

# Elena J. Bell, Ed.M.

## EDUCATIONAL LEADER AND INSTRUCTIONAL PROGRAM DIRECTOR

*Highly strategic, solution-driven education professional with over 17 years of proven leadership, resourcefulness, and impact in developing, transforming, and driving advancements in data-driven instructional practices and student outcomes in the District of Columbia, Chicago, and Atlanta Public School Systems. A visionary change agent, adept at building collaborative internal and external relationships and high-performing teams to participate in developing a culture promoting student academic and life achievement.*

Multi-School Improvement Strategy ♦ Stakeholder Engagement & Partnerships ♦ Resource Planning & Allocation  
Operational, Personnel, & Fiscal Management ♦ Organizational Effectiveness & Change Management  
Collaborative Team Leadership ♦ Talent Acquisition & Supervision ♦ Professional & Leadership Development  
Needs Assessment & Evaluation ♦ Data-driven Instructional Leadership ♦ Curriculum Implementation & Oversight  
Program Development, Implementation & Evaluation ♦ Student Advocacy & Focus

## PROFESSIONAL EXPERIENCE

**District of Columbia Public Schools (DCPS)**, Washington, DC

**Capitol Hill Cluster Schools**

2015 - Present

**Principal, Peabody and Watkins Elementary Schools**

Manage the building and fiscal operations (\$7 million operating budget), strategic instructional planning and programs, and student support services for two school campuses: Peabody Early Childhood Campus (250 Pre-K Kindergarten students) and Watkins Elementary School Campus (500 1<sup>st</sup> – 5<sup>th</sup> grade students). Oversee the hiring, training, and supervision of a high quality team of 3 Assistant Principals, 2 Instructional Coaches, a Dean of Students, and over 100 teachers and staff members across two campuses.

- Direct the planning and execution of strategies to create a shared vision for effective teaching; student empowerment, achievement, and safety, and build a culture that engages students, faculty, staff, parents and community in supporting positive student outcomes.
- Partnered with the academic leadership and culture teams in planning and executing the Turnaround for Children Social Emotional Learning framework to enhance school improvement. Regularly monitor and refine school improvement plans, discipline and attendance data.
- Drive the development and implementation of professional development and data-driven training for instructional leadership and teachers. Also provide observation and coaching for all instructional leaders.
  - Collaborate with Assistant Principals and Instructional Coaches in creating a professional development series in conjunction with the implementation of DCPS instructional priorities to enhance the capacity for teaching and learning across content areas in both schools.
  - Provide coaching and training to Assistant Principals, Dean of Students, and Instructional Coaches to support their own leadership development, as well as their ability to develop their teams' instructional capacity.
  - Collaborate with the Deans of Students to develop socio-emotional initiatives and help teachers build a more positive classroom culture.
- Continually foster family and community collaboration. Work with parent board organizations such as the PTA, Local School Advisory Team, School Improvement Team and Parent Task Force to share decision-making regarding academic improvement.
- Serve on the DCPS Chancellor's Principal Advisory Council, providing monthly advice on the DCPS strategic plan.

### **Notable Achievements:**

- Made significant student achievement gains on the state's Partnership for Assessment of Readiness for College and Career (PARCC) - a 30% increase in English Language Arts (ELA) and a 24% increase in math from SY15-SY19. Also achieved an unprecedented narrowing of the achievement gap between Black and White Students - 15% in ELA and 10% in math.

**PROFESSIONAL EXPERIENCE** (continued)

- Oversaw the completion of a \$30 million modernization and renovation of a new facility for Watkins Elementary School, which required facilitating collaboration across 7 city departments with the DC Public Schools.
- Nominated for the Standing Ovation Award for Excellence in recognition of positive leadership and impact on the Capitol Hill Cluster School community.

**Chicago Public Schools**, Chicago, IL***Principal, John H. Vanderpoel Magnet School***

2012 – 2015

Managed all school building and fiscal operations (\$1.7 million budget), instructional programs and student support services, and led a 48-person administrative, instructional and building support team in providing a high quality educational environment for over 300 K-8 grade students.

- Championed efforts to develop and continually refine effective learning systems through Common Core State Standards (CCSS) curriculum implementation; securing state-of-the-art resources and texts for reading, math and science; spearheading technology enhancements in building infrastructure and school-wide access to technology resources; and developing a high performing instructional team by hiring, developing, and retaining quality talent.

**Notable School Achievements:**

- Attained Level 1 district school status (High Achieving School) in just 2 years, after 10 years at level 2 status.
- Achieved 96%tile growth in reading and 86%tile growth in math as measured by nationally normed assessment (NWEA). Increased the number of students meeting and exceeding grade level standards in reading from 63% to 74%, and math from 44% to 53%, over a one-year period
- Enlisted the engagement of multiple stakeholders in helping shape the school's student-centered culture and improved programs. Created and managed several advisory boards and teams including: The Local School Council; Student Advisory Board; Instructional Leadership Team; Achievement Gap Task Force; and School Culture Team.
- Engaged multiple community entities to support the school's college and career readiness efforts with diverse student civic leadership opportunities and extracurricular programs in the arts and public speaking.
- Participated in, and shared best practices at monthly district principal network meetings focused on the effectiveness of school and district-wide issues and programs. Selected to serve as a mentor to new district principals.

***E. Dunne Technology Academy***

2011 - 2012

***Principal Residency***

Served as a full-time resident principal for this urban Chicago school with nearly 400 students in grades K-8.

- Directed weekly data meetings with primary, intermediate and middle school teams of teachers (25 teachers and paraprofessionals) in implementing Common Core State Standards (CCSS), and led professional development sessions focused on utilizing data-driven instruction, action plans, and assessments to measure student progress.
- Established the Chicago Instructional Rounds Network, a cluster of principals and teachers, to analyze instruction and make recommendations for future practice, which teachers subsequently successfully implemented.

**Atlanta Public Schools**, Atlanta, GA***Bolton Academy - Early Intervention Program Coordinator and Instructor***

2008 - 2010

Created and implemented a school-wide Early Intervention Program to enhance reading instruction for underperforming students in K-8<sup>th</sup> grade school. Increased student reading achievement by 13% for grades 1 - 5 for two consecutive years.

***Alfred Blalock Elementary School***

2003 – 2008

***Grade Level Chairperson / Teacher***

Taught and served as a 2<sup>nd</sup> grade chairperson for this IB accredited public elementary school with 600 students.

### **SPEAKING ENGAGEMENTS AND PRESENTATIONS**

- Allies for Education Equity (March 7, 2020). Invited focus group participant to provide insight into how one identifies within the ed reform movement, the politics of education and civic engagement, Washington, DC.
- Whole-Child Learning in Early Childhood Education (January 17, 2019). Invited panelist to AASA-The School Superintendents Association Summit, representing DC Public schools to discuss the importance of Whole-Child learning in Early Childhood Education, Miami, FL.
- “Black Principals: Strengthening the Leadership Pipeline for K-12 Education” (September 16, 2016). Invited panelist for the 45th Annual Congressional Black Caucus Leadership Conference, Washington, DC.
- White House Summit on African American LGBTQ Youth (June 9, 2016). Invited speaker for a webisode exploring the economic and social impact of failing to support LGBTQ youth in schools, Washington, DC.

### **EDUCATION AND CREDENTIALS**

**Harvard Graduate School of Education, Cambridge, MA**

**Master of Education (Ed.M.) in School Leadership**

Principal Residency School: Edward Devotion School (K-8) - Brookline School District, Brookline, MA

**Spelman College, Atlanta, GA**

**Bachelor of Arts (B.A.) in Psychology**

**Principal Licensures:** State of Illinois (Type 75); State of Massachusetts; State of Georgia (L5); Washington, DC.

# Brandon D. Clayton, Sr.

## Mission

Forward-thinking leader with a track record of excellence, data-driven results, and a proven positive impact on underserved communities. I aspire to lead the most effective and innovative school, thriving in a culture that believes all students are capable of success and that uses data driven instruction to ensure that all learners are college and career ready.

## Administrative Experiences - School Administration

### Elementary School Principal

2019 – Present

*Woodland Acres Elementary School*

Duval County Public Schools: Jacksonville, Florida

Title 1 School; 612 Students Enrolled in Grades Pre-K – 5<sup>th</sup>; 63 Instructional & Other Building Staff

- Supports and evaluates student services, discipline and implement programs to support a positive school culture and climate. Reduced the number of OSS Infractions by **36%**.
- Restructured the school day to include the ELA block starting with small-group instruction to ensure that we move the Lowest Performing Quartile (LPQ) increasing from **42% to 63%**.
- Oversees the Title 1 Budget of **\$321,000** for federal funding.
- Recovered over **\$37,000** in lost funds during the Survey 2 and Survey 3 FTE Audit.
- Restructured the school's Positive Behavior Intervention Supports (PBIS) implementation program to include: Guidelines for Success, Positive Discipline Referral, Minor Discipline Referral, Tiered Interventions, and Cafeteria Guidelines.
- Successfully applied for and obtained the Positive Behavior Intervention Supports (PBIS) Model School Award.
- Supervises the implementation of the intervention programs for Corrective Reading, Reading Mastery Signature Edition (RMSE), and ACALETICS to ensure that students are receiving the additional support and services needed in Reading and Math.

### Elementary School Principal

2017 – 2019

*Carter G. Woodson Medical School of the Arts*

Duval County Public Schools: Jacksonville, Florida

Title 1 School; 435 Students Enrolled in Grades Pre-K – 5<sup>th</sup>; 34 Instructional Staff Members

- Improved School's Daily Attendance Percentage Average from **57% to 93%** in one year.
- Improved Teacher Retention aligned to the district's vision and goals by creating an incentive plan for faculty and staff celebrating their successes quarterly.
- Decreased the number of African-American Males receiving discipline referrals from **76% to 23%** from 2016-2017 by implementing a Building Solid Stones/Gents of Carter G. Mentoring Program and creating a Restorative Justice process at the school.
- Increased Parent and Family Engagement involvement including re-chartering the school's PTA program.
- Improved school's Science FCAT 2.0 proficiency from **15% to 42%** from 2017 – 2018.
- Became the first elementary school in Duval County to receive a 5000 Role Models of Excellence Chapter.
- **27** out of **63** 5<sup>th</sup> grade students applied to Magnet Middle Schools and were accepted, the largest acceptance class in the school due to implementation of the Transition to Middle School program for parents and students.

# Brandon D. Clayton, Sr.

- Partnered with the Department of Children and Families to bridge the gap of communication, assuring foster parents understand the MTSS/AIT process and the many supplemental education resources available throughout Duval County for students in Foster Care.
- Integrated new programs into the school designed to increase teacher and student retention (i.e. Project C.O.U.G.A.R - Creating **O**ptimistic, **U**nique, **G**oal-oriented **A**nd **R**eliable Educators, Ladies of Excellence, Gents of Carter G., and National Elementary Honor Society).

## **Elementary School Assistant Principal**

2015 – 2017

*Lone Star Elementary School*

Duval County Public Schools; Jacksonville, Florida

662 Students Enrolled in Grades K – 5<sup>th</sup>; 59 Instructional and Other Faculty Members; Science, Technology, Engineering and Math Program, Instructional, Title 1

- Led the third grade team through the New Leaders' Data Driven Instruction (DDI) Cycle that prepares all students for success in college, careers, and citizenship. As a result of the process, students' i-Ready Math proficiency increased from 68% to 80% on the Spring FSA: Math.
- Served a vital role in increasing proficiency from 43% to 67% (level 3 or higher) on 2015-2016 third grade FSA reading scores.
- Chaired the PBIS Committee that applied and obtained the Positively Duval Model School Status and improved the overall climate and culture in the school.
- Created school-wide student achievement celebrations such as the Principal's Luncheon and Positive Behavior Referrals.

## **District Instructional Reading Specialist**

2014 – 2015

*Curriculum Services*

Leon County Schools; Tallahassee Florida

- Created the training program for the Leon County School district for all instructional staff using the new Imagine It! Reading Curriculum.
- Trained teachers on the implementation of the newly implemented Common Core Standards.
- Moved 3 out of 4 (75%) schools off of the Bottom 300 schools in Florida status list.
- Coached teachers at four Title 1 Low-Performing schools (Hartfield Elementary, Bond Elementary, Sabal Palm Elementary and Riley Elementary) utilizing the new ELA curriculum.
- Created and organized instructional materials and hired staff to teach 3<sup>rd</sup> Grade Summer Reading Recovery for the district.

## **Instructional Experiences**

### **3<sup>rd</sup> – 5<sup>th</sup> Grade Classroom Teacher**

June 2012 – September 2014

*Bond Elementary School*

Leon County Schools; Tallahassee, Florida

### **3<sup>rd</sup> and 5<sup>th</sup> Grade Classroom Teacher**

June 2005 – June 2012

*Kate Sullivan Elementary School*

Leon County Schools; Tallahassee, Florida

### **5<sup>th</sup> Grade Classroom Teacher**

June 2004 – June 2005

*Crossroad Academy Charter School of Business and Industry*

Gadsden County Public Schools; Quincy, Florida

# Brandon D. Clayton, Sr.

## 5<sup>th</sup> Grade Classroom Teacher

*Kate Sullivan Elementary School*

Leon County Schools; Tallahassee, Florida

*August 2003 – June 2004*

## Educational Background

**Doctor of Education (Ed.D.):** Educational Leadership  
University of North Florida – Jacksonville, Florida

Expected in August 2023

**Master of Education (M. Ed.):** Educational Administration  
Grand Canyon University – Phoenix, Arizona

August 2011

**Bachelor of Science (B.S.):** Psychology  
Florida Agricultural and Mechanical University – Tallahassee, Florida  
**Minor:** Elementary Education

December 2002

## Certifications and Endorsements

- Educational Leadership (Grades K-12) #921788
- Elementary Education (Grades K-6) #921788
- Licensed Therapeutic Foster Parent (Department of Children and Families) #100019737

## Honors & Awards

2014 District Glenn Howell Distinguished Educator of the Year (Leon County School District)  
2014 Top Golden A.C.E. Award for Tallahassee Network of Young Professionals (Education Category)  
2013 – 2014 Glenn Howell Distinguished Educator of the Year (Bond Elementary School Nominee)  
2011 Distinguished Honors Graduate of Grand Canyon University  
2008 – 2009 Glenn Howell Distinguished Educator of the Year (Kate Sullivan Elementary Nominee)  
2007 Who's Who Among America's Teachers

## Professional Organizations and Community Involvement

- Department of Juvenile Justice Life Coach/Mentor
- National Educators Association
- The American Association of School Administrators
- Kappa Alpha Psi Fraternity, Incorporated
- Mount Olive Lodge #5 Prince Hall Affiliated Free and Accepted Masons
- National Society of Pershing Rifles, Company C-16 (Military Fraternity)
- Tallahassee Network of Young Professionals
- Nassau County Foster and Adoptive Parent Association
- Family Support Services (FSS) Mentor

# ***Suriya Douglas***

## *Professional Experience*

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<b>Chief of Culture, Equity &amp; Access,</b> Inspired Teaching Demonstration School	Jul 2019 - Present
<b>Lower School Principal,</b> Inspired Teaching Demonstration School	Jul 2016 - June 2019
<b>Principal,</b> Kimball Elementary School	Jul 2013 - Jun 2016
<b>Assistant Principal &amp; Campus Leader,</b> Capitol Hill Cluster School	Aug 2007 - Jul 2013
<b>Resident Principal,</b> Hugh Browne Junior High School	Jun 2006 - Aug 2007
<b>Instructional Recruitment Specialist,</b> Office of Human Resources	Feb 2004 - Jun 2006
<b>7<sup>th</sup> &amp; 8<sup>th</sup> Grade Reading Teacher,</b> John Philip Sousa Middle School	Sep 2001 - Aug 2003

## *Skill Highlights*

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- Administrative Services Credential, K-12, Standard Professional, Exp. 2021
- Strengths-based coaching
- Strategic thinking
- Curriculum development
- Standards-based instructional planning
- Human resources, recruitment & staffing
- Legal compliance
- Restorative Practices
- Crisis prevention & response
- Culturally responsive teaching
- Social-emotional learning
- Trauma-informed classrooms and schools
- Equity, inclusion and social justice
- Assessment & evaluation
- Partnering with families
- French and Spanish – proficient, oral and written
- Portuguese and Italian– basic, oral and written

## *Accomplishments*

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Presenter, Diverse Charter Schools Coalition, Annual Convening, 2020  
Recipient, Tier 1 Status, DC Public Charter School Board, 2017-2019  
DCPS Chancellor's Principal Cabinet, Cluster 3 Representative, 2015-16  
Presenter, Mary J. Patterson Fellowship, 2014, 2015  
Presenter, *Responsive Classroom* National Conference, 2013  
Panelist and Selector, DCPS Office of Human Capital, School Leader Recruitment and Selection Team, 2013  
Master Rater, *Teaching and Learning Framework Gold Standard Project*, DCPS 2011-2012  
Moderator, *Gandhi, King, Ikeda Exhibit*, Martin Luther King Library, 2008  
Facilitator, *Saving Our Children*, Aban Institute and Associates, Inc., 2007  
Advisory Board Member, Howard University Transition to Teaching Program, 2005-2006

## *Education*

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**Georgetown University** Washington, DC, 2018  
Executive Master's in Leadership, McDonough School of Business  
**Trinity University** Washington, DC, 2006-2007  
M.Ed., Educational Administration  
**Princeton University** Princeton, NJ, 1993-1998  
A.B., Sociology, Certificates in Latin American Studies & African American Studies  
**Université de Paris, La Sorbonne** Paris, France, 1994-1995  
Intermediate/Advanced certificate in French Language and Civilization

# ***Suriya Douglas***

*Change Agent • Facilitator • Collaborator • Community-Builder • Visionary*

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For nearly two decades, Suriya Douglas has been a proven educational leader in the public schools of the District of Columbia, impacting the lives of many hundreds of children, their families and the community at large:

- **Leadership**

- Assessed and supported overhaul of school-wide culture system and mental health programs
- Analyzed and implemented systems to support improved instructional outcomes in grades PS-4, including standards-based grading, student-led conferencing, coaching cycles, shared leadership and family education, resulting in significant gains on PARCC assessment and transition to Tier 1 status
- Lead multiple school communities serving children from Preschool to 9<sup>th</sup> grade, ranging from 200 to 1200 students, 20 to 120 staff members, with budgets from \$3 to \$11M, from Title I schools in underserved communities to racially and socio-economically diverse communities of greater privilege
- Served on administrative team that provided instructional, operational, visionary and strategic leadership across the three campuses of an innovative PreK-8<sup>th</sup> grade public school
- Engaged school staff and families in critical conversations about race and equity to support increased communication in efforts to address systemic inequities in student experience and outcomes
- Implemented systems for improved communications, including campus-specific listservs, updated website, social networking presence, family directory, and ongoing family education workshops, with a focus on access and inclusivity (e.g. providing childcare, interpreters, inclusive language, etc.)
- Established external partnerships to support academics, family engagement, attendance and climate
- Facilitated collaborative conversations supporting development of successful short- and long-term fiscal priorities based on direct stakeholder feedback, resulting in full realization of spending plan within 4 years (e.g. personnel, computers, training, etc.)
- Provided annual forum for a cross-section of the school community to surface interests and needs; prioritized and balanced personnel/non-personnel spending to provide quality programming and increase student achievement in support of stated vision for success of "Every Child"
- Advocated for \$17.6 million building modernization, resulting in a state of the art facility in Ward 7
- Designed and implemented systems to improve recruitment/retention of highly qualified teachers
- Provided coaching and mentorship to new and veteran teachers, administrators and support staff in order to build individual and institutional capacity, while maintaining a diverse workforce

- **Outcomes**

- Achieved annual student achievement gains on multiple measures, including double digit gains on high stakes math test from 2017 to 2018, ELA test from 2016 to 2017, and "well-above average progress" on nationally normed TRC/DIBELS measures from beginning to end of academic year 2014-15
- Achieved 25% increase in teacher effectiveness during first two years as turnaround principal
- Within two years of family engagement partnership, improved home-school relationships, yielding increased attendance at parent teacher conferences from 34% (SY 2013-14) to 80% (SY 2015-16)
- Facilitated professional development in data-analysis, vertically aligned curriculum development, rubric-based scoring, progress monitoring and differentiation, which supported significant growth on standardized tests (13% gains in Reading, 30% gains in Math from 2007 to 2009, across grades 3 through 8; 15% and 22% subgroup gains in Math from 2011 to 2012, across grades 3 through 5)
- Focused on individualized instruction which ensured that at least 97% of Kindergarten students met or exceeded end of year literacy benchmarks for three consecutive years (2009-2011)
- Consistently increased annual enrollment by actively recruiting and responding to stakeholder input



# Kimberly Douglas

## PROFESSIONAL PROFILE

- Highly effective school leader IMPACT rating four consecutive years, SY 2014-2018.
- Seasoned educator with more than 13 years administrative, career program management, and student services experience at the secondary level.
- Solid working experience as a school leader in a community with high expectations for students, staff, and stakeholders.
- Major strengths in relationship building, instructional leadership, data analysis, and community partnership development.
- Results-oriented team player with exceptional communication skills.
- Strong leadership skills with the ability to develop human and financial resources.
- Proven ability to strengthen organization effectiveness by promoting a collaborative approach to lesson planning, grounded in data, and utilizing a results-focused approach to differentiate instruction that ensures student achievement.

## PROFESSIONAL EXPERIENCE

August 2019 - Present

**Assistant Principal**, Phelps ACE High School

Washington, DC

- Established expectations related to LEAP seminars. She leads the CTE LEAP seminar
- Oversees and supports the following academic teams: English, social studies, and CTE
- Provides instructional feedback to teachers to strengthen their practice with some emerging evidence of improved practice among some teachers
- Spearheaded the implementation of the Hochman writing strategies to support our school-wide initiative related to evidence-based writing
- Provide PD to teachers, facilitated the development of a scope and sequence for LEAP teams, and supported teachers with implementation of the strategies
- Engaged, outreached, and invested in students, particularly students who demonstrate struggle.
- Promotes a positive, student-centered environment by holding high expectations for students and advocating for them when challenges are identified a challenge.
- Maintains a "students first" commitment in her work and promotes interventions to support students, and at times, wrestles with limited resources or limited availability of supports to find help for students.
- Partnered with both the Dean of Students and the Psychologist to develop processes for responding to students.

August 2014 - July 2019

**Assistant Principal of Literacy**, Brightwood Education Campus

Washington, DC

- Designed the 120-minute literacy block for a school of 750 students, with co-teaching and small group-instruction focus, which resulted in 24% increase in students scoring a 4-5 on the PARCC and a 24% decrease in the student scoring and 1-2 on the PARCC from SY 2015-2018
- Implemented the Hochman Writing initiative in grades 2-8 which resulted in 1.54 average point growth in evidenced-based research and writing on a 4-point scale from BOY to EOY for SY 18-19
- Partnered with Flamboyant to promote collaborative relationships with parents as partners in education with a focus on social and emotional learning
- Established partnerships with Reading Partners, the Literacy Lab, and the University of Maryland's PACT+ (Promoting Adolescent Acquisition of Text) Program to support the integration of research best practices in reading instruction for social studies, science, and English language arts
- Provides instructional coaching and support via LEAP to grade 6-8 literacy, special education, and English language learning teachers

- Supports teachers in assessing, diagnosing, and planning instruction for underperforming students
- Created school-wide literacy intervention programs that support the SST and RTI models
- Supervise the special education department, literacy coaches, reading specialists, library media science and blended learning departments
- Conducts informal observations and evaluations using the IMPACT framework
- Promotes ongoing professional learning related to CCSS and WIDA standards

August 2013 - August 2014

**Assistant Principal of Literacy**, Smothers EC

Washington, DC

- Created schoolwide literacy intervention program
- Coached and evaluated teachers on reading and writing instruction and assessment
- Supported activities and strategies to promote family involvement as stakeholder in the school community

April 2010 – June 2012

**Principal**, Shaw Middle School at Garnet-Patterson

Washington, DC

- Increased student access to technology during math and literacy instruction
- Developed a reading intervention initiative with three distinct reading programs
- Assessed and improved the school's data, collaborative planning, and teaching cycles
- Developed a master schedule that created common planning times for departmental and grade-level team collaboration
- Conduct classroom observations, analyze teaching methods and strategies, and provide or recommend professional development as needed
- Developed partnerships with John Hopkins University, City Year, and Communities in Schools to support the academic, social, and emotional development of students
- Developed a PBIS and student discipline management system that resulted in positive student behavior and celebrated staff and student successes
- Provided day-to-day leadership and development to a team consisting of 3 assistant principals, 30 teachers and staff

July 2008 – April 2010

**Assistant Principal**, Shaw Middle School at Garnet-Patterson

Washington, DC

- 7<sup>th</sup> grade administrator/supervisor of the science department and security staff
- Conducted pre and post conferences for teacher observations
- Developed and implemented a 90-day intervention plan for a struggling teacher
- Conducted student-data meetings with all students in the seventh grade to explain their DC-BAS results and set performance goals for the DC-CAS
- Created school policies that fostered a supportive and nurturing climate and school community
- Facilitated relationships between parents and Full-Service School staffers to develop shared responsibility among all stakeholders
- Recruited and interviewed prospective teacher and support staffers
- Implemented the Capital Gains pilot program. Responsibilities included: tracking students' academic performance, attendance and behavior; monitoring teachers' data submission, establishing bank accounts for students, and issuing student checks

August 2006 – June 2008

**Assistant Principal**, Charles Hart Middle School

Washington, DC

- Seventh-grade administrator of a 520-student middle school serving grades 6-8
- Primary responsibilities included but were not limited to: master scheduling, testing, instructional supervision, and student discipline
- Supervised daily collaborative planning meetings
- Facilitated staff in-service workshops on brief constructed responses and benchmark assessment data disaggregation
- Established a positive rapport with students, parents, and teachers to facilitate win-win outcomes of academic, social and behavior issues
- Supervised parent conferences, lead staff meetings, and facilitated 6-8 grade-level assemblies
- Observed employee performance, recorded observations, and conducted feed-back conferences
- Facilitated the development of a school-wide discipline action plan
- Selected as the **acting principal** upon departure of principal. Responsibilities included: managing end of year activities, close out, and student enrollment. Also facilitated transition team meetings with central office, Hart Middle School, and P.R. Harris Educational Center personnel

October 2000 – August 2006

**School-to-Careers Teacher**, Paul Laurence Dunbar Senior High School

Washington, DC

- Instructed juniors and senior students on workplace etiquette, resume writing, and interviewing skills
- Designed course materials for career exploration and employability skills curriculum for grades 10 through 12
- Evaluated and advised students via interviews, counseling sessions, tests, and other assessments
- Networked and established partnerships with universities, business, industry, and government agencies
- Coordinated career programs, internships, job shadowing, job-search placements, and work-site visits
- Gathered information, lead school's recruitment efforts and design academy brochures
- Modified existing college research and videography curriculum and coordinated pilot program with the National Visionary Leadership Project

September 1999 – October 2000

**Peaceable Schools Coordinator**, Student Intervention Services Branch

Washington, DC

- Conducted system-wide trainings on peer mediation, conflict resolution, and anger management
- Provided technical assistance to schools attempting to transform their buildings into peaceable schools
- Conducted focus groups with students, parents, and faculty members
- Analyzed focus group data and recommended program modifications

## EDUCATION

M. Ed. **Education Leadership**,  
B.A. **Social Sciences**

George Mason University, Fairfax, VA  
State University of New York at Stony Brook, NY

## CERTIFICATIONS & SPECIALIZED TRAINING

Urban School Leaders Institute, June 2016  
Administrative Services Credentials/K-12

Harvard University, Cambridge, MA  
DC State Education Agency