expires 6/30/2028)
 - Endorsements: Secondary Education, General Administration, Superintendent
- Florida Department of Education- Educational Leadership Certificate (All Levels K-12)

AWARDS / RECOGNITION

- Selected to participate in the Harvard Negotiation Institute at Harvard Law School (2018-2019)
- Selected to participate in the Master Negotiation Course at Harvard Law School (2019-2020)
- Nominated for Principal of the Year in Broward County, FL (09/2018)
- Recommended by Broward County's Director of Leadership Development to serve as Adjunct Professor at Florida Atlantic University (FAU)
- Requested to speak to over 200 principals by district leaders from Atlanta Public Schools on our school's SEL implementation plan.
- Requested to speak at the Illinois Association for Collegiate Admissions Counseling conference on work related to our district's College & Career strategic plan and partnership (2022 and 2023)
- Awarded a Doctoral degree in Urban Education Leadership for capstone entitled: *The Impact of Collaborative School-based Leadership Teams on School Improvement.*



Virgilio A. Ogando Jr.
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Cape Coral, Florida 33904
(239) 440-5717
virgilio01@msn.com

Objective

Desire a position as a Superintendent, Principal, or Teacher in a School District that would utilize my skills in positive behavior management and a strong interest in collaborating with colleagues, teachers, students, parents, and the entire community.

Education

- Mercy College, Bronx, NY
- Masters in Building Leadership
- May 30, 2011
- GPA 3.81
- Mercy College, Bronx, NY
- Masters in Bilingual Education
- December 1, 2003
- GPA 3.85
- Mercy College, Bronx, NY
- Bachelor of Science in Behavioral Science GPA 3.54
- May 30, 2001

- GPA 3.85

Experience

- Certified in CPR
- Certified as a Bilingual Virtus Trainer
- Diocese of Allentown
- Ruler Program Training Yale University June 2018
- Blended Learning Training February 2019

Virgilio Ogando

Experience (Continue:)

- Six Grade Reading Teacher Labelle Middle School August 2021 to Present.
- Eighth Grade World History Teacher Labelle Middle School August 2021 to Present.
- First Grade Teacher BridgePrep Collier Academy November 2020 to February 2021
- Spanish Teacher Trinity Catholic High School Stamford, CT August 2019 to June 2020
- Forensic Science Teacher Trinity High School Stamford, CT August 2019 to January 2020
- Environmental Science Teacher Trinity Catholic High School Stamford, CT January 2020 to May 2020

- Spanish Teacher Grades Pre-K thru 8th Saint Andrew Academy, Bridgeport, CT April 2018 to June 2019
- Assistant Principal Saint Andrew Academy, Bridgeport, CT September 2018 to June 2019
- Marketing Development Assistant Saint Andrew Academy Bridgeport, CT August 2018 to June 2019
- Principal Grades Pre-K thru 8th grade Msgr. Mchugh School Cresco, PA July 2016 to March 2018 (Left the school due to Pastor Change.)
- Principal Grades Pre-K thru 8th grade Holy Infancy School Bethlehem, PA July 2012 to July 2018 (Pastor retired left when new Pastor came in.)
- Principal Grades K thru 8th Holy Spirit School Bronx, New York July 2011 to July 2012
- Principal Grades Pre-K thru 8th Saint John Vianney School Bronx, New York July 2007 to July 2011 (An enrollment increased by 50 students under my leadership.)
- (Archdiocese of New York Closed Saint John Vianney, and Merged over 30 schools in the year 2012.)
- Dean of Discipline Palm Bay Community Charter Grades 6th to 8th Palm Bay, FL August 2005 to June 2007
- Religious Education Director Grades K thru HS Saint Thomas Aquinas Parish Saint Cloud, FL
- Spanish, and Yearbook Director Sebastian Charter Middle School Sebastian, FL

- Substitute Teacher Full-Time Grades K thru 6 September 1993 to August 1995 Our Lady of Lourdes School Manhattan, New York
- Full-Time Teacher Grades 6th to 8th Subjects Taught Religion, Reading, Spanish, and ESL Full-Time Teacher Our Lady of Lourdes School Manhattan, NY September 1995 to June 2007
- Religious Education Director Grades K thru HS Our Lady of Lourdes School Manhattan, NY
- Summer School Director Our Lady of Lourdes School Manhattan, NY July 2000 to July 2001
- Our Lady of Mercy School Full-Time Teacher Spanish, Reading, and Religion Bronx, NY September 2003 to June 2005
- Other Education, and Leadership experiences to be discussed upon request for an interview.

Wanda Paul

EDUCATION

University of Texas Cooperative Superintendency Program, December 2024
Atlantic's National Superintendents Academy Graduate, January 2019
Master of Business Administration, University of St. Thomas, 2005
Master of Education, National-Louis University, Heidelberg, Germany, 1994
Bachelor of Arts, Government, University of Texas, Austin, Texas, 1986
Army Reserve Officer Training Corps Graduate, 1986
Texas Achievement Scholar, 1982

MILITARY EXPERIENCE

U.S. Army Officer
Quartermaster Officer Advanced Course
Army Intermediate Level Supply Course
Army Maintenance Management Course
Field Artillery Officer Basic Course

PROFESSIONAL EXPERIENCE

9/2021 – Current **Houston Independent School District**
Chief Operating Officer

- Leads more than 5,000 employees from key public-facing departments, including transportation, nutrition services, construction, and facilities
- Oversight includes a fleet of more than 1,000 buses, a food service operation that serves thousands of meals daily, a \$2.1 billion bond construction program
- Responsible for the maintenance of 30 million square feet of facility space in more than 300 buildings spread out over 300 square miles

3/2018 – 8/2021 **The School District of Palm Beach County**
Chief Operating Officer

- Administered a \$1.3 Billion Tax Referendum for deferred maintenance, security upgrades, construction of new schools and replacing school bus and support vehicles.
- Effectively executed an operating and capital budget of \$63M.
- Operated 187 schools and responsible for over 3200 employees.

- Reorganized several departments to provide a more efficient and effective team.
- Implemented a new utilities program to better track energy usage and reduce utility costs.
- Provided leadership in the direction of all business, facilities, budget, financial, program management, and construction operations.
- Provided direct assistance to other executive staff members and other divisions of the district.

5/2017 - 2/2018

The School District of Palm Beach County
Chief of Facilities Management

- Provided overall supervision and advises the Chief Operating Officer, Superintendent and the School Board on matters relating to facilities management including maintenance of the physical plant, planning and construction.
- Redeployed the operations management software to optimize time and money spent on maintenance, utilities, capital forecasting energy and events planning. This action produced a more effective and efficient operation for the division.
- Managed the development and implementation of long-range educational facilities plans and construction of district facilities.
- Guided the District's sustainability programs and initiatives.
- Modeled collaborative planning and shared decision-making with school centers and departments to facilitate and provide a process for improved communication regarding meeting needs of students, parents, the community and other stakeholders.

1/2013 - 8/2016

Dallas Independent School District
Chief Operating Officer

- Executed a \$1.6 Billion Bond Package to fund several new schools and a variety of school and facility improvements and programs.
- Improved the overall response time for work orders by 25%.
- Negotiated the electricity contract for the district and saved \$17M over three years or an annual savings of \$5.7M.
- Built a high performance executive team that provided excellent support to the district through reorganization and promotion of internal staff members.
- Redeployed the operations management software to optimize time and money spent on maintenance, utilities, capital forecasting energy and events planning. This action produced a more effective and efficient operation for the division.
- Actualize the goals of the Board of Trustees and the Superintendent of Schools through Districtwide planning, direction, program initiatives, benchmarking and continuous improvement.

7/2004 - 12/2012

Spring Branch Independent School District
DIRECTOR, BUILDINGS AND GROUNDS

- Responsible for the supervision of 250 employees and the operation of 44 campuses and an operating budget of \$25M.
- Implemented a new maintenance management software that improved the response time and completion of maintenance work orders.
- Direct and manage all Custodial Services, Grounds Maintenance, Integrated Pest Management, Indoor Air Quality Issues, and Facility Rentals for the district.
- Ensure that custodial operations are supportive of the instructional goals of the district.
- Administered Spring Branch I.S.D. Facility Rentals Program.
- Develop district policies and procedures for custodial and grounds operations and support.
- Develop and administer the custodial budget and grounds budget for the district.
- Implement and maintain the district's preventive maintenance program for custodial equipment and grounds equipment.
- Provided staff development training for department supervisors and school based custodial and grounds personnel.
- Evaluated job performance of employees to promote effective and efficient practices
- Maintained a safe and secure environment for children and staff.

9/1999 – 6/2004

Houston Independent School District
SCHOOL MAINTENANCE MANAGER

- Supervised the custodial operations and maintenance activities of 26 facilities and over 100 plant operators and custodians
- Coordinate with school principals to identify facility needs and pursue funding alternatives to support identified needs
- Resolved staffing issues within the Administrative District
- Demonstrated effective leadership in providing facilities to standard

Houston Independent School District
SYSTEMS CONTROL SPECIALIST/PROJECT MANAGER

- Collaborated and participated with senior officers in the formulation and implementation of continuous improvement projects.
- Contributed to the development of performance measures that assist with managing the operational systems within the organization.
- Lead special projects that incorporate benchmarking, documenting best practices, documenting business processes and implementing continuous improvement recommendations to senior level officers in the organization.
- Developed detailed analysis and recommendations for the reorganization of major departments to achieve synergism at the operational and strategic level.

5/1997- 9/1999

SCHNEIDER NATIONAL BULK CARRIERS

SENIOR SERVICE TEAM LEADER

- Coach/Mentored 40-45 drivers to achieve specific customer service and key factor goals.
- Development of a new pay package for local drivers that improved service to customers nationally and reduced the turnover rates of driver associates.
- Implementation and supervision of ISO 9000 document review at the terminal level.

6/1987 - 1/1997

UNITED STATES ARMY

RECRUITING COMPANY COMMANDER

- Directly supervised the training, health, welfare, and discipline of 34 soldiers in eight recruiting stations throughout the Houston area.
- Managed a company budget in excess of \$200,000.
- Developed an innovative high school marketing program resulting in the organization achieving 131% of high school senior enlistments.

UNITED STATES ARMY

OPERATIONS OFFICER

- Coordinated the operations, training, security, intelligence, and computer automation and upgrades for the organization.
- Executed the Overseas Deployment Training for 300 personnel by facilitating transportation, subsistence, supplies and housing.

UNITED STATES ARMY

DETACHMENT COMMANDER/LOGISTICS OFFICER

- Commanded a detachment of eighty soldiers. X Executed the sale of 500 line items of combat equipment to foreign countries.
- Staged combat equipment of pre-positioned ships within established time requirements for deployment.
- Managed storage operations for a 9000 line, \$12 million repair parts supply activity.
- Responsible for unit level maintenance and operational efficiency.

UNITED STATES ARMY

EQUIPMENT AUTHORIZATION BRANCH CHIEF

- Supervised 25 soldiers in providing logistical support for a major U.S. Army Command.
- Processed over 1500 pieces of equipment for redistribution.

UNITED STATES ARMY

MAINTENANCE AND ASSEMBLY PLATOON LEADER

- Platoon Leader in a Field Artillery Lance Missile Detachment.

AWARDS AND HONORS

- Army Achievement Medal
- Army Commendation Medal
- Schneider Presidential Orange Heart Award

COMMUNITY ENGAGEMENT

- Leukemia and Lymphoma Society Former Board Member
- FormerMember , Forum Club of the Palm Beaches

Dr. Oscar Rico Ed.D.



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Key Strengths

- Strategic process & planning
- Student growth & development
- Building leadership capacity
- Instructional coaching & development
- Curriculum
- Technology
- System design facilitation
- Data driven decision making
- Situational leadership
- Goal development & attainment
- Visionary leader
- Personnel management

Education

Ed.D University of Texas-El Paso

Doctor of Education – Educational Policy & Analysis (2011)

M.Ed. University of Texas-El Paso

Master of Education – Educational Leadership (2007)

M.Ed. University of Texas-El Paso

Master of Education – Instructional Specialist (2006)

B.S. Universidad Interamericana

Bachelor of Science – Microbiology (2003)

Certification

- Superintendent
- Principal
- Life Science 8-12
- Science 4-8
- Generalist EC-4

Leadership Profile

19- Years in Education

9- Years in Leadership Roles

3- Years as Principal

10- Years in the Classroom

Central Office Leadership

- Drafted and implemented 1:1 technology approach with Apple computers for all Pre-K - 12 students.
- Lead an effort to provide universal Wi-Fi for the entire community during the pandemic through a joint effort with public and private partners.
- Moved the district to full on-line testing.
- Served on Superintendent's cabinet in the preparation, analysis and implementation of a bond issue election.
- Implemented the use of data warehousing and predictive analytics to forecast student success and draft remediation plans.



Leadership Profile

Campus Leadership

- Campus achieved consecutive "B" ratings (2018 & 2019)
- Achieved six campus-level distinctions.
- Top middle school in geographic area.
- School saw gains of 33% in the organizational health index (OHI) with major gains in morale and cohesiveness.
- School gained 17% approaches in 8th grade Math, 8% in ELA and acquired major gains (~ +/- 5%) across all subjects.
- Master's level performance increased most notably in 8th grade science (20%), Writing (5%) and Algebra 1 (50%).
- Established a New Tech school concept for a comprehensive high school.
- Started the first middle school magnet school, first in state to offer Algebra 2 and Physics high school courses at the middle school level.

Professional Experience

Administrative

| | | |
|--|---------------------------------------|-------------------|
| Executive Director of Technology | Canutillo Independent School District | 03/2020 - Present |
| Middle School Principal (<i>Alderete MS</i>) | Canutillo Independent School District | 07/2017 - 03/2020 |
| High School Assistant Principal (<i>Franklin HS</i>) | El Paso Independent School District | 10/2014 - 07/2017 |
| High School T-STEM Coordinator (<i>Irvin HS</i>) | El Paso Independent School District | 02/2013 - 10/2014 |
| T-STEM Program Evaluator | Texas Education Agency | 05/2013 - 05/2016 |

Teaching

| | | |
|--|------------------------------------|-------------------|
| Science Teacher (<i>Parkland HS</i>) | Ysleta Independent School District | 07/2007 - 02/2013 |
| Science Teacher (<i>Ysleta HS</i>) | Ysleta Independent School District | 08/2004 - 06/2006 |
| Science Teacher (<i>Clint HS</i>) | Clint Independent School District | 08/2003 - 07/2004 |

Professional Affiliations

| | |
|--|---|
| Texas Association of Secondary School Principals | Association of Borderland Scholars |
| International Studies Association | American Education Research Association |
| Texas Association of School Business Officers | Mexican American School Board Association |

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Professional Presentations

ISTE 2021

Designing a new learning landscape
June 26-30

Panel: Technology infrastructure and connectivity
Title: Mind the Gap-Us Technology to Bridge the Digital Divide

Education Week Online Summit

*Technology & the Pandemic:
What's Next for Schools?*
May 2021

Panel: Technology during the pandemic
Title: 1-to-1 Computing Takes Off: Promise and Perils Ahead.

Digital El Paso

Connecting for Student Success
El Paso TX 4/22/21

Panel: Connecting School Districts for Success
Title: Case study-Canutillo Connect

Digital Divide Seminar

Solving Inequities in Connectivity
Austin TX 4/15/21

Panel: Meraki and Fluidmesh connectivity solutions
Title: Solving the digital divide

R50 Digital Divide Summit

Route Fifty Summit
Washington DC

Panel: Solutions for schools digital footprint
Title: Ensuring educational continuity during pandemic response

Education Week Online Summit

How we go back to school
August 19, 2020

Panel: How can remote learning improve this fall?
Moderator: Mark Lieberman

ISA 51st Annual Convention

*Theory versus Policy?
Connecting Scholars and Practice*
New Orleans, LA/02-17-10

Panel: Migration in the American Context
Title: 'Leaving Some Behind: Exclusionary Practices in the Education of Mexican American Students'

WSSA 52nd Annual Conference

*Social Sciences: Addressing the
World's Challenges*

Panel: Issues of Poverty, Regional Development, and Social Responsibility in Binational Settings
Title: 'The Enemy Within: The Consequences of Educational Policy on the U.S./Mexico Border'

Senide Roque

15370 Southwest 39 Terrace
Miami, FL 33185

(786) 499-1313
Senide@bellsouth.net

Education

| | |
|---|-------------------------|
| St. Thomas University | August 2020-Present |
| Doctor of Philosophy in Ethical Leadership | |
| Florida International University | August 2019-August 2020 |
| Master of Science in Instruction and Curriculum Development | |
| Florida International University | 2019-April 2020 |
| Graduate Certificate in Communication Sciences and Disorder | |
| Florida International University | 2016-2018 |
| Bachelor of Science in Elementary Education with Reading and ESOL Endorsement with Summa Cum Laude | |
| Miami-Dade College- Kendall Campus | 2014-2016 |
| Associate of Art in Speech Pathology & Audiology with Highest Honors | |
| John A. Ferguson Senior High School | 2010-2014 |
| Superintendent's Diploma of Distinction | |

Teaching Experience

Dr. Toni Bilbao Preparatory Academy School Miami, FL August 2020-Current

Kindergarten-1st Grade Autism Self-Contained Teacher

Responsible for kindergarten-1st grade student's academic performance and learning gains. Prepare and adjusting daily lesson plans, observing student activity, provide instruction that meets every student's need, and teach in-person and online due to the COVID-19 pandemic.

- Familiarity with all subjects of instruction required.
- Fairness: Ability to establish an evenhanded and ethical atmosphere for all students.
- Ability to work with lesson plans established by primary teacher.
- Versatility in methods of instruction and ability to adapt quickly.
- Flexibility: Ability to adapt to new environments and to the students as individuals.
- Ability to adapt lesson plan/instruction techniques for students with special needs.
- Familiarity with theories and practices of education and child development.
- Ability to properly handle misconduct.
- Promoting best performance in academic and social endeavors
- Cultural awareness regarding cultural diversity in class
- Positive attitude toward children and parents
- Time management: Especially the ability to use class time effectively.
- Superior communication skills, especially verbal
- Interpersonal and team building skills
- Problem solving abilities
- Knowledge of emergency procedures (in case of injuries, fire, earthquake)
- Relevant formal training, practice and experience
- Engage students with a variety of activities in language, arts, music, reading, and arithmetic.
- Teach online using Zoom, Microsoft Team, and ClassDojo

- Managing and ordering autism awareness shirts for employees

Downtown Doral Charter Elementary School Miami, FL

August 2019-June 2020

1st Grade Teacher

Responsible for 1st grade student's academic performance and learning gains. Prepare and adjusting daily lesson plans, observing student activity, provide instruction that meets every student's need, and teach online due to the COVID-19 pandemic. I was also responsible for planning the STEAM projects for all of first grade and part of the Kids Help Kids committee and yearbook committee.

- Familiarity with all subjects of instruction required.
- Fairness: Ability to establish an evenhanded and ethical atmosphere for all students.
- Ability to work with lesson plans established by primary teacher.
- Versatility in methods of instruction and ability to adapt quickly.
- Flexibility: Ability to adapt to new environments and to the students as individuals.
- Ability to adapt lesson plan/instruction techniques for students with special needs.
- Familiarity with theories and practices of education and child development.
- Ability to properly handle misconduct.
- Promoting best performance in academic and social endeavors
- Cultural awareness regarding cultural diversity in class
- Positive attitude toward children and parents
- Time management: Especially the ability to use class time effectively.
- Superior communication skills, especially verbal
- Interpersonal and team building skills
- Problem solving abilities
- Knowledge of emergency procedures (in case of injuries, fire, earthquake)
- Relevant formal training, practice and experience
- Engage students with a variety of activities in language, arts, music, reading, and arithmetic.
- Teach online using Zoom, Microsoft Team, and ClassDojo
- Planning STEAM projects for all of first grade
- Planning volunteering and fundraising events for Kids Help Kids
- Aiding in the creation of the school yearbook

Downtown Doral Charter Elementary School Miami, FL

December 2018-June 2019

Substitute

Responsible for the academic performance and learning gains of all students under my care. Adjusting daily lesson plans, observing student activity, and providing instruction that meets every student's need.

Falcon's Nest Miami, FL

2010-2014

Preschool Teacher

Responsible for 12-student classes with the help of other teachers. Prepare daily lesson plans, make notes of student activity, and provide daily reports to students' parents.

- Engage students with a variety of activities in language, arts, music, reading, and arithmetic.
- Supervise students during lunch time, snack time, recess, and nap time.
- Coordinate off-site field trips to the library, park, and local museums, and recruit parent volunteers to act as chaperones.
- Prepare daily reports for parents regarding their child's behavior, engagement, and progression.

- Follow-up with parents in person and by phone in the event of serious incidents (hitting, fighting, and other inappropriate behavior).

Additional Relevant Experience

City of Sweetwater Summer Camp Miami, FL 2010-2014

Volunteer (900 hours)

Supervised children (ages 4 – 6) while on field trips and camp site. Created age-appropriate activities to appeal to the group, such as reading & writing centered assignments, movie time, games, and arts & crafts.

Miami-Dade Public School Systems (Greenglade Elementary, Downtown Doral Charter Elementary, Zora Neale Elementary, Rockway Elementary and Jane S. Roberts K-8 Center) 2016-2018

Student Teacher

Supervised children (ages 5 – 11) and created age-appropriate activities to appeal to the group, such as reading, writing, math and science centered assignments.

Certifications, Skills, Awards and Memberships

| | |
|--|--------------|
| Our Rookie Teacher of the Year (St. Thomas University) | 2022 |
| Rookie Teacher of the Year, Central Region | 2022 |
| Excellence in Civic Engagement Medallion | 2020 |
| Experience in Distance Learning | 2020-Present |
| <ul style="list-style-type: none"> • Zoom • Microsoft Teams • ClassDojo | |
| FIU Online Corporate Scholars | 2019-2020 |
| Nellie Mae Grad Stud Scholar | 2019-2020 |
| Advanced Medical Certification | 2019-2021 |
| <ul style="list-style-type: none"> • CPR, AED & First Aid Certified | |
| State of Florida Department of Education-Educators Certification | 2018-Present |
| <ul style="list-style-type: none"> • English for Speakers of Other Languages Endorsement • Reading Endorsement • Elementary Education Grades K-6 • Exceptional Student Education Grades K-12 • Autism Spectrum Disorder Endorsement | |
| Joseph Kaplan Endowment Scholarship Recipient | 2018-2019 |
| Andrea Castillo Foundation Scholarship Recipient | 2018-2019 |
| Elementary Education Subject Area Exam | 2018 |
| Ritual Chair (Phi Mu) | 2018 |
| Omicron Delta Kappa | 2018 |
| Professional Certification Teaching Exam | 2018 |
| Phi Kappa Phi | 2018 |
| Order of Omega | 2018 |
| Alternative Breaks Site Leader | 2018 |

| | |
|--|--------------|
| General Knowledge Teaching Exam | 2017 |
| The National Society of Leadership and Success | 2017- 2018 |
| Golden Key International Honor Society | 2017-2018 |
| Member with the highest GPA in Phi Mu | 2017-2018 |
| Andrea Castillo Foundation Scholarship Recipient | 2017-2018 |
| Tau Sigma Honor Society | 2017-2018 |
| Phi Mu | 2016-2018 |
| Phi Theta Kappa | 2015-2018 |
| Dean's List | 2014-Present |
| American Heart Association | |
| • Pediatric First Aid CPR AED | 2014-2016 |
| • First Aid CPR and AED | 2019-2019 |
| ServSafe Certification | 2014-2016 |
| Early Childhood Professional Certificate (ECPC) | 2014 |
| Birth through Five Child Care Credential (FCCPC) | 2014 |
| Child Care Facility Rules & Regulations (FACR) | 2013 |
| Child Growth and Development (CGAD) | 2013 |
| Behavioral Observation and Screening (BOAS) | 2013 |
| Health, Safety and Nutrition (HSAN) | 2013 |
| Identifying and Reporting Child Abuse and Neglect (CAAN) | 2013 |
| Pre-School Appropriate Practices (PSP) | 2013 |
| Early Literacy for Children Age Birth through Three (ELC) | 2012 |
| Proficient in Microsoft Word, Microsoft Excel and Microsoft PowerPoint | 2007-Present |
| Bilingual in Spanish and English | 2000-Present |

CHAD SCHILLING

5314 NW 93rd Avenue ▪ Sunrise, FL 33351 ▪ (954) 822-2423 ▪ Chad.v.schilling@Browardschools.com

OBJECTIVE: To obtain the Superintendent position that will allow me to use my strong passion for education to its full potential. I aspire to encourage creativity and higher- order thinking in order to increase student performance by making the students college and career ready.

EDUCATION:

| | |
|---|---------------|
| Masters in Curriculum and Instruction with Emphasis in English | 2014 |
| Barry University, Miami Shores, Florida | |
| B.A. in Broadcast Communications , Barry University, Miami Shores, Florida | 1996 |
| <i>Double Minor in Speech and Journalism</i> | |
| Florida Department of Education | |
| English Teacher Certification | 1997- Present |
| ESOL and ESE Endorsed | 2010- Present |

EXPERIENCE:

English Adjunct Instructor

| | |
|--|--------------|
| Broward College, Pembroke Pines, Florida | 2014-Present |
| Miami International University of Art & Design, Miami, FL | 2009-2012 |
| <ul style="list-style-type: none">• Developmental I & II English, ENC 1101, ENC 1102, and ENC 2201• Continually receives high marks in IDEA (teacher evaluation) scores• Finalist for Adjunct Professor of the Year 2018 | |

English Teacher

2004-Present

Broward County Public Schools, Charles W Flanagan High School

- English I, II, III, and IV
- Voted by peers to be English Department Head
- Created EOC exam

English Teacher

2003-2006

Broward County Public Schools, Monarch High School

- ESOL for 9-12th graders with 50% FSA passing rate

English & Reading Teacher

1997-2003

Dade County Public Schools, North Miami Senior High School

- Alternative Education for 6 years
- Planned curriculum through vertical and horizontal teams
- Chair, Teacher of the Year committee
- Teacher of the Year nominee in 1998
- Served as head wrestling coach and assistant football coach

ADDITIONAL EXPERIENCE:

Certified Official and or Coach — flag football, softball, Head Wrestling, Asst. Football

Assistant Director- “Go Long” Flag Football Camp, Miami Shores Recreation.

Freight Handler- Data Entry, Checker, Yard Driver, Old Dominion Freight Lines.

Community Fundraiser- Ciani Jerez Family, Schaffner Noel Family

SUMMARY OF QUALIFICATIONS

- **Transformational Instructional Leader** who possesses a proven track record of raising student academic achievement at districtwide scale. Highly experienced closer of student achievement gaps that address student performance inequities.
- **Differentiated Accountability Leader** who possesses educational and professional background and experiences necessary to provide support and interventions of escalating intensity to low-performing schools to improve and sustain performance of all student subgroups.
- **Coalition Builder** who develops authentic, collaborative relationships with district stakeholders which place emphasis on transparent systems and processes focused on ensuring students reach their full academic and socio-emotional potential.
- **Equity Leader** with a passion for equity and access for all students that cultivate a specific set of mindsets and attitudes that enable central-office and school-based staff to accelerate and sustain learning for every student at elevated levels. Leader who safeguards educational equity through ensuring all students have access to the same curriculum, educational opportunities, and performance expectations.
- **Human Capital leader** with passion, commitment, strategic skills, and a proven record of filling teacher vacancies and closing staffing gaps necessary for school districts to attain fully staffed status, across all positions on the first day of school.
- **Central Office Leader** who cultivates respectful, collaborative relationships with internal and external constituents and continuously maintains effective working relationships that proactively manage central-office operations which ensure the effective management of key central-office functions and operations that create value for internal and external constituents.

EDUCATION AND EXECUTIVE LEADERSHIP DEVELOPMENT PROGRAMS

Education Programs

Doctor of Education in Curriculum and Assessment (12/23)
Educational Specialist in Educational Leadership
Master of Business Administration
Master of Science in Special Education
Bachelor of Science in Special Education

Academic Organizations

University of West Florida
Florida International University
Nova Southeastern University
Florida International University
Florida International University

Executive Leadership Development Programs

Superintendents Academy
National Superintendents Academy
Leadership Development Program
Project Lead Strong
Superintendent's Urban Principals Initiative
Data Wise Leadership Institute
Negotiating Labor/Management Agreements

Sponsoring Organizations

American Assoc. of School Superintendents (AASA)
Atlantic Research Partners
Florida International University Ctr. for Leadership
Harvard Graduate School of Education and MDCPS
Harvard Graduate School of Education and MDCPS
Harvard Graduate School of Education and MDCPS
Michigan State University

LEADERSHIP EXPERIENCES

Detroit Public Schools Community District (DPSCD)—Wayne County, Michigan (2017 – Present)

94th Largest School District in the U.S., Largest District in Michigan | 106 Traditional Public Schools | 54K ± Students | 7,200 ± Employees | 78%± FRL Rate (106 Schools Under the Title I Program) | 82% African American | 13.6%± Hispanic | 2.4% ± White | 14.7%± ESE± | 12.6% ELL Learners | 1.2%± Migrant | \$785M Operating Budget | Positions Held: Deputy Superintendent (Cabinet Level Position) and Chief Operating Officer (Cabinet Level Position) | Direct Report to Superintendent of Schools

- Initialized the district's Human Resources transformation strategy after the district's emergence from 17 years of phased emergency management. Provided post-emergency management leadership in orchestrated the successful exit, turnaround and acceleration of school district divisions, departments, offices, and organizational functions after identifying high-yield transformation opportunities necessary to catapult the district from post-bankruptcy and emergency management posture to a state of being fully staffed with the best available talent with sought-after knowledge, skills, and abilities.
- Provided continuous strategic leadership on district's restructuring strategy to accelerate the turnaround of key district divisions, departments, offices, and schools. Provided guidance to district divisions and departments leaders to stability.
- After release from emergency management, led the adoption of 300± Board bylaws, policies, and administrative guidelines necessary to establish the policy infrastructure necessary to provide all internal and external constituents with the guidance

necessary to inform the district's emergence from emergency management, and to reestablish expectations and guidance on how to consistently manage workplace situations.

- Led as chief negotiator and the Superintendent's and Board's designee on all labor relations and collective bargaining matters associated with the district's seven labor unions. Led the work of outside counsel and labor relations administrators in all contract negotiations, grievance filings, hearings, and arbitration proceedings.
- Led the development and implementation of the district's integrated Federal, State and Local government lobbying strategy for achieving the district's political aims in alignment with Board approved legislative priorities.
- Led government, community, and constituent relations efforts on behalf of the Board and Superintendent.
- Developed and implemented comprehensive, proactive government, community, and constituent affairs strategy that facilitated the district's mission and goals with local, state, and federal elected officials.
- Served as the district's liaison to elected government officials at all levels.
- Designed, negotiated, and implemented teacher, assistant principal and principal performance pay models.
- Designed and implemented talent acquisition strategies and tactics that contributed towards the reduction of vacancies from over four hundred vacancies in 2017 after the district's release from emergency management to twenty-five vacancies in 2023.
- Instituted partnerships with government entities, non-profit organizations, academic and private institutions to successfully establish Grow-Your-Own new teacher talent pipelines with public, private, and non-profit entities.
- Instituted and staffed Office of High School Transformation to make transformative improvements to district high schools.
- Collaborated with senior staff to analyze and intervene in matters of organizational concern brought forward by internal and or external constituents. Provided leadership in critical and complex situations necessary to transform, create, preserve, and recover value and credibility.
- Initialized a series of systems, processes, programs and negotiated contractual provisions, and independent letters of agreement which facilitated the reduction of vacancies from four hundred vacancies in 2017 down to less than 20 vacancies in core subject areas in 2023 with most of the remaining vacancies being in special education vacancies.
- Led the supervision of Human Resources, Labor Relations, Employee Recruitment and Retention, Employee Relations, Employee Health Services, Records and Credentialing, Office of High School Transformation and Public Safety Departments.
- Led seven collective bargaining agreement negotiation cycles over the span of 6 years with the district's seven labor unions. Negotiated over 350 financial and non-financial letters of agreement necessary to inform the district's transformation efforts.
- Led six annual cycles of health benefit contract negotiations inclusive of medical, dental, vision and life insurance, and Employee Assistance Program procurement cycles with health benefit vendors and seven labor unions. Included all unions in all phases of health insurance plan acquisition and selection.
- Due to collegial relationships and mutual respect nurtured with the district's seven unions, the district and union were able to collectively own the reopening of schools to best serve our children and families while ensuring the safety of employees. Successfully negotiated 26 ESSER funded letters of agreement which enabled the District to fully-maintain its doors open and avert labor unrest at the height of the COVID-19 pandemic. Negotiated agreements to compensate staff for additional continuity of learning related activities, to run school-based vaccine clinics, vaccine incentives, weekly COVID testing districtwide, mandatory staff testing and other COVID-19 mitigation related initiatives necessary for all schools and offices to remain open throughout all phases of the COVID-19 pandemic.
- Implemented project management principles to strategically manage division operations and achieve strategic imperatives.

COLLIER COUNTY PUBLIC SCHOOLS—Collier County Florida - (2012 – 2017)

115th Largest School District in U.S. | 63 Traditional Schools | 52K± Students | 6,927± Employees | 57% FRL (63 Schools Under the Title I Program) | 11.1% Black | 32.05% White | 53% Hispanic | 15% ESE± | 13.78% ELL | 4.4% Migrant | \$1.2B Operating Budget | Positions Held: Associate Superintendent Division of Teaching and Learning (Cabinet Level Position) | A Rated School District.

- Served as Associate Superintendent of the Division of Teaching and Learning of the nation's 115th largest school district in with 52K students, supervising the work of seven direct reports who led 190 division staff members in support of thirty-seven functional areas, and managing a \$94M budget. Leadership portfolio included all academic programs, as well as Accountability and Data Management; Advanced Studies and Gifted Learners; Career and Technical Education; Charter Schools and Choice Options; Counseling (K-12); Differentiated Accountability; District Accreditation; Exceptional Student Education and Student Support Services; Federal/State and Competitive Grants; Home/Homeless/Hospital Homebound Education; Instructional Materials; Multi-tiered System of Supports (MTSS); Nursing Services; Professional Development & Learning; (K-12); STEM Resources, Instructional Technology and Media Services; Strategic Planning & Continuous Improvement Initiatives; Translations and Interpretations, 12 Alternative Placement programs. Over a four-year period, developed, operationalized, and scaled eighty-four strategic plan initiatives in support of the district's strategic plan.
- Established Project Management Office within the Division of Teaching and Learning to: (1) gain in efficiency in project delivery from standardized processes, (2) increase satisfaction with on-time and on-budget projects, (3) increase and enable the project

manager and staff to have a forum to exchange ideas necessary to improve division work, and (4) provide management a clear understanding of the project performance and improvement efforts.

- Led the district's transition to common core standards and alignment of materials, instructional practices, professional development, and assessment.
Spearheaded educational development, impacting the graduation rate, and increasing graduation percentage by 20.2% percentage points, an increase from 72.5% to 92.7%.
- Transformed the district through innovative practices that enhanced outcomes and raised performance levels, which included outperforming the state on twenty-one out of twenty-one tested areas. Ranked fifth in the state in 2022, from 33rd in 2011.
- Convened Data Dialogues with all principals and their leadership teams to review state and benchmark assessments to compile data regarding academic achievements and learning gaps. Implemented changes to instructional resources, staffing levels and professional learning support, promoting a focus on adopting an instructionally agile and reflective teaching approach.
- Initiated seventh grade college and career student tours at Florida Gulf Coast University.
- Initiated National Career Academies, across all district high schools, many which had articulations to post-secondary: (1) created twenty-eight academies, currently ten academies are at national distinguished level of note, the aviation academy has numerous students obtaining their pilot's license prior to obtaining their driver's license (2) Instituted entrepreneurship programming in all high schools. High schools culminate with End-of-Year Innovation Competition.
- Instituted engineering programming in all schools (elementary, middle, high schools).
- Established the Cambridge Program (the only school district in the United States to offer the Cambridge in all schools).
- Created a pipeline of iSTEAM competitions across all grade levels.
- Increased exponentially annual obtainment of National Industry certifications (From 855 in 2011 to 4,304).
- Created Students with Disabilities Project Unify events where disabled and non-disabled students compete as a team.
- Successfully executed five strategic plans: beginning with a shift to 80% academic focus and program enhancements.
- Underwent successful AdvancED district accreditation external evaluation.
- Collaborated with community partners to launch Future Ready Collier, a collective impact, with more than 70+ organizations represented to align and leverage support for public school students.
- Ensured access for programs such as debate, orchestra, chorus, band, and theater in all seventeen middle and high schools.
- Initiated inspiring *Graduation Walks*, *Academic Signing Days*, and *Career Signing Days*.
- Initiated a comprehensive review for the Division of Teaching and Learning - by departments - to maximize fiscal efficiencies
- Implemented academic coach strategy districtwide which provided highly trained and supported academic reading, math, and science/stem coaches across all district schools.
- Prepared annual legislative platform initiatives.
- Coordinated and participated in CEO Briefings: Invited regional community business leaders and clergy to seek input and expertise on a variety of topics, across four meetings annually.
- Coordinated symposiums: Gathering of community experts to share pertinent and timely information with parents to support students in the following areas: (1) Financial Aid (post-secondary) Information Nights, (2) Social Media, and Online Safety for Children, and (3) Building Grit and Strengthening Resilience in Children.
- Implemented Parent Academies to provide parents the tools and skills to build capacity and confidence to support students academically, socially, and emotionally. All classes were free and offered in convenient locations. Parent Academy courses focused on three key pillars: Student Achievement, Personal and Professional Development, and Parenting/Advocacy.
- Successfully facilitated the district's first districtwide accreditation process by AdvancED.
- Expanded partnerships with local universities to increase access to dual enrollment opportunities for students.
- Developed and implemented high quality Summer learning institutes for teachers.
- Served as mentor and coach of central office and school site-based administrators through diagnostic on-site visits, job-embedded professional learning, observations, and targeted feedback sessions. Provide performance input to the Superintendent regarding Principal instructional leadership in the domains of curriculum, supervision of instruction, assessment, and related functional areas.
- Represented the District's strategic interests and priorities on three collective bargaining negotiation teams (teachers, non-instructional, and Teamsters labor unions). Served on community management teams, committees, task forces, and philanthropic organizations that contribute to the district's strategic imperatives.

MIAMI DADE COUNTY PUBLIC SCHOOLS—Miami-Dade County, Florida - (1997 – 2012)

3rd Largest School District in the U.S. | 362 Traditional Schools | 364,000 PreK± Students | 34,400± Employees | 65% FRL | (19.1% Black | 6.4%± White | 72.7%± Hispanic | 15% ESE± | 12.6%± ELL Learners | 7.3%± Migrant | \$7B Operating Budget | Division of Teaching and Learning | Positions Held: Feeder Pattern Principal High School, Liaison, High School Principal, High School Vice Principal, High School Assistant Principal, High School, Administrative Assistant, Small Learning Communities Coordinator, Testing

Coordinator, AVID Program Coordinator, Career and Technical Education Coordinator, Department Chairperson (i.e., Exceptional Student Education, Career & Technical Education Departments), Exceptional Student Education Program Coordinator, Special Education Compliance Coordinator, Exceptional Student Education Teacher, Business Education Teacher, Substitute Teacher | A Rated School District.

Meritoriously led Miami Norland Senior High School (MNSHS), a large, low performing large urban high school situated in Miami Gardens, Florida which was transformed during this administrator’s tenure. Led the increase of the school's grade from the inherited "D" rating in 2009-10, to a "C" rating in academic 2010-11, “A” ratings in 2011-12, and 2012-13. School improvement strategies and tactics implemented during my tenure continue to be implemented today across the Miami Dade County Public Schools system, work also led students to consecutive higher proficiency rates in math, reading, science, and writing, as well as increased advanced placement and industry certification exam passage rates with graduation rates above the District and State averages, and vastly transformed the school’s culture, climate, and school spirit. MNSHS established a proof-point for the successful turnaround of persistently underperforming urban high schools to achieve transformational academic results for high-need students High school transformation work at NMSHS facilitated the establishment of a high school playbook in MDCPS for successful, long-lasting urban high school transformation. MNSHS became a national observational urban high school. Until the present day, the high school transformation playbook implemented by this administrator continues to inform the strategies and tactics responsible for the successful transformation of large, urban, persistently underperforming urban high schools. Notable accomplishments include:

- Improved high school graduation by thirty percentage points to an all-time high of 90.7%, all subgroups outperformed their counterparts across the District and state. Additional notable accomplishments include:
- Narrowed achievement gaps in standard diploma attainment for all subgroups.
- Transformed teaching and learning through the strategic and tactical use of reading, mathematics, and science instructional coaches, common planning, cross-school/grade-level instructional rounds, and professional learning communities.
- Expanded advanced academic programming, particularly among traditionally underrepresented student groups, while dramatically increasing student achievement outcomes in programs such as gifted, International Baccalaureate, Advanced Placement, Dual Enrollment, and Industry Certification examinations.
- Selected by the Superintendent of schools to serve as an ambassador for the district’s \$1.2B general bond referendum which passed with overwhelming support that led to the building of a new high school for my students and community.
- Due to the academic and operational turnaround success of the school, the school was selected to represent the district for evaluation by the Broad team in the district’s successful bid for the 2012 Broad Prize in Education.

ADDITIONAL EXPERIENCE

UNITED STATES ARMY (1991-94)

- Facilitated mission training, planning, and execution along with personnel actions and logistical activities associated with a self-sufficient rapid deployment Infantry division which operated in training and contingency deployments. Facilitated effective planning, preparation, and execution of short and long-range strategic planning. Assisted with the forecasting and adjustment of decisions in high-pressure environments. Served as motivated problem-solver with demonstrated ability to supervise, lead, follow, served in all aspects of peacetime and contingency operations. Assisted with personnel administration and workforce deployments, training program development, and public relations activities in support of training and contingency operations. Assisted with the forecasting and adjustment of tactical decisions in high-pressure training and contingency environments. Commended for exceptional leadership during deployments.

CERTIFICATIONS

Certification Areas

Administrative Coverage Area
Administrative Coverage Area
Administrative Coverage Area
Administrative Coverage Area
Instructional Coverage Area
Instructional Coverage Area
Vocational Endorsement

Certification Types

Michigan: School Administrator Certificate
Florida: Educational Leadership, (All Levels)
Florida: School Principal, (All Levels)
Florida: Director of Career & Technical Education
Florida: Specific Learning Disabilities (K - 12)
Florida: Business Education (Grades 6 - 12)
Florida: Coordinator of Cooperative Education

EXECUTIVE LEADERSHIP DEVELOPMENT PROGRAMS

Executive Leadership Programs

Superintendents Academy
National Superintendents Academy
Leadership Development Program
Project Lead Strong
Superintendent's Urban Principals Initiative
Data Wise Leadership Institute
Negotiating Labor/Management Agreements

Sponsoring Organizations

American Assoc. of School Superintendents (AASA)
Atlantic Research Partners
Florida International University Center for Leadership
Harvard Graduate School of Education and MDCPS
Harvard Graduate School of Education and MDCPS
Harvard Graduate School of Education
Michigan State University

EMERGENCY MANAGEMENT TRAINING

In addition to emergency management training received in the military, received ninety-six additional hours of incident management training which provides the principles, tools, systems and processes incident managers need to master for timely and effective resource management during student safety-to-life active shooter mass casualty incidents.

| National Incident Management System (NIMS) Emergency Management Training Courses | |
|--|---|
| 1. Active Shooter | 11. Mass Care/Emergency Assistance |
| 2. Emergency Management for Senior Officials | 12. Multi-hazard Emergency Planning for Schools |
| 3. Emergency Manager: An Orientation to the Position | 13. National Incident Management System (NIMS) |
| 4. Emergency Planning | 14. National Response Framework |
| 5. Exercise Design | 15. NIMS Public Information Systems |
| 6. Exercise Evaluation and Improvement Planning | 16. Planning for the Needs of Children in Disasters |
| 7. Fundamentals of Emergency Management | 17. Preparing for Mass Casualty Incidents |
| 8. ICS for Single Resources and Initial Action Incident | 18. Public Information Officer Awareness |
| 9. Incident Command System (ICS) | 19. Social Media in Emergency Management |
| 10. Introduction to Exercises | 20. Special Events Contingency Planning |

FOREIGN LANGUAGE SKILLS

- Spanish: ACTFL Speaking Assessment: The Oral Proficiency Interview® (OPI) Level: Advanced High Rating
- Spanish: ACTFL Writing Assessment: The Writing Proficiency Test® (OPI) Level: Advanced Mid Rating

COMMUNITY INVOLVEMENT

Served in the capacity of district or region liaison in the non-profit organizations which follow:

- | | |
|--|------------------|
| – Boys & Girls Club of Collier County | District Liaison |
| – Champions for Learning | District Liaison |
| – Collier Community Foundation | District Liaison |
| – Greater Naples Chamber of Commerce | District Liaison |
| – Jewish Federation of Greater Naples | District Liaison |
| – NAACP - Collier County Branch | District Liaison |
| – Naples Children Community Foundation | District Liaison |
| – The Immokalee Foundation | District Liaison |

LETTERS OF RECOMMENDATION

- See attached.

ARTHUR STELLAR, Ph.D.

75 Summer Street
Hingham, Massachusetts 02043
781-875-1723 or 828-764-1785 cell
artstellar@yahoo.com

Founder & CEO, Stellar Advantage, Inc.

Vice-President, National Education Foundation & CyberLearning, McLean, VA

Cenegistic (energy conservation), Marketing Consultant

Experienced and Productive SUPERINTENDENT OF SCHOOLS (25 years)

Former CHIEF EDUCATION OFFICER, Vice-President for Renaissance Learning (Software)

Former PRESIDENT /CEO/Consultant for High/Scope Educational Research Foundation
Chairman/President of For-Profit Subsidiary

FORMER: SCHOOL BUS DRIVER- TEACHER-COACH-PRINCIPAL

EDUCATOR IN AFFLUENT SUBURBS, RURAL SETTINGS AND INNER CITIES

Fifty-Five (55) PROTEGES AS SUPERINTENDENTS

FORMER NATIONAL PRESIDENT:

- Association for Supervision and Curriculum Development
- North American Chapter of World Council for Curriculum and Instruction
- Horace Mann League

MEMBER OF VARIOUS NATIONAL PROFESSIONAL & CIVIC BOARDS:

Former Chairman of the Board, National Dropout Prevention Center/Network, at Clemson U.
Board of Directors, Tau Kappa Epsilon Educational Foundation

BOARD OF DIRECTORS:

Plato Learning, Inc. (*Education Software Company*), Former independent Director)
Teachers Support Network (*Private company - recruits educators for districts*)
Docufide, Inc. (Secure Transcript - electronic transfer, private company),
Former Advisory Board Member

OHIO UNIVERSITY:

Three (3) Degrees (*Athens, Ohio*)

FORMER ADJUNCT FACULTY:

Harvard University (*Superintendents' Seminar Participant*)
Lesley College (*Courses on Fine Arts and Administration*)

PUBLISHED AUTHOR:

Seventy (70) plus Articles
Three hundred and Eighty (380) plus Book Reviews
Eight (8) Small Books or Chapters

INTERNATIONAL CONSULTANT/SPEAKER:

Fulbright Scholar (*Four times - Japan, Argentina, Mexico, and Brazil*)
George Soros Foundation (*Speaker - Russia and Belarus*)

NATIONAL HONORS RECEIVED:

National Dropout Prevention Network/Center: "Crystal Star Award"
Education Commission of the States: "100 District leaders for Civic Engagement and Service-Learning Network"
American Association of School Administrators: "Distinguished Service", "Leadership for Learning" and "Dr. Effie Jones Humanitarian" Awards
Tau Kappa Epsilon: "National Alumnus-Of- The-Year"; "Excellence in Education" & "Excellence in Higher Education", 2017
College Board: "Advanced Placement Special Recognition"
Horace Mann league: "Ambassador Awards" and "Friend of Horace Mann league"
Ohio University: "Distinguished Alumnus" & "Medal of Merit" for Alumni, 2015

NATIONAL RECOGNITION:

Time Inc: "Shaker Heights High School - Top 12 Public Schools in the U.S."
American Association of School Librarians: "Best library Program in Country"
(*Shaker Heights, OH*)
Environmental Protection Agency: "Energy Star Award" (*Kingston, NY*)
Numerous awards at High/Scope Educational Research Foundation (*Ypsilanti, MI*)
Energy Education, Inc.: "Environmental Stewardship Award" and "Energy Excellence Award" 2008 (*Taunton, MA*)
Energy Education, Inc.: "Environmental Excellence," 2010 & 11 (*Burke Co., NC*)
Environmental Protection Agency: "Energy Star leader" - All Burke Co. Schools as "Energy Star Schools"
Kappa Delta Pi: Selection to Eleanor Roosevelt Chapter, 2015

LIFETIME ACHIEVER:

Eagle Scout, Boy Scouts, Age 12

PROFESSIONAL EXPERTISE:

*TURNAROUND SPECIALIST-Oklahoma City: 32 At-Risk Schools to 3
WIN/WIN NEGOTIATOR
FINANCIAL MANAGEMENT
PRODUCT MANAGEMENT & DEVELOPMENT
PLANNING & CHANGE AGENT for Excellence
PERSONNEL MANAGEMENT
PUBLIC RELATIONS, MARKETING & SALES
RAISING STUDENT ACHIEVEMENT!!*

FAMILY:

WIFE: Debbie - Ed.D, Nationally Recognized (Blue Ribbon School) Principal
TWO SONS: Matt & Jon, Graduates of Boston University; American University and Hofstra Law School (Eagle Scouts, Musicians, Athletes, Black Belts in Martial Arts, School Leaders); Matt is an energy manager, Jon is a district attorney.

COLLECTOR:

Antiques
Business Cards
Coca-Cola Santa Claus Memorabilia

ASPIRING MARATHONER:

First Marathon, 1999 - finished

Marathon, 2003 - 18
months after hip
replacement - finished 7
marathons since
then **ARTHUR STELLAR,**
Ph.D.

ADMINISTRATIVE EXPERIENCE:

Founder & CEO, Stellar Advantage, Inc.

Vice-President, National Education Foundation &
CyberLearning (2012- present)

Superintendent of Schools (2009 -2011)
Burke County Public Schools, Morganton, North Carolina

Superintendent of Schools (2005 - 2009)
Taunton Public Schools; Taunton, Massachusetts

Chief Education Officer, Vice-President of Renaissance Learning, Inc.,
Madison, Wisconsin (for-profit) (2003 - 2004)

President/Chief Executive Officer/Consultant (2001 - 2003)
High/Scope Educational Research Foundation; (non-profit) Ypsilanti, Michigan
Chairman/President of Subsidiary (for-profit)

Superintendent of Schools (1996 - 2001)
Kingston School District; Kingston, New York

Acting Superintendent of Schools (Spring - Fall 1995)
Deputy Superintendent of Schools (1993 - 1996)
Special Assistant to Superintendent (4 months)
Boston Public Schools; Boston, Massachusetts

Superintendent of Schools (1992 - 1993)
Cobb County Public Schools; Marietta, Georgia

Superintendent of Schools (1985 -1992)
Oklahoma City Public Schools; Oklahoma City, Oklahoma

Superintendent of Schools (1983 - 1985)
Mercer County Public Schools; Princeton, West Virginia

Assistant Superintendent of Schools (1980 - 1983)
Shaker Heights City School District; Shaker Heights, Ohio

Coordinator of Special Projects/Systemwide Planning (1978 - 1980)
Montgomery County Public Schools; Rockville, Maryland

Director of Elementary Education (1976 - 1978)
Beverly Public Schools; Beverly, Massachusetts

Elementary School Principal (1972 -1976)
South-Western City Schools; Grove City, Ohio

ART STELLAR, Ph.D.

Head Teacher/Summer Learning Disabilities Program (June - August 1973)
South-Western City Schools; Grove City, Ohio

Curriculum Coordinator (1971 - 1972)
Belpre City Schools; Belpre, Ohio

Principal Intern (1971 -1972)
Ohio University - Belpre Middle School; Belpre, Ohio

UNIVERSITY TEACHING EXPERIENCE:

Adjunct Faculty (1992 - 1993)
"Urban Superintendent Preparation" - Seminar Participant
Harvard University
Cambridge, Massachusetts

Instructor (1976 - 1978)
"Elementary School Administration and Supervision"
Lesley Graduate Center, Lesley College
Cambridge, Massachusetts

Adjunct Arts Instructor (1977 - 1978)
"Integrating the Arts with the Primary Curriculum"
Institute for the Arts and Human Development, Lesley College
Cambridge, Massachusetts

PUBLIC SCHOOL TEACHING EXPERIENCE:

Head Teacher/Summer Learning Disabilities Program
(June - August 1973)
South-Western City Schools; Grove City, Ohio

Language Arts Specialist/Grade 8 Teacher (1971 - 1972)
Belpre City Schools; Belpre, Ohio

Fifth Grade Teacher (1969 - 1971)
Athens City Schools; Athens, Ohio

Student Teaching - Levels 4, 5, 6 (1969)
Ohio University Laboratory School; Athens, Ohio

EDUCATION:

Linden McKinley Junior and Senior High School; Columbus, Ohio (1965)

Ohio University; Athens, Ohio (June 1969, B. S., Elementary Education)

Ohio University; Athens, Ohio (June 1970, M. A., Elementary School Administration)

Ohio University; Athens, Ohio (March 1973, Ph.D., Education Administration)

FOR-PROFIT BOARD OF DIRECTORS:

Stellar Advantage, Inc.; Chair & CEO

PLATO Learning, Inc. (Education Software Company) 2000 - 2003

Teachers' Support Network, Advisory Board (private company, recruits teachers) 2004- 2009

Docufide, Inc. Advisory Board (private company, software for records) 2004 - 2005

Discovery Center (subsidiary of High/Scope), Chair & President 2002 - 2003

Project Contemporary Competitiveness, Inc. (Technology Subcommittee) 2005 - 2009

PRESENTATIONS AND CONSULTING:

Presentations at national conferences for organizations such as the American Association of School Administrators, World Future Society, Association for Supervision and Curriculum Development, National Association for Elementary School Principals, National Association for Education of Young Children, International Society for Educational Planning, Phi Delta Kappa, Kappa Delta Pi, National School Boards Association, World Council for Curriculum and Instruction, National Council of Teachers of English, International Reading Association, etc.

Consulting for the National School Boards Association; Educational Research Service; various school districts; Phi Delta Kappa (a variety of chapters); state departments of education; Guidelines, Inc.; the Sores Foundation; PLATO Learning; Docufide, Inc.; PROACT Search, Inc.; SchoolMatch, Inc.; Kappa Delta Pi; and other organizations including The Institute for Management of Lifelong Learning at Harvard University.

MAJOR CONSULTING:

Teacher's Support Network, Inc. (private company, recruitment software for teachers); 2004- 2009

Educational Testing Service (ETS), Princeton, NJ (reader for superintendent praxis); 2011-2015

National Education Foundation, Vice-President, Washington, DC; 2012 –

CyberLearning, Vice-President, McLean, Virginia: 2012-

Cenergistic (energy conservation), 2016-19

PUBLICATIONS:

Books:

“Effective Programming at the District Level,” Public Relations in Schools. Theodore Kowalski, Ed. (Englewood Cliffs, NJ: Prentice Hall, Inc., Third edition, 2003)

“Effective Programming at the Institutional Level,” Public Relations in Educational Organizations. Theodore Kowalski, Ed. (Englewood Cliffs, NJ: Prentice Hall, Inc., 1995)

“Planning in the Oklahoma City Public Schools,” Educational Planning - Concepts, Strategies, and Practices. Robert V. Carlson and Gary Ackerman, Editors. (White Plains, NY: Longman Publishing, 1990)

“Staff, District, and Community Support,” Instructional Leadership Handbook. James W. Keefe, Ed. (Reston, VA: National Association of Secondary School Principals, 1984; updated, 1990)

Effective Schools Research: Practice and Promise
(Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1988)

“One Model for Effective Educational Reforms in Schools,” Organizing for Learning (Reston, VA: National Association for Secondary School Principals, 1988)

“Implications for Programmatic Excellence and Equity,” The Fiscal, Legal and Political Aspects of State Reform of Elementary and Secondary Education, Van Mueller and Mary McKeown, Eds. (Cambridge, MA: Sixth Annual Yearbook of the American Education Finance Association, 1986)

“Curriculum Planning,” Fundamental Curriculum Decisions: 1983 ASCD Yearbook (Alexandria, VA: Association for Supervision and Curriculum Development, 1983)

Effective Instructional Management (Arlington, VA: American Association of School Administrators, 1983)

Educational Planning for Educational Success (Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1980)

ARTICLES AND BOOK REVIEWS:

Over 600 articles, book chapters, and book reviews in journals such as Educational Leadership, The School Administrator, Contemporary Education, Young Child, Phi Delta Kappan, Public Relations Review, Middle School Journal of Educational Administration, Peabody Journal of Education, Journal of School Psychology, Journal of Educational Public Relations, etc.

CURRENT EDITORIAL BOARD:

Former Assistant Editor, "Journal of Education Human Relations"

Former Assistant Editor, "Journal of School Public Relations"

Former Editorial Advisory Board, "Scholastic Administrator"

PROFESSIONAL ORGANIZATIONS: (Current List)

Association for Supervision and Curriculum Development, Life Member, President 1994-1995,
Review Council 1997-2002
American Association of School Administrators, Life Member, Leadership for Learning Award; Dr.
Effie Jones Humanitarian Award & "Distinguished Service Award" (2017)
Kappa Delta Pi, Life Member
Phi Delta Kappa, Life Member, "Distinguished Educator"
National Association of Elementary School Principals, Life Member
National Society for Study of Education
Harvard University Chapter, Phi Delta Kappa
Horace Mann League, Life Member, Past-President
World Council for Curriculum and Instruction, Life Member
National Association for Education of Young Children, Life Member
National Alliance for Black School Educators, Life Member
Music Educators National Conference, Life Member
National Association for Gifted Children, Life Member
National Council for Teachers of English, Life Member
North American Chapter of the World Council for Curriculum and Instruction, former President
National Dropout Prevention *Center/Network*, Former Chairman of Board
National School Public Relations Association

CIVIC AND COMMUNITY ACTIVITIES:

Fulbright Memorial Foundation, (Scholar/Exchange to Japan, Argentina, Mexico and Brazil)
Life Member
Ohio University, Trustees Academy
World Future Society, Life Member
Ohio University Alumni Association
National Eagle Scout Association, Life Member
Tau Kappa Epsilon Alumni Association
Ohio University College of Education, Dean's
Advisory Circle
American Business Card Collectors' Club
Coca-Cola Collectors Club
Varsity Ohio
Tau Kappa Epsilon Educational Foundation, Board
Hingham Historical Society
Land's End Preservation Trust

HONORS AND AWARDS:

Phi Delta Kappa, "Distinguished Educator", 2021

National Tau Kappa Epsilon's "Excellence in Higher Education", 2017

National Association for Gifted Children, Named Chair of Development Committee, Fall, 2017

Ohio University College of Education, Alumnus of the Month, May 2016

Kappa Delta P, Named to Advancement Committee, 2016

AASA "Distinguished Service" Award for 2016

Selected for the Sino Language and Beyond, Discover China Program, 2016

Ohio University Alumni Association, Medal of Merit for 2015

Kappa Delta Pi: Selected for Eleanor Roosevelt Chapter, 2015

Named to Tau Kappa Epsilon National Education Foundation Board, 2015

Named to Budget Committee, Kappa Delta Pi, 2015

Invited to participate in AASA's Research Roundtable in 2014

Invited to join 2013 & 2015 Chinese Delegation sponsored by The College Board & Confucius Institute

Invited to join the Baldrige Board of Examiners in 2013 & 2014 & 2016

Earned "Energy Star Leader" from Environmental Protection Agency for all schools meeting energy star status in 2011

Earned "Environmental Excellence Award", from Energy Education, Inc. in 2010, for saving \$2,100,000 and again in 2011 for saving another \$2,000,000 (North Carolina)

Selected for 2009 Fulbright Administrator Exchange for Brazil

Selected for 2008 Fulbright Administrator Exchange for Mexico

Awarded "Distinguished Service to Public Education" for promotion of technology in 2008 by JFY Networks

Earned "Energy Excellence Award", from Energy Education, Inc. in 2008, for saving \$1,000,000 (Taunton)

Selected for Crystal Star Award for Excellence for Distinguished Service and Leadership in 2007 by the National Dropout Prevention Network/Center

Selected by American Association of School Administrators for "Dr. Effie Jones Humanitarian Award" in 2007

Named to Who's Who Among American Teachers & Educators, 2006-07

Selected for "100 District Leaders for Civic Engagement and Service-Learning Network" by Education Commission of the States, 2006

Selected as "Friend of Horace Mann League", 2006

Inducted into Academic Hall of Fame, Linden McKinley High School, 2003

Named to Who's Who in Executives and Professionals, 2003 -

Elected Chairman of the Board,

National Dropout Prevention Center/Network 2002 - 2007

Elected President of the Horace Mann League, 2001 - 2002

Listed in International Who's Who of Public Service, 2000 -

Selected as Fulbright Scholar to Argentina, 2000 - 2001

Elected President - Elect of Horace Mann League, 2001

Art Stellar, Ph.D.

Elected President of the North American Chapter of the World Council for Curriculum and Instruction, 2000-2002
Elected Vice-President of Horace Mann League, 2000
Chosen as Executive Board Member for the National Dropout Prevention Network, 1997 - 2003
Selected Fulbright Memorial Fund Scholar by Japan - U.S. Educational Commission, 1998
Honored with Life Membership in New York State Congress of Parent Teachers Association, 1998
Elected as Vice-President of the New York State Congress of Parent Teacher Association, 1997 - 2001
Elected to Board of Directors of the North American Chapter of the World Council for Curriculum and Instruction, 1997 - 2000
Elected to the Review Council of ASCD, 1997-2002
Earned Horace Mann League Ambassador's Award every year from 1995 through 2011
Received the Boston Bilingual Parents Council's "Commitment to Quality Bilingual Programs" Award, 1995
Selected to be a member of the Advisory Board for Who's Who in American Education, 1994
Assumed leadership in 1994 of the 191,000-international membership of the Association for Supervision and Curriculum Development as President
Received Tau Kappa Epsilon Fraternity; 1993 National Alumnus-of-Year, and Excellence in Education Award, 1993
Elected to Board of Directors, Horace Mann League, 1993
Elected as President-Elect of the 160,000-member Association for Supervision and Curriculum Development, 1992 election
Chosen as a Mentor for Harvard University's Urban Superintendent Preparation Program, 1992
Received Kappa Delta Pi Award for Excellence in Education, 1992
Received Rotary International "Community Leadership" Award, 1992
Recognized by Oklahoma City Principals' Association for "Visionary Leadership," 1992
Selected for Ohio University College of Education Award, Distinguished Alumnus Award, 1991
Selected for "Leadership for Learning" Award, American Association of School Administrators, 1991
Selected by The College Board to receive the Advanced Placement Special Recognition Award, 1991
Selected by Assistant Secretary of Education to serve on U.S. Department of Education's Urban Superintendents' Network, 1990 -1993
Recognized by Oklahoma City Public Schools' Team Management Council with "Team Management Award," 1990 -1991
Selected for Silver Beaver Award, Last Frontier Council, Boy Scouts of America, 1990
Recognized by the Oklahoma Cambodian Community for "Support & Assistance Award," 1990
Earned Rotary Club 29's Wheelhouse Award, 1990
Elected to Executive Council for the 160,000-member Association for Supervision and Curriculum Development, 1990
Acknowledged by the Oklahoma Laotian Women's Association for "Exceptional Leadership," 1989
Named by the Vietnamese American Student Scholarship Award Committee as recipient for the "Support for Vietnamese-American Students Award," 1988-89
Received Oklahoma Association for Supervision and Curriculum Development's Publication Award, 1989
Received the Reading Award, Oklahoma Literacy Council, 1989
Received the American Red Cross Appreciation Plaque, 1988
Selected as Danforth Fellow, 1987 -1988
Earned United Way's "Leadership Appreciation" Honor, 1987
Selected for Tau Kappa Epsilon Fraternity Alumni National Hall of Fame, 1986
Selected for Leadership Oklahoma City, 1986

Art Stellar, Ph.D.

Selected as one of five superintendents nationally to be a part of the Superintendent's Exchange Program established by the American Association and the Canadian Association of School Administrators, 1985 -1986

Selected for Who's Who in the World, 1986-

Selected for Who's Who in America, 1986 -

Selected for membership in the 43rd Annual Superintendent's Work Conference at Teachers College, Columbia University

Cited by Last Frontier Council Boy Scouts of American in "The Search for Excellence," 1986

Received American Institute of Architects, Oklahoma Chapter's "Special Award," 1986

Selected to be a member of the Advisory Board for Who's Who in the South and Southwest, 1985

Selected for the Superintendent's Institute sponsored by Peabody College of Vanderbilt University, 1984

Selected for Who's Who of Contemporary Achievement

Elected to an at-large position on the Board of Directors of the 140,000-member Association for Supervision and Curriculum Development, 1983

Listed in Who's Who in the South and Southwest, 1984 -1993

Listed in International Who's Who of Intellectuals, 1984

Listed in Who's Who in Finance and Industry, 1983

Listed in Men of Achievement, 1983

Listed in Who's Who in American Education, 1988 -1989, 1993

Listed in Dictionary of International Biography, 1988 -2000

Designed several brochures which received awards in the 1982 annual contest sponsored by the National School Public Relations Association

Selected by The Freedoms Foundation (and given a scholarship) to attend a week-long summer seminar at Valley Forge, PA, 1982

Selected as an Institute for Educational Leadership Policy Fellow to participate in a year long program, 1981 -1982

Listed in Who's Who in the Midwest, 1981, 1990, 1991

Listed in Who's Who in the East, 1980

Selected as a HEW Fellow, 1979-1980; however, declined this honor to pursue career goals

Selected as an IID/E/A Fellow, by the Charles Kettering Foundation to attend a week-long summer seminar at Agnes Scott College in Atlanta, GA, 1978

Selected by the National Endowment for the Humanities to receive a stipend as a Humanities Fellow in July 1977

Named Honorary Fellow in Education Policy Studies at the University of Wisconsin, Madison, 1977

Selected as an IID/E/A Fellow by the Charles Kettering Foundation to attend a week-long summer seminar at Stephens College in Missouri, 1976

Selected as an Outstanding Young Man in America by the U.S. Jaycees and the Outstanding Young Men in American Program, 1976

Recognized by the Ohio State Chapter of Phi Delta Kappa for "Outstanding Leadership," 1976

Listed in Community Leaders and Noteworthy Americans, 1975 edition

Adam Taylor

Harriman, NY 10926 Phone 510-453-4920

E-Mail: adammtaylor@aol.com

Highly experienced, multi-disciplined, results oriented instructional leader with demonstrated success utilizing systemic data to improve equity and inclusion through the effective use of innovative practices, strategic planning, and development of organization capacity. Demonstrated ability to increase achievement in racially diverse and high poverty schools through engaging community support as a teacher, principal, and superintendent of schools. Highly skilled at communicating transformation and investing in a wide-array of stakeholders.

- Superintendent of Rutland City Public Schools, with successful experience as an Executive Director (Regional Superintendent) of West Contra Costa Unified School District.
- School principal having achieved school turnaround under NCLB Program Improvement criteria.
- Presenter, covering topics focusing on community engagement, trauma-informed learning, data-driven instruction, equity, and strategic planning at national conferences.

EDUCATION, LICENSURE, & TRAINING

Master of Arts Education

Master of Arts Curriculum & Instruction
Patten University Oakland, CA

Bachelor of Arts, Political Science

Cal Poly San Luis Obispo, San Luis Obispo, CA

Administrative Certification, CA

Training

New Leaders (cohort 7), New Leaders
Superintendent Certification, ACSA
Urban Superintendent Academy, AASA
National Superintendent Academy A.R.P.

EXPERIENCE

STRATEGIC LEADERSHIP & INNOVATION

- Led district through the successful PK-12 accreditation.
- Formed team to develop & support implementation of strategic plan, mission, vision, and core values.
- Transformed 2 schools, grades 6-12, into rigorous learning environments that included project based learning, increased technology and innovative learning opportunities.
- Increased community partnerships to provide on-site mental health case management and support due to long-standing community issues and extreme poverty.

BOARD GOVERNANCE

- Worked with the board to codify district expectations aligned with policy to monitor employee accountability, which dramatically reduced instances of employee discipline issues requiring board intervention.
- Collaborated with board members and staff to review and write policy to ensure equity and inclusion of all Board policy.

FINANCE & OPERATIONS

- Developed and executed a \$54M operating budget.
- Established communications team to ensure current district information and events were shared.
- Engaged board to right-size the district, which involved redesigning 2 alternative schools.
- Engaged in the development and implementation of collective bargaining agreements

ADVOCACY & COMMUNITY ENGAGEMENT

- Wrote weekly memos to staff to engage the organization community.
- Wrote “letters to the editor” to provide information regarding district operations to increase community engagement and involvement.
- Spoke to dozens of civic groups and potential partners to increase on-site mental health support.
- Conducted press conferences and led meetings with the mayor to address community issues.
- Attended Legislative Days at the State House and had numerous opportunities to speak at committee meetings and to state legislators about issues impacting education.

HUMAN CAPITAL

- Redesigned employee hiring and onboarding, prioritized wellness for educators, and established employee expectations, which led to improved employee engagement and retention.
- Reorganized central office to improve efficiency and support school needs.
- Wrote weekly emails to all employees to share information about the strategic plan, establish and share my vision and encourage wellness and self-care.
- Led equity, inclusion and racial bias training for all employees

Darryl Richardson, LLC.
Consultant

2020 - Present

- Providing research based expertise and exceptional practice consultations that focus on supporting equitable systemic change, leadership practices that utilize student and school data to support the equitable distribution of resources to ensure all students are college and career ready. Providing research based expertise aligned to mentoring and inclusion practices that support African-American achievement. Grant writing.

Rutland City Public Schools
Superintendent

2018 - 2020

Serving 2,500 scholars, 9 schools, 450+ employees; \$54M operating budget

- Collaborated with the Board of Trustees and Senior Leadership to ensure efficient resources were allocated and aligned to meet the strategic plan of college and career readiness for all students.
- Led students, families, faculty/staff and community organizations to redesign 2 alternative high schools to create student centered technology focused, proficiency based academic learning environments, with improved facilities, to ensure career and college readiness upon graduation.

- Led district staff and labor union leadership through a collaborative, consensus based process to develop and implement a strategic professional learning plan that included implicit racial bias, trauma informed practice, and equity.
- Improved the district's communication tools, including websites, social and print media to facilitate communication with families and the community.
- Led a facilities improvement plan that included review of current facilities, design and construction of new facilities and incorporated solar power into all schools.

West Contra Costa Unified School District

2012 - 2018

Executive Director / Regional Superintendent PK-Adult School

Serving 29,500 scholars (18% Black, 11% white, 52% Hispanic, 15% Asian, 4% Other; 65% low income), 54 schools, 3,000+ employees; \$350M operating budget

- Supervised a diverse team of 27 school leaders (PK-12), including underperforming and distinguished schools with operating budgets of \$138M to create conditions and environments to improve student academic outcomes.
- Directed district-wide programs and initiatives including, Safety, Full Service Community Schools, Response to Intervention, and athletics/student leadership.
- Collaborated with district personnel, civic leaders and community organizations to develop and implement a comprehensive strategic health and safety plan.
- Established African American Male and Women of Color STEM education programs in collaboration with UC Berkeley Upward Bound.
- Partnered with district personnel, civic leaders and community organizations to design, implement and evaluate 31 Full Service Community Schools.
- Made decisions on the approval of school based professional development, field trips, research requests, local and federal funds requests to ensure alignment with district strategic plan and budget.
- Supervised a diverse team of directors, coordinators, and specialists to develop department/program specific manuals that included specific policies and procedures.

Oakland Unified School District, Oakland, CA

2008-2012

Principal Brookfield Village Elementary School

- Developed and implemented school-wide instructional practices and expectations that led to increased school-wide API scores, met AYP criteria and moved school to exit NCLB Program Improvement.
- Increased student assessment results for African American (+106 pts.) and Latino (+48 pts.) students.
- Decreased student truancy from 17% to 5%.
- Empowered the Instructional Leadership Team to develop, plan, implement and evaluate differentiated professional learning to increase student achievement.
- Created a Full Service Community School by advocating, procuring, and developing partnerships with businesses and community based organizations to provide resources, services and programs that support student, family, teacher, and community.

- Organized parents, teachers, staff and community organizations to provide enrichment programs and services.

ADDITIONAL EXPERIENCE

| | | |
|-------------------------------|--|--|
| Assistant Principal | Oakland Unified School District, Oakland, CA | 2007-2008 |
| Teacher | Oakland Unified School District, Oakland, CA | |
| 2003-2007 | Dropout Prevention Specialist | Oakland Unified School District, Oakland, CA |
| 1993-2003 | | |
| Dropout Prevention Instructor | California Dept. of Education | 1996-2003 |

AWARDS AND RECOGNITIONS

-
- Oakland Alliance of Black Educators Distinguished Service (2012)
 - In-Spirit Educator of the Year (2010)
 - Most Improved School Attendance (2010) recognized for reducing truancy from 17% to 5%
 - Superintendent Semi-finalist San Diego Unified School District, San Diego, CA (2022)

SELECTED PRESENTATIONS

-
- Welcome Keynote. National Dropout Prevention Conference, San Diego, CA (1999)
 - Dropout Prevention 101. National Dropout Prevention Conference San Jose, CA (1996)
 - Keynote. California Association of School Psychologists (2000)
 - Increasing Early Literacy. Anne E. Casey Foundation; Congressional Black Caucus (2011)

EXECUTIVE PROFILE

Ethical Leadership ♦ Instructional Leadership ♦ Operational Management

High-performing, data-informed senior leader with a solid career history in the nation's sixth largest school district; Visionary leader responsible for leading major system priorities; Systems thinker with a global understanding of the organization from parts to whole and whole to parts; Champion for student and adult learning; Leader in turning around low-performing schools as a building principal and senior leader; Catalyst in rewriting graduate level coursework to meet the ever-changing needs of a large, urban school district; and Effective communicator with internal and external stakeholders

Career Highlights

- ♦ Thirty-one years of dedicated service to Broward County Public Schools (served as a classroom teacher, central office resource teacher, assistant principal, central office coordinator, principal, principal supervisor, chief school performance & accountability officer, associate superintendent, task-assigned superintendent of schools and acting chief of staff)
- ♦ Served as the task-assigned superintendent of schools and provided continuity of leadership during a pivotal time in the school district
- ♦ Eight years of results-oriented executive level experience (administrative responsibility for school operations, principal supervisors and several support departments)
- ♦ Provided executive level leadership and support over a four-year period to reduce the number of low-performing schools from 29 Ds and 22 Fs to eight Ds and zero Fs
- ♦ Led the division responsible for preparing and guiding the school district through two successful five-year districtwide accreditation processes
- ♦ Co-led segments of the school district's recovery efforts in the aftermath of the tragedy at Marjory Stoneman Douglas High School on February 14, 2018
- ♦ Co-led the school district's conversion to 100% virtual education and eventual return to in-person learning during the COVID-19 pandemic
- ♦ Served as the project manager for a \$4.2 million grant from The Wallace Foundation to focus on the role of principal supervisors, reduce their span of control, redesign the central office structures to better support schools and the creation of a national conference to enhance their work
- ♦ Provided executive leadership and support that led to the school district being awarded the Teacher Incentive Fund (TIF) V Federal Grant totaling \$53.8 million over five years and the Teacher and School Leaders Federal Grant totaling \$17.4 million over three years

Areas of Expertise

Instructional Leadership
Strategic Thinking
Stakeholder Engagement
EQ Astuteness

Professional Learning
Leadership Development
Cross Functional Teams
Motivational Speaking

Organizational Management
Community Relations
Fiscal Responsibility
School Operations

PROFESSIONAL SUMMARY

02/2023 – present: **Broward County Public Schools: Office of the Chief of Staff – Acting Chief of Staff**
In partnership with the Superintendent of Schools, design and implement operational structures and lead ongoing District operations; Assist the Superintendent of Schools in providing the necessary leadership to develop, maintain and lead educational programs and services to benefit all students in the school district; Work closely with the Superintendent of Schools as a strategic partner and assist in providing administrative coordination and supervision of work; Represent the Superintendent of Schools and the school district at official functions in the community; Provide oversight to all division priorities and projects that assist in

achieving the Strategic Plan Goals and Guardrails; Assist the Superintendent of Schools in coordinating and facilitating effective channels of communication for internal and external stakeholders; Manage cross-functional projects and priorities to drive coordination between interdepartmental staff; Review and finalize all employee dismissals; Partner with organizational leadership to develop and manage district-wide policies and procedures, ensuring compliance with relevant state and local laws, while holding staff accountable to the highest standards of performance; Work successfully with individuals and groups from diverse educational, social and ethnic backgrounds; Establish and maintain effective measurement systems for tracking organizational performance and progress toward goals – *Currently Employed*

02/2023 – 02/2023: **Broward County Public Schools: Office of the Superintendent of Schools – Task-Assigned Superintendent of Schools** Served as the Secretary and Executive Officer of the School Board; Exercised all powers and performed all duties relating to the school system as provided by State Statutes as amended, Rules of the State Board of Education as amended, the Commissioner of Education and School Board Policy as amended; Coordinated efforts of the Cabinet in establishing effective operations of all aspects of the school district; Communicated regularly and transparently with each Board Member, the Board as a whole and all stakeholders – *Transitioned to Acting Chief of Staff*

07/2022 – 02/2023: **Broward County Public Schools: Office of Associate Superintendent – Associate Superintendent** Extended Cabinet Level position that reported to the Deputy Superintendent for Teaching & Learning; Served as the senior leader for the 19 Non-traditional schools (five ESE centers, four alternative high schools, three technical colleges, three behavior change centers, two community schools, one virtual school, and one full-time collegiate dual enrollment school); Served as the senior leader for diverse portfolio of central office departments (Athletics & Student Activities, Choice/Charter School Management & Support, Home Education and Department of Juvenile Justice Programs); Worked collaboratively with the Superintendent and fellow executive level colleagues on major system priorities and strategic plan goals and guardrails; Advised the Superintendent of Schools and Deputy Superintendent for Teaching & Learning on matters of school policy and administrative procedures; Provided effective channels of meaningful parental, city/county government, law enforcement, business, higher education and community involvement in education; Monitored the development and implementation of departmental and school budgets, as well as internal accounts, audit exceptions, property assets and ongoing expenditures; Collaborated with all departments and divisions to support school principals as instructional leaders and operational managers – *Named Task-Assigned Superintendent of Schools*

10/2015 – 06/2022: **Broward County Public Schools: Office of School Performance & Accountability – Chief Officer** Executive leadership position that reported directly to the Superintendent of Schools through April 2022, and then reported to Deputy Superintendent for Teaching & Learning; Administrative responsibility for all of the school district's 226 school leaders, 15 principal supervisors and seven support departments (Athletics & Student Activities, Charter School Management & Support, Coaching & Induction, Leadership Development, Office of Service Quality, Professional Development Standards & Support and Teacher Professional Learning & Growth); Worked collaboratively with the Superintendent and fellow executive level colleagues on major system priorities and strategic plan goals; Oversaw the effective operation of schools in accordance with district policies by developing, coordinating and supporting all resources necessary to maximize student achievement; Served as district project manager of a multi-year, \$4.2 million grant from The Wallace Foundation; Recommended candidates for appointment to principals and assistant principal roles; Participated in the screening and selection of central office and senior staff employment opportunities; Advised the Superintendent of Schools and Deputy Superintendent for Teaching & Learning on matters of school policy and administrative procedures; Provided effective channels of meaningful parental, city/county government, law enforcement, business, higher education, and community involvement in education; Monitored the development and implementation of departmental and school budgets, as well as internal accounts, audit exceptions, property assets and ongoing expenditures; Collaborated with all departments and divisions to support school principals as instructional leaders and operational managers – *District Reorganization*

07/2012 – 10/2015: Broward County Public Schools: Office of School Performance and Accountability – Cadre Director (Cadre II – Non-traditional Schools) Provided direct support, supervision and guidance to the school district's 19 non-traditional school principals (five ESE centers, four alternative high schools, three technical colleges, three behavior change centers, two community schools, one virtual school, and one full-time collegiate dual enrollment school); Served as zone director in providing support and assistance to three innovation zones; Collaborated with fellow directors to provide professional development and technical assistance to principals to support leadership development, curricular innovation, organizational management, and alignment of resources; Made recommendations to the chief school performance & accountability officer and the chief service quality officer concerning principal performance, operational efficiencies in schools, and allocation of resources; Worked collaboratively within the School Performance and Accountability Division to meet the goals of the District's strategic plan; Worked collaboratively with fellow directors and other central office divisions to support the work of the schools; Assisted in the selection and development of new school leaders; Served as liaison between the district and local communities for school-related activities and projects; Served as administrative designee in the absence of the chief officer – ***Promoted to Chief School Performance & Accountability Officer***

07/2007 – 06/2012: Broward County Public Schools: South Area Office

Area Director, School Improvements Worked independently in providing direct supervision, guidance, and support to 39 principals and schools (five innovation zones) and area support staff; Provided technical assistance to principals in supervision, evaluation, and other management processes; Monitored all necessary reports; Made recommendations to the area superintendent regarding the monitoring and evaluation of curriculum, programs, and operational issues like facilities, property and inventory, and financial matters; Assisted the area superintendent in managing the daily operations of the administrative area; Assisted the area superintendent in improving the total operations of schools and quality of education; Assisted the area superintendent in meeting area and district goals and objectives; Interfaced with parents and community members to resolve school-related concerns; Provided professional development and support to principals, assistant principals, and aspiring school leaders; Served as liaison between the school district and local communities for school-related activities and projects; Assisted in the selection and development of new school leaders; Served as area superintendent's designee on district and local committees, work groups, and task force initiatives; Served as administrative designee in the absence of the area superintendent – ***District Reorganization***

08/2007 – present: Florida Atlantic University: College of Education

Adjunct Professor (Department of Educational Leadership and Research Methodology) Serve as an adjunct professor for courses in the Master of Science/Education Programs in Educational Leadership; Serve as a member of doctoral dissertation committees; Courses designed and/or taught – Educational Governance, Principal Internship, Leadership Theories and Assessment, Critical Urban Education, School Improvement; School Law and School Community Partnerships; Appointed to the Associate Graduate Faculty - ***Currently Employed***

07/2002 – 06/2007: Broward County Public Schools: Lanier-James Education Center

Principal (K-12 Disciplinary Center) Supervised a staff of 68 employees and approximately 275 students in five unique at-risk programs; Managed a \$2.6 million annual budget; Met the academic, behavioral and social needs of a diverse K-12 student population; Developed, fostered and facilitated professional development for all employee groups; Successful implementation of the school district's partnership with the Broward Sheriff's Office to provide a unique approach to meeting the needs of at-risk students and their families (the only partnership of its kind in the state); Successfully led school turnaround initiatives to improve school grade from F to C in one school year; Over 50% of the lowest achieving students in the school made learning gains in reading and math each year; Successful development and implementation of behavioral intervention program for elementary students in our administrative area (the only such intervention program in our district) – ***Promotion to Area Director, School Improvements***

07/2000 – 06/2002: Broward County Public Schools: Central Office Administration

Student Planning Coordinator (Student Choice/School Boundaries) Supervised the student reassignment and Nova School application and assignment processes; Coordinated the district's summer school program for one year; Assisted in the annual school boundaries process for all schools; Successfully processed over 10,000 annual student assignment requests; Crafted initial district procedures for processing McKay Scholarship Application requests; Chairperson of Superintendent's Hardship Committee; Superintendent's appointee to the District's Policy Review Committee, Calendar Committee, and Charter School Application Review Committee; Accepted into the school district's Intern Principal Program – **Promoted to Principal**

08/1997 – 07/2000: Broward County Public Schools: Whiddon-Rogers Education Center

Assistant Principal (Alternative High School and Department of Juvenile Justice Programs) One of the school district's four academic alternative high school and adult education centers; Assisted principal in managing the daily operations of the school; Served as co-team leader for the school's Southern Association of Colleges and Schools (SACS) accreditation review; Developed, delivered, and monitored the professional development plans for teachers and non-instructional employees; Supervised the academic program for the on and off-campus middle and high school programs; Worked with principal and teachers to achieve a 96% passing rate for GED candidates; Ten (10) of 12 Juvenile Justice Programs received a superior rating on annual quality assurance reviews – **Lateral Transfer to Central Office**

02/1997 – 08/1997: Broward County Public Schools: Human Resource Development

Resource Teacher (Professional Orientation Program) One of four teacher-trainers in the Instructional Development Unit; Successfully assisted principals and professional development teams in providing support, mentoring and coaching to educators new to the profession, new to our school district, and/or in the documentation phase of the Instructional Performance Appraisal System (IPAS); Assisted in the development of the tenants of the school district's current New Educator Induction Program – **Promoted to Assistant Principal**

08/1992 – 02/1997: Broward County Public Schools: Dillard High School

Classroom Teacher (9-12 English, Peer Counseling, ESOL) Faculty member of a comprehensive high school that served a diverse student population offering standard curricular and ESE programs and housed two magnet programs (computer/emerging technologies and performing/visual arts); Freshman and Sophomore Class Advisor; In 1996, Peer Counseling Program honored as a model program for the school district; In 1995, had highest percentage in the school of Grade 10 students scoring Level 6 on FCAT Writing (then *Florida Writes!*) – **Lateral Transfer to Central Office**

Professional Experiences Relevant to Essential Performance Responsibilities

- Served as task-assigned superintendent of schools to provide continuity of leadership during a pivotal time in the school district
- As acting chief of staff, assist the superintendent of schools in recommending personnel employed by the school district, ensuring that the appropriate and qualified individuals are in place to support the Strategic Plan Goals and Guardrails
- As acting chief of staff, assist the superintendent of schools in recruiting and maintaining exceptional staff for the central office and the schools and delegate authority appropriately while maintaining accountability
- As acting chief of staff, coordinated efforts of the Cabinet in establishing effective operations of all aspects of the school district
- As acting chief of staff, communicate regularly and transparently with each school board member and the Board as a whole and all stakeholder
- As acting chief of staff, coordinate the preparation and delivery of all school board meeting and workshop agenda items
- As acting chief of staff, recommend policies to the school board that support student academic achievement, as well as the vision and mission of the school district

- As associate superintendent, co-led the process of realigning the Office of School Performance & Accountability into three geographical regional offices and an associate superintendent office
- As associate superintendent, co-led the successful implementation of the districtwide Success Saturdays Extended Learning initiative offered at 33 locations across the county
- As associate superintendent, developed a pathway to attract students in Home Education back to our school district through opportunities available at Broward Virtual School and our alternative high schools
- As associate superintendent, lead the Policy Review Project for the Learning Communities segment of the Teaching & Learning Division
- As associate superintendent, work collaboratively with the Student Services and Exceptional Student Education Departments on the appropriate settings and transition processes for students identified for assignment to an alternate school setting
- As chief school performance & accountability officer, provided senior level leadership and support to schools that resulted in the school district's overall accountability 2021-22 data returning to pre-pandemic outcomes and a rating of B (one percentage point from an A)
- As chief school performance & accountability officer, provided senior level leadership that guided the development and implementation of central office protocols that empowered schools to create site-based initiatives to address student learning loss because of COVID-19 pandemic
- As chief school performance & accountability officer, redesigned the portfolio of schools assigned to principal supervisors to foster vertical and horizontal pathways for collegial collaboration and consistency among schools
- As chief school performance & accountability officer, created two portfolios of schools with a reduced span of control to focus on turnaround efforts in the most academically fragile schools in the school district
- As chief school performance & accountability officer, provided executive level leadership over a four-year period (2015-16 to 2018-19) to reduce the number of low performing schools from 29 Ds and 22 Fs to eight Ds and no Fs
- As chief school performance & accountability officer, led the division responsible for preparing and guiding the school district through two successful five-year districtwide accreditation cycles
- As chief school performance & accountability officer, provided the leadership and support necessary to develop and host the nation's only annual National Summit for Principal Supervisors
- As chief school performance & accountability officer, co-led segments of the school district's recovery efforts in the aftermath of tragedy at Marjory Stoneman Douglas High School on February 14, 2018
- As chief school performance & accountability officer, co-led the relocation of Rickards Middle School students and staff to Broward College North Campus after a major structural failure and the relocation back to the on-site portable complex until the replacement facility is completed
- As chief school performance & accountability officer, co-led districtwide and school-specific crisis and natural emergency responses (facilities, communication, staffing, support services and community involvement)
- As chief school performance & accountability officer, co-led the school district's multi-faceted approach to convert all instructional and school-based operational efforts to virtual systems during the COVID-19 pandemic and the transition back to in-person learning and school operations
- As chief school performance & accountability officer, provided the visionary leadership and operational support for the creation and implementation of the Intern Director Program, an extension of our pipeline programs for succession planning
- As chief school performance & accountability officer, provided the visionary leadership and operational support for the creation and implementation of the District Administrator Support Program to provide professional learning opportunities to central office administrators
- As chief school performance & accountability officer, provided the visionary leadership and support to create and implement the collaborative school visits process to eliminate silos and create a seamless process for principal supervisors, academic directors and student services directors to walk schools jointly

utilizing a common lens to identify best practices to be shared across school and areas needing additional support in specified schools

- As chief school performance & accountability officer, co-led the school district initiatives with schools and support departments to increase the overall graduation rate (including charter schools and non-traditional schools) over a five-year period (2015-16 to 2019-20) from 78% to 89%
- As chief school performance & accountability officer, served as the senior leader for the four professional learning departments responsible for ensuring quality professional learning is developed, delivered and evaluated to improve learning for school staff and administrators
- As chief school performance & accountability officer, informed the Superintendent of Schools and senior leaders about matters regarding all elements of school performance & accountability within the Teaching & Learning Division
- As associate superintendent and chief school performance & accountability officer, serve as the senior leader over the daily operations of the Charter School Management & Support Department, which provides all aspects of charter school compliance and technical assistance for 90 charter schools
- As associate superintendent and chief school performance & accountability officer, oversee the daily operations of the Athletics & Student Activities Department, which coordinates all middle school and high school athletic programs, coordinate the logistics for all 45 annual graduation ceremonies, coordinate county student government and student leadership clubs and activities, oversee the Junior Reserve Officer Training Corp (JROTC) programs and coordinate the Student Enrichment Through the Arts (SEAS) Program
- As chief school performance & accountability officer, supervised the Office of Service Quality, which oversaw administrative processes for all schools (field trip requests, school choice, facility rentals, parent concerns, suspension appeals and other operational matters) that freed principal supervisors to devote more of their time to coaching principals
- As chief school performance & accountability officer, provided leadership and support to school improvement process for schools
- As principal and area/cadre director and chief school performance & accountability officer, ensure that Pre-K through Adult curriculum and initiatives are horizontally and vertically aligned throughout assigned schools and innovation zones
- As associate superintendent and chief school performance & accountability officer, co-facilitated workshop topics and participate in collaborative planning sessions with the School Board, Superintendent of Schools and division chiefs
- As associate superintendent, chief school performance & accountability officer, area/cadre director and principal, maintain current knowledge of state statutes, federal regulation, district rules and policies, in addition to in-depth knowledge and experience in day-to-day school-level operations, including curriculum and instruction, school improvement process, student performance assessment, school boundaries, FTE generation, budget development and management, personnel allocation, employee evaluations, transportation system, food service program, and current collective bargaining agreements
- As cadre director, worked collaboratively in the Student Success Opportunity Schools (SSOS) initiative to successfully reconfigure the grade configuration and service delivery model for the three behavior change schools
- As cadre director, provided support for the implementation of the PROMISE Program, the school district's systemic initiative to end the schoolhouse to jailhouse pipeline
- As cadre director, co-led the collaborative efforts to successfully repurpose and transition the Arthur Ashe Middle School facility to a branch campus of Atlantic Technical College
- As cadre director, facilitated and participated in the collaborative efforts to consolidate the emotionally/behaviorally disabled centers from three schools to two schools
- As cadre director, co-led the collaboration to expand the service delivery model of the College Academy at Broward College and Broward Virtual School

- As cadre director, worked collaboratively on the team to convert Wingate Oaks Center from a district school to a charter school; ultimately, the school remained a district school
- As cadre director, led the efforts to revise Policy 5307, *Secondary Student Parking*, Policy 6607, *Refund of Post-Secondary/Adult Program Fees*, Policy 4002.14, *Selection and Appointment of School-Based Administrators* and job descriptions for assistant principal, principal and cadre director positions
- As cadre director, coordinated the efforts that led to the successful renaming of the three technical centers to technical colleges
- As area director, provided support to some of the most fragile schools in the area and assisted principals in overcoming barriers that impeded student achievement and school effectiveness (Collins Elementary School - C to sustained A, Sea Castle Elementary School – C to A, Olsen Middle School – C to sustained A/B, Miramar High School became the first urban high school in the area to receive an A, South Broward High School - D to sustained B)
- As area/cadre director, developed strategies and provided leadership in administering effective schools including developing and implementing relevant and rigorous academic programs emphasizing the use of a variety of student scheduling and employee staffing methods while monitoring the intent and spirit of SBBC Policy 4000 – *Student Progression Plan* in assigned schools
- As area/cadre director, collaborated regularly with area superintendent/chief school performance & accountability officer and area directors/cadre directors (within assigned area and across all administrative areas to discuss the needs of all schools, talent development among all levels of school leadership, and provide/coordinate area and district support for schools to meet school improvement and student achievement goals
- As area/cadre director and lead center principal, provided leadership and worked collaboratively with peers and direct reports to ensure that school goals and improvement plans, curricular offerings and instructional delivery methods were student-focused, research-based and aligned with district policies, which were predicated on the District's Strategic Plan, the BEST Blueprint, state statutes and federal regulations
- As area/cadre director and principal, assisted in the interpretation of a variety of programs, philosophies and policies of the district to staff, students, and community stakeholders
- As area/cadre director, developed and provided reports and analyses to area superintendent/chief school performance & accountability officer regarding the status of assigned schools' performance and progress in the areas of teaching, learning, and school effectiveness to make recommendations for strengthening school leadership, instructional programs and school repurposing
- As area/cadre director, conducted regular school visits in a collegial manner in assigned schools to provide technical assistance to principals in supervision, evaluation, leadership and management practices
- As area director, broke the paradigm of innovation zones functioning in silos and brought assigned zones together for monthly professional learning
- As area director, annually selected principals to work with assistant principals in the area assistant principal council to provide mentoring and professional learning experiences, while building succession planning capacity in the area for all levels of leadership
- As area director, created principal and assistant principal teams to conduct regular school visits to provide technical assistance to school-based leadership teams and share best practices in instructional leadership, curricular innovation, and operational management
- As area/cadre director and lead center principal, collaborated with multiple district offices and divisions to plan, design, and facilitate on-going professional learning and high quality, structured coaching and mentoring for principals and assistant principals
- As area director, coordinated, developed and facilitated staff development activities for the monthly principal and assistant principal meetings and the area assistant principal council professional learning community
- As area director, coordinated the South Area Leaders of Tomorrow (S.A.L.T.) Administrative Mentoring Program for aspiring leaders; guided the work of the assistant principals who served as

site-based mentors and provided pre-service administrative experiences, networking opportunities, and professional development in school leadership to the participants

- As area/cadre director, assigned mentors and coaches for new principals, intern principals, and new assistant principals
- As area/cadre director, regularly monitored assigned school administrators and school performance using student achievement and operational data utilizing a variety of techniques and sources
- As area director, ensured that the area elementary curriculum council was properly executed and functioning each year
- As area/cadre director, assisted the area superintendent/chief school performance & accountability officer in analyzing programmatic needs and placement of services throughout the area/district to yield the greatest return on investment
- As area/cadre director, worked closely with district and school personnel to support school improvement initiatives and processes and regularly monitor school improvement plans and membership of the school improvement teams for the area (including school improvement goals, staff development needs, school budget allocations, school safety plans, behavior plans, and adequate yearly progress/differentiated accountability plans)
- As area/cadre director, principal and central office administrator participated in the screening and selection processes of assistant principals, principals, central and area office administrators, and senior staff administrators
- As area director, served on the district Administrative Personnel Performance Appraisal System (APPAS) Committee
- As area director, participated in the efforts led by the Non-Instructional Staffing Office in redesigning the administrative evaluation document to align with the Florida Principal Leadership Standards
- As area director, evaluated the job performance of 39 principals with frequent communication and feedback while providing input to the area superintendent in the evaluation of area office senior staff members (ESE coordinator, student services coordinator, business analyst, assistant director-administration, instructional technology specialist) and clerical staff
- As chief school performance & accountability officer, area/cadre director and central office administrator, participated in the annual school boundaries process
- As area director and principal, participated in Instructional Council, served as Center Principal Chair serving on the Superintendent's Executive Leadership Team (then Senior Management), and served as a Co-Zone Facilitator
- As area/cadre director, collaborated with appropriate school, area, and district staff from a variety of departments/divisions (Talent Acquisition, Portfolio Services, Instruction and Interventions, Student Support Services, ESE, Physical Plant Operations, Transportation, Food Service, Budget) to facilitate operational procedures that maximize the educational process
- As area/cadre director and lead center principal, collaborated with departments/divisions and level chair principals for planning and conducting monthly principal and assistant principal meetings to continually update school-based administrators on all educational policy decisions and district initiatives
- As area director, coordinated and facilitated efforts associated with the opening of a new school, including interfacing with city officials and community members throughout the school boundary process, working with the principal in staff selection, curricular planning, and school naming; coordinated the efforts of multiple district departments (Curriculum, Transportation, Facilities, Innovative Programs, Personnel, Budget and Human Resource Development); coordinated the facility contingency planning efforts to temporarily house the school in an alternate location due to a delay in construction
- As area/cadre director, provided input to the area superintendent/chief school performance & accountability officer on the recommendation of principal appointments and the selection of assistant principal appointments

- As area/cadre director, represented the area superintendent/chief school performance & accountability officer in matters concerning school grade inquiries, personnel management, and hearing grievances filed against school-based administrators
- As area/cadre director, served as area superintendent/chief school performance & accountability officer designee providing all aspects of leadership in his absence
- As area/cadre director, participated in structured, research-based professional development and learning communities with colleagues and other leaders in principal supervision and development process that allows for individual and collective reflection and growth to improve their performance
- As area/cadre director, principal and assistant principal, and provided leadership in planning and development of programs resulting from local, state, and federal initiatives relating to vocational, adult, alternative, and ESE centers
- As area/cadre director and principal, facilitated effective channels for meaningful community involvement in education through participation in area advisories, appropriate Diversity Committee Meetings, Facilities Task Force Meetings and applicable municipal educational advisory boards
- As area/cadre director, monitored the development of school and center budgets and assisted principals in managing internal accounts, property and inventory and payroll processes/procedures
- As area/cadre director, developed and recommended contingency plans to assist schools in meeting class size, the opening of new schools, and potential relocation of existing programs due to facility concerns
- As area director, served on Qualification Selection Evaluation Committee (QSEC), Site Review Committee, and area superintendent's designee for Audit Committee Meetings
- As area/cadre director, assisted the area superintendent/chief school performance & accountability officer in developing annual area goals and projects that were consistent with the Superintendent's goals and the District's Strategic Plan and participated in the development, implementation, monitoring and evaluation of educational processes
- As area director, appointed to participate in the annual Superintendent's Evaluation Process
- As area/cadre director and principal, interacted with city and county government, law enforcement, fire and safety, mental health, child protection agency, faith-based organizations, and business partners to enhance the understanding of district initiatives, elicit support, and implement joint educational initiatives
- As area/cadre director, assisted the area superintendent/chief school performance & accountability officer in informing the Superintendent of Schools of potential problems or unusual events and responded to and/or resolved inquiries and school/district-based concerns in a timely manner
- As a veteran school board employee, participate in appropriate staff development programs, stay abreast of current applicable job-related trends, comply with all safety mandates, adhere to all district/state/federal laws and perform other duties as assigned by supervisor

Professional and Community Involvement Activities

- 2022 – pres.: Member, Ft. Lauderdale Branch of National Association for the Advancement of Colored People (NAACP)
- 2019 – 21: Member, Aspen Institute Chief School Officers and Chief Academic Officers Professional Learning Community
- 2017 – pres.: Member, Ft. Lauderdale/Miami American Heart Association Board of Directors
- 2015 – pres.: Member, Council of the Great City Schools Chief School Officers Professional Network
- 2015 – 23: Member, Circuit 17 Department of Juvenile Justice (DJJ) Advisory Board
- 2015 – 18: Member, FAU College of Education Advisory Board
- 2013 – pres.: Member, Association for Supervision and Curriculum Development (ASCD)
- 2013 – 16: Member, The Leadership and Learning Center (Certified SBBC/FAU Trainer)
- 2012 – pres.: Selected to develop course curriculum and teach in the SBBC partnership with Florida Atlantic University – Principal Rapid Orientation and Preparation in Educational Leadership (PROPEL) Program
- 2010 – 12: Chair, Broward Area Directors (BAD) Group

- 2010 – pres.: Consulting Educator, Koinonia Community Development Corporation
- 2008: Inducted Member, Phi Kappa Phi (ΦΚΦ) Honor Society
- 2007 – 08: One of four principals selected to serve as a clinical adjunct professor for the inaugural cohort for the Masters in Educational Leadership Pilot Partnership between Florida Atlantic University and The School Board of Broward County
- 2007 – pres.: Member, Educational Support & Management Association of Broward County
- 2007: Inducted Member, Golden Key International Honour Society
- 2006 – 12: Superintendent’s Appointee – State Dropout Prevention Taskforce
- 2006 – 07: Level Chairperson for Center Principals
- 2006 – 07: Served on Superintendent’s Senior Management Team as Center Principal Representative
- 2006 – pres.: Consulting Educational Leader for City of West Park Education Advisory Board
- 2006 – 08: One of three-person team at Koinonia Worship Center that planned, organized and successfully executed the first community-wide education summit
- 2005 – 07: Content Expert for the District’s Effective Schools Program (One Voice Plan), developed and facilitated staff development at the Foundation and Application Levels for Lezotte’s Correlates of Effective Schools
- 2005 – 07: Contributing member of team charged with the district’s reform initiative for alternative centers
- 2005 – 07: Center Principal Representative on the District’s Budget Forecast Committee, which planed and approved all major funding allocations for the district
- 2005 – 07: Broward Principals and Assistants Board of Directors
- 2004 – 05: Served as Co-Lead Principal for Zone Feeder Schools (provided staff development for teacher and parents, began the work that became our K-12 seamless curriculum and educational experience for our students)
- 2004 – pres.: Member, National Association of Secondary School Principals (NASSP)
- 2003 – pres.: Member, National Alliance of Black School Educators, Broward Chapter – Serve as mentor to aspiring leaders and teacher leaders, workshop facilitator, past chair of the annual scholarship committee, which provides two to four annual scholarships for graduating seniors
- 2002 – pres.: Consulting Educational Leader for Koinonia Worship Center Education Ministry
- 1999 – 2012: Member of planning team at Koinonia Worship Center to develop, implement, and sustain the yearly church-sponsored FCAT Tutorial Program that provides supplemental academic assistance to over 200 students a year at no cost
- 1999: Inducted Member, Phi Delta Kappa (ΦΔΚ) Professional Fraternity in Education
- 1997 – 07: Member, Broward Principals and Assistants Association
- 1997 – pres.: Member, Florida Association of School Administrators
- 1997 – pres.: Member, Koinonia Worship Center and Village (church affiliation)
- 1989 – pres.: Member, Delta Sigma Theta (ΔΣΘ) Sorority, Inc. (preeminent, worldwide service-based sorority)

Awards and Honors

- 2023: City of Tamarac Proclamation – “A Trailblazing Phenomenal Woman”
- 2023: National Alliance of Black School Educators Trailblazer Award
- 2017: South Florida Legacy Magazine Honoree – South Florida’s Top Black Educators
- 2016: Florida Atlantic University Distinguished Alumna – College of Education
- 2015: South Florida Legacy Magazine Honoree – 25 Most Influential Black Women in Business and Leadership
- 2015: Inductee – Broward Education Foundation, Alumni Hall of Fame
- 2013: National Alliance of Black School Educators Distinguished Leadership Award
- 2011: Selected as Educator of Distinction to deliver keynote address at Mount Moriah Missionary Baptist Church’s Annual Baccalaureate Service – Palm Bay, FL
- 2011: Alpha Kappa Alpha (AKA) Sorority, Inc. Women of Distinction Honoree

- 2007: Proclamation from the City of Hallandale Beach, FL (May 25, 2007, declared Valerie Smith Wanza Day in the City)
- 2007: Cambridge Registry of Who's Who for Distinguished Female Leaders
- 2007: The Heritage Registry of Who's Who Honoree
- 2007: Selected Educator of Distinction to emcee the annual countywide Broward County Baccalaureate Service – Fort Lauderdale, FL
- 2006: State of Florida Middle School Principal of the Year
- 2006: Broward Principal of the Year Finalist
- 2006: As an alternative center, Lanier-James Education Center achieved 333 points in the State's A+ Accountability School Grading System, equivalent to a grade of C (improving from an F in 2005) – The only alternative center of its kind in the county and state to be graded C or above
- 2006: Gubernatorial recognition as one the top 100 middle schools in the state with improved FCAT Writing performance
- 2006: Met the Reach for the Stars State Reading Achievement Goal
- 2006: Selected as Educator of Distinction to deliver keynote address at Koinonia Worship Center's Annual Baccalaureate Service
- 2006: Honored as Exemplary Educational Leader by National Alliance of Black School Educators, Broward Chapter Annual Scholarship Gala
- 2006: Received the Broward Sheriff's Office Outstanding School Leadership Award
- 2003 – 07: Superintendent's commendations for error free operational audits

Educational Credentials and Licensures

- 01/2007 – 12/2009: Florida Atlantic University, Boca Raton, Florida
Doctor of Philosophy (Ph.D.) in Educational Leadership
Degree Conferral Date: December 11, 2009
- 04/1995 – 06/1996: Nova Southeastern University, Fort Lauderdale, Florida
Master of Science (M.S.) in Educational Leadership
Degree Conferral Date: June 30, 1996
Graduated with University Honors for Outstanding Research Project
- 08/1988 – 04/1992: The Florida State University, Tallahassee, Florida
Bachelor of Science (B.S.) in English Education
Degree Conferral Date: April 25, 1992
- 07/2019 – 06/2024: Florida Professional Educator's License (#705305)
Educational Leadership – All Levels
School Principal – All Levels
English – 6-12
English for Speakers of Other Languages Endorsement
Gifted Education Endorsement
- 01/2022-01/2026: Florida Notary Public (Commission #HH 211871)

Professional Letters of Support Attached

Caprice Young, Ed.D.

Los Angeles, CA | DrCapriceYoung@gmail.com | (818) 317-1829 | [linkedin.com/in/Caprice-Young-EdD](https://www.linkedin.com/in/Caprice-Young-EdD)

An energetic leader, listener, and cross-sector innovator with a proven track record increasing student achievement across all subgroups and in diverse academic contexts, engaging communities, supporting boards, formulating and implementing data-driven solutions collaboratively, building instructional technology systems, organizing trauma-informed mental health support systems, and addressing operational and financial challenges at scale.

- Dr. Young is an experienced transformational executive and superintendent with three decades of proven leadership in board governance and C-level roles within school systems and community-based organizations.
- Previously served as National Superintendent of Lifelong Learning, a non-profit organization serving schools responsible for 49,000 opportunity youth who have experienced trauma in five US states.
- An expert in working with twice-exceptional students, including those with ADD, ADHD, and dyslexia; former member of the Executive Committee of the Los Angeles Special Education Local Planning Area (COP 3).
- Skilled fiscal leader and fundraiser who has managed budgets totaling up to \$8 billion dollars and raised over \$500 million in philanthropic, individual, and government grants.
- A trusted adviser who serves on multiple boards, including leading the Los Angeles Unified School District Board as president (1999-2003); established LAUSD's \$20 billion school construction program, which built 137 schools.

EDUCATION & TRAINING

EDUCATION

- **Ed.D., 2008**, University of California, Los Angeles, CA
- **M.P.A., 1991**, University of Southern California, Los Angeles, CA
- **B.A. (History), 1988**, Yale University, New Haven, CT

RELEVANT TRAINING

- California Academic Partnership Program (UC/CSU), Equity Leadership Certification Program, 2022
- Broad Superintendents Academy, 2020
- Pahara Institute/Aspen Global Leaders Network, 2016

EDUCATION LEADERSHIP EXPERIENCE

iLEAD California, Santa Clarita, CA

June 2022 – December 2022

Interim CEO & Superintendent

iLEAD California is a network of tuition-free charter schools comprised of 6 schools serving 6,000 students, offering personalized, project-based learning to grades TK-12. Led the organization during leadership transition while maintaining the school site focus on student success and educator empowerment. Budget: \$62 million.

Governance Leadership

- Supported the board in transitioning the founder and selecting a new CEO & Superintendent.
- Led consensus on multi-million-dollar legal decisions among six boards of trustees (one for each school).

Operations, Finance, and Human Capital Leadership

- Addressed audit and financial process challenges threatening to trigger a bond issuance default.
- Renegotiated vendor agreements representing five percent of annual expenditures, generating ongoing annual savings of \$1.3 million.
- Resolved extensive personnel complaints and established revised best-practice procedures addressing remote work, hiring and promotional practices, confidentiality enforcement, and employee concerns resolution process.

Educational Leadership

- Implemented augmentation of direct instruction supports for academic intervention.
- Increased teacher and principal engagement in instructional resource allocation, leading to a shift in the allocation of \$400,000 for special education resources.

Community Engagement Leadership

- Engaged diverse stakeholders (parents, students, staff, community-based organization leaders) through surveys and six focus groups in defining the skillsets desired in the new CEO & Superintendent.
- Improved community partner relationships throughout the leadership transition by engaging in updating, transparent, and respectful conversations explaining the rationale for and impacts of the changes.

Lifelong Learning and Learn4Life Schools, Lancaster, CA

2018 – 2021

National Superintendent

Lifelong Learning and Learn4Life Schools, a network of at-promise alternative schools serving 49,000 students on 85 school sites that offer accredited high school diploma programs, job training, and flexible, personalized education for opportunity youth, especially those who have faced traumatic challenges like housing insecurity, foster care, systemic injustice, incarceration, mental health issues, poverty, violence, human trafficking, barriers to learning English, special education, and/or unrecognized giftedness. Budget: \$350 million

Governance and Organizational Leadership

- Established and carried out a three-year strategy to shift from a top-down governance and management structure to a distributed authority structure with an efficient central service organization.
- On behalf of the boards (one central and 23 regional boards), identified and implemented a technology system to support their meetings, documents, evaluation processes, and dashboards.
- Drove the emergency response to the pandemic for the 85 school sites as the Areas Superintendents transitioned to fully remote educational and community wellness operations.

Community Engagement

- Galvanized the Social Studies teachers and raised philanthropic support to develop a Civics Education Standards-Aligned youth voter registration project leading to community ballot study parties led by students in seven counties and the registration and engagement of more than 6,000 new voters in its first year of implementation.

Operations, Finance, and Human Capital Leadership

- Dramatically upgraded Area Superintendent skills through coaching and PD, especially in the areas of budget, personnel, governance, community engagement, and instructional program resource allocation.
- Championed the development of a Diversity, Equity, and Inclusion (DEI) strategy leading to the hiring of a VP of DEI, significant systemic changes that improved the recruitment and promotion of non-traditional candidates, and removing unnecessary educational requirements from position descriptions allowing more internal and external candidates to successfully compete for positions and promotions.

Educational Leadership

- Achieved an 87% success rate and a 40 percent college-going rate among an alternative school population.
- Fully implemented academic and behavioral formative assessments and dashboards into the day-to-day management of the schools.
- Championed expansion of CTE programs, including a Supply-Chain Logistics CTE program in partnership with East Los Angeles Community College and the United Parcel Service. This included \$25,000 scholarships for each program graduate.
- Implemented an eSports-driven 21st Century Skills program leading to a 30 percent increase in student engagement during the pandemic.
- Expanded the role of the African American Leadership Advisory Committee to influence curricular and school culture policies and programs, resulting in the inclusion of teacher-developed lessons, creation of student affinity groups, increased recruitment and graduation of Black students, anti-racism training for the 250 school and district leaders.

Magnolia Educational and Research Foundation Public Schools, Los Angeles, CA
Superintendent/CEO

2015 – 2018

Led the non-profit charter management organization of 10 STEAM (Science, Technology, Engineering, Arts, and Math) focused schools in three counties in California, serving 4,000 predominantly socio-economically disadvantaged students. Budget: \$52 million.

Governance and Organizational Leadership

- Addressed profound public credibility issues with authorizers, oversight agencies, and elected officials leading to the reauthorization of all ten charter schools.
- Represented the schools on the Executive Committee of the Special Education Local Planning Agency board.
- Ended significant pending litigation amicably.
- Stewarded reviews by the State Auditor, Joint Legislative Audit Committee, and Los Angeles Unified School District Inspector General.

Educational Leadership

- Ensured all eligible Magnolia Science High School Academies received the US News & World Report Best High Schools recognition and/or the Washington Post designation as the Most Challenging High Schools.
- Integrated the Arts into our STEM programs and raised philanthropy to support the expansion.
- Raised student achievement across all socioeconomic subgroups by implementing standards-aligned, learning-science-based curricula in math and English Language Arts and related professional development.
- Increased the percentage of students receiving teacher home visits from 60 percent to 92 percent annually.
- Increased average English Learner redesignation rates from 15 percent to 27 percent annually.
- Earned the highest WASC accreditations.

Operations, Finance, & Human Capital Leadership

- Financed the development of three new school complexes (San Diego (\$15 million/21,600 sf), Orange County (\$19.2 million/30,000 sf), and Los Angeles (\$12 million/28,800) over three years, utilizing state bonds, state-backed debt, and bridge loans, serving 1,770 students.
- Transitioned to a new finance, accounting, budget, payroll, and procurement technology system, increasing efficiency, controls, and transparency, as well as increased school site delegation of authority.
- Implemented a new Human Resource Information System with the capacity to provide improved information for hiring, professional development, data management, and employee access and self-service.

Inner City Education Fund (ICEF) Public Schools, Los Angeles, CA
Interim CEO/Superintendent,

2010 – 2011

ICEF is one of the first charter management organizations in Los Angeles and has become a leader in California for raising Black achievement and closing the achievement gap. Budget: \$42 million

- Raised \$16 million in philanthropy to turn around 17 academically high-performing schools, serving 4,500 predominantly (90%) Black TK-12th-grade students in south Los Angeles.
- Engaged principals and stakeholders in decreasing the annualized operating budget by 27% while maintaining the quality of instruction. coaching to ensure the survival of the schools.
- Led intensive family engagement, ensuring no decrease in enrollment levels throughout the transition.
- Achieved a 90% graduation rate; 90% of seniors went on to matriculate into four-year colleges.
- Reorganized over \$32 million in facilities-related debt to ensure that no defaults took place as we downsized and reorganized the finances.

KC Distance Learning, Portland, OR
CEO and President, 2009 – 2010

2008 – 2010

Interim CEO & VP of Business Development and Alliances - Knowledge Universe, 2008 – 2009

Over 62,000 students took courses from KC Distance Learning school district clients (more than 170,000 enrollments) and Keystone Academies (a private online secondary school) served students in 89 countries between 2009 – 2010.

- Led the revitalization, growth, and sale of KC Distance Learning (acquired by K12, Inc. 2010, now Stride/FuelEd).
- Administered the international online secondary school Keystone Academies.
- Revenue Growth: \$28 million with -\$9 million EBITDA to \$68 million with \$12 million EBITDA.

California Charter Schools Association (CCSA), Los Angeles, CA

2003 – 2008

Founding CEO and President

Drove the dramatic expansion of the California charter public school movement by establishing the national prototype association for the development of flourishing charter public school ecosystems.

- Employed incubation, sector support-services start-up strategies, collective services, community building, media relations, and advocacy.
- Directly raised more than \$500 million over five years to develop new schools.
- Grew the annual budget from zero to \$12 million and built a movement committed to high-quality, high-expectations education concentrating on the most under-served populations of students.

ADDITIONAL EXPERIENCE (HIGHER ED, TECH & EDTECH CONSULTING, PUBLIC SERVICE)

HIGHER ED

Guest Lecturer, UCLA GSE&IS

2020 – Present

Lecturer, UCLA Graduate School of Education & Information Science

2011 – 2012, 2018 – 2019

Lecturer, Charter School Operations, Governance and Finance, UCLA School of Extension

2011 – 2012

Lecturer, University of Southern California, School Business Officers Program

2006 – 2009

Faculty, Broad Institute for School Governance (CRSS)

2005 and 2006

Director, Corporate and Foundation Relations, the UCLA Anderson School of Management

2002 – 2003

TECH & EDTECH CONSULTING

President, Education Growth Group (EGG), Los Angeles, CA

2010 – 2018, 2021 – Present

Supported a diverse client base in the areas of Teacher Recruitment, Digital Curriculum Development, Interim Executive Leadership, Education Product Development, and Parent Engagement.

Managing Director, PeopleLink, Los Angeles, CA

2000 – 2001

Senior Manager, IBM Global Service, Los Angeles, CA

1997 – 2000

PUBLIC SERVICE

Assistant Deputy Mayor (Budget, Technology, and Infrastructure), City of Los Angeles

1994 – 1997

Acting Budget Director/Special Assistant to the CEO, Los Angeles County MTA

1990 – 1994

PROFESSIONAL AFFILIATIONS AND COMMUNITY LEADERSHIP

Board Member, ESG Committee Chair, EverDriven, Denver, CO

2021 – Present

Board Member, Larta Institute, Los Angeles, CA

2021 – Present

Board Member, Olivela, London, UK

2014 – Present

Board Member, Policy, Audit & Revenue Committees, Thomas B. Fordham Foundation/Institute

2009 – Present

President (elected) & Member, Los Angeles Unified School District, Board of Education.

1999 – 2003

Member, Governor's Advisory Committee on Education (CA)

2002

RECENT PUBLICATIONS & PRESENTATIONS

["Pluralistic Politics Lead to Improved Learning in L.A. Schools,"](#) Education Next, Summer 2022, Vol. 22, No. 3

["Back to School Leader Q&A: Dr. Caprice Young on the Value of Building Relationships,"](#) Ahead of the Heard, 2021

["Ensuring responsiveness to student needs at Learn4Life,"](#) Elliot Levine, Aurora Institute, 2020

["Guidelines for teachers to avoid pitfalls teaching online,"](#) Learn4Life, 2020

References