

LEADERSHIP QUALITIES: ACCOMPLISHMENTS

Commitment to improving student achievement, and effective, innovative programs serving the needs of all students

- U.S News and World Reports ranks New London High School as one of the outstanding high schools in the United States
- Improving instruction leads to New London High School's ranking as the most improved urban high school in the Connecticut.
- Commissioner Stefan Pryor notes New London as among three of the most improved districts in Connecticut based on increases in student achievement on the Connecticut Mastery and Academic Performance Tests.
- Improved instruction and student achievement attracts 330 new students to the New London Public Schools.
- Establishing New London's first teacher evaluation system based on student achievement
- Creating Connecticut's first all magnet school district in New London.
- Creating a Renzulli Academy for gifted and talented students, establishing a dual language gifted and talented feeder program and district teacher training based on Jack Kent Cooke incentive grant
- Creating the State of Connecticut's first 10th grade literacy requirement for graduation
- Creating the State's first supper program for students, 94% of New London's students live below the poverty level.
- Reducing the four year dropout rate for the Fall River Public Schools by fifty percent from 44% to less than 22%.
- Removing the Fall River Public Schools from "watch" status under the Educational Quality Assurance Board
- Expanding gifted and talented programs from 4th to 7th grade in Fall River
- Expanding alternative programs for students in Fall River to get more students to stay in school increasing participation from 80 to more than 300 students, going from 1 student graduating to 70.
- Leading instructional services to move 29 elementary schools from to failing to meet Annual Yearly Progress to meeting it under No Child Left Behind (NCLB) (Fairfax County)
- Significantly improving student achievement through a rigorous school improvement and professional development process as measured by the Delaware Student Testing Program (Christina)
- Creating the Delaware Academy for School Leaders to train administrative interns and principals in collaboration with the University of Delaware (Delaware)
- Leading the creation and development of the Massachusetts Comprehensive Assessment

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System (MCAS) including student, school and district performance standards, student assessment tests in grades 4, 8 and 10, and performance measures such as portfolio options.

- Creating and leading the Performance Improvement Program at 29 elementary and middle schools. Goal: Improving student achievement and self-esteem (4.3 million dollar program). (Broward)
- Creating and managing AIDS policy and curriculum for students and employees. (Broward)
- Leading a 22 million dollar dropout prevention program for elementary, middle and high schools including the nationally recognized Model School Adjustment Program, Transition Six for "overage for grade" students, teen parent program, and vocational courses combined with regular middle and high school programs. (Broward)
- Managing the development of a 42 million dollar performing arts center/science museum project involving city and county governments, the school board and three area universities. (Broward)
- Supporting the creation of successful counseling and support programs for underachieving gifted students and severely emotionally handicapped youth and parents. (Broward)

Significant leadership in the areas of finance, management, human resources, operations and communications

- Increase district funding by \$3,240,000 dollars for district improvement funds and magnet schools in New London
- Solving 3.5 million dollar budget deficits for the Fall River Public Schools
- Closing fourteen of twenty eight school buildings in Fall River in two years to reduce operating costs
- Leading the day to day management of the Commonwealth's six billion dollar Foundation budgeting system, including the creation of new policy options to resolve operational problems that have arisen since the beginning of Education Reform.
- Extensive consultation and problem-solving with members of the Great and General Court of the Commonwealth and their constituents on problems of school finance.
- Leading the creation of professional standards for teachers and administrators for the Commonwealth
- Creating the first Human Resources Department for the Fall River Public Schools
 - Creating, coordinating and evaluating the District's observation and evaluation process for teachers.(Monroe)

Key Manager in the creation of Facilities Plan and Bond Referendum

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Programs

- Passed operating referendum in 2003 (the first in twelve years) (Christina)
- Passed 147 million dollar capital program in 2002 (Christina)

- Leading role in designing and planning 25 elementary, middle and high schools.
(Broward)

Celebrating and encouraging diversity, desegregation and integration from the school site to the district and state levels

- Leading role in the pilot magnet school program, Central High School, Minneapolis Public Schools (1969-73)
- Leading the expansion of magnet school programs to four high schools, one middle school and three elementary schools in the areas of performing arts, science and engineering, international studies and the International Baccalaureate program.
(Broward)
- Leading the expansion of magnet schools in New London to create Connecticut's first all magnet school district

Successful experience in Connecticut, Massachusetts, Delaware, Virginia, Iowa and Florida working with school and district advisory councils, business and community partnerships.