

Dr. Agnella Katrise Perera

- Letter of Interest
- Application
- Resume'
- Official Transcript of Terminal Degree

January 2017

Alabama Association of School Boards
PO Box 230488
Montgomery, AL 36123

Dear Dr. Jenkins & Huntsville City School District Board Members:

As a recently identified empty nester, I consider my self a free-agent superintendent candidate and I am seeking a right fit district. If given the opportunity to lead such a district, I desire to spend the next ten or more years building and leading a team of effective educators that will work to transform that school district to one not just of state prominence, but national prominence, as well. More importantly, I desire to serve a Board that will charge me to challenge all educators to ensure the success of every student, every day, in every classroom, and without excuses. Therefore, if you are looking for a superintendent, one that takes great pride in a personal commitment to servant leadership? If you are looking for a superintendent, one who takes pride in ensuring that ALL students are provided with a quality teacher to facilitate their learning and with an effective instructional leader/principal? If you are looking for a superintendent, one that believes that the only way to transform a community is by consistently providing a personalized high quality 21st Century education? If you are looking for a superintendent, one that has proven and demonstrated experiences being proactive in efforts to increase/improve student achievement and one who is results oriented, but doesn't chase test scores? If you are looking for a superintendent, one that has demonstrated a student centric philosophy; who embraces creativity and innovation in instructional models; who is approachable; who has demonstrated a collaborative track record with school boards and district staff, alike? If you are looking for a superintendent, one that.... prioritizes visibility; who is visionary; and who is a team builder.

If you are looking for superintendent, one that is willing to challenge the status quo or ineffective instructional practices with research based best practices and one who is a decision maker? If you are looking for a superintendent, one that is proactive and logical in resolving issues/concerns: who can prioritize decisions to ensure problems/issues are resolved? If you are looking for a leader who is a listener, a collaborator, a communicator, but doesn't accept excuses, and one who has a strong desire to be a part of the greater community? If you are looking for a superintendent, one that prioritizes building collaborative relationships with municipal leaders in the best interest of students and the community? If you are looking for a superintendent, one that is willing to foster community partnerships and to help strengthen its bond with the district by giving it a voice? If you are looking for a superintendent, one that has consistently demonstrated fiscal prudence in tight financial times; one willing to interact with legislators, business leaders, community leaders, and faith based leaders, alike If you are looking for a superintendent, who has a track record as an effective superintendent in Virginia (Isle of Wight County Schools) over the last four years; as an executive district leader, deputy superintendent in Virginia (Henrico County Public Schools); and as an area superintendent/school improvement officer (SIO) in Texas (Houston Independent School District) – then, I challenge you to look no further... **I am that person.**

With an exceptional track record of effectively building transformative leadership teams who are able to build upon district successes, consistently attracting/building quality human talent, prioritizing clarity and visibility, developing keen communications skills, developing strategic plans, increasing the efficiency of a school district budget and increasing its return on investment, seeking and procuring alternative funding sources, ensuring overall operations are maximized, and prioritizing resources for a safe and effective learning environment that promotes success for ALL students - it is a pleasure to submit my professional resume for the vacant superintendent position in Huntsville City School District. I believe that, upon review of my credentials and proven track record - you will recognize that my innovative, visionary, effective, efficient, and adaptable leadership skills will be a welcomed addition to an innovative and progressive school district, which will be of great importance in leading the district to the next level of excellence. By selecting me, you would be intentionally Investing in Continued Excellence & Innovation for ALL students in the district.

I see the opportunity in Huntsville City School District as an exciting one for a transformative servant leader. I believe that I can make a tremendous impact on the district by strategically and purposefully building upon systemic instructional

frameworks and building relationship/partnership opportunities. If invited to fill the position in Huntsville City School District, I believe that my greatest strength is my ability to identify and build effective leadership capacity in others, building on existing district successes, my ability to build bridges of collaboration in the community, my fiscal prudence, my insistence on communicating return on taxpayer investments, listening to innovative ideas to develop a 21st Century district-wide vision, and, most importantly - my belief that ALL children are entitled to a high quality education and that instructional technology should play a key role in making learning student centric or personalized. My life's work and passion is the education of young people, as I absolutely believe that only through relationship building can an educator design personalized, rigorous, and relevant content curriculum that will change the trajectory of individuals. I am positive the Huntsville City School District has seen this first hand for many students. I also believe that building a school community culture with teachers, students, staff, and community members built on trust, transparency, clear and frequent two-way communication can only contribute to the acceleration and sustainability of continued success. I trust you will agree that my effective experiences and my diverse leadership experiences and skills make me an excellent candidate for Huntsville City School District.

I would love the opportunity to discuss the potential of composing a collaborative vision for Huntsville City School District beyond 2020, to share my leadership experiences, and possibly meeting key community stakeholders. Until then, thank you in advance for your consideration. I look forward to hearing from you.

Yours in education,

A handwritten signature in black ink, appearing to read "A. Katrise Perera". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

A. Katrise Perera, Ed.D.

Alabama Association of School Boards Online Application

Perera, Agnella -

Date Submitted: 12/11/2016

Personal Data

Name: Dr. Agnella K Perera
 (Title) (First) (Middle Initial) (Last)
 Other name(s) under which transcripts, certificates, and former applications may be listed:
Other: Agnella K Lee
 (Title) (First) (Middle Initial) (Last)
Email Address:

Postal Address

Permanent Address

Number & Street:
 Apt. Number:
 City:
 State/Province:
 Zip/Postal Code:
 Country:
 Daytime Phone:
 Home/Cell Phone:

Present Address

Number & Street:
 Apt. Number:
 City:
 State/Province:
 Zip/Postal Code:
 Country:
 Phone Number:

Employment Desired

Closed Vacancy Desired:

JobID: 207

Administration: Superintendent of Huntsville City (Alabama) at Huntsville City

Date Last Submitted
 12/11/2016

Experience In Similar Positions
 6 years

Experience

Please list ALL relevant work experience beginning with the most recent.

| Current or Most Recent Position | | Employer Contact Information | | | |
|---|--|--|--|----------------------------|-----------------|
| McGraw Hill Education National Director of Urban Markets | | 8787 Orion Place Columbus, OH 43230 7477784767 | | | |
| Date From - Date To: | 12/2015 - 06/2017 (Total Yrs: 1+) | Full or Part Time: | | Last Annual Salary: | 160K+93K Bnfts. |
| Reason for Leaving: | My desire to lead a district and ensure ALL student achieve will not cease. I'm a career educator. | | | | |
| May we contact this employer? | No | | | | |
| Responsibilities/ Accomplishments at this Position | <p>** Note: The information included in the "date to" section above is invalid but was added because the program would not allow me to save the information without that field completed.</p> <p>In the time I have spent at MHE - I have effectively worked with 70 urban districts that serve more than 3.5million students, 70-superintendents and their associate superintendents; 7-different national associations and their executive directors/staff; numerous state association leaders; a marketing manager; numerous regional managers, and content reps.</p> <p>â€¢ Identified necessary goals and priorities of National Urban Market Initiative (NUMI) group that would guide the work</p> <p>â€¢ Designed strategic plan to strengthen relationships through engagement with urban districts</p> <p>â€¢ Developed and presented Thought Leadership topics during national/ state/ district associations</p> <p>â€¢ Collaborated with Sr. VP, Government Affairs, Marketing manager, PR Manager, and Regional Sales Managers on a plan to communicate the story of National Urban Market Initiatives (NUMI)</p> | | | | |

Alabama Association of School Boards Online Application

Perera, Agnella -

Date Submitted:

Experience Continued

Responsibilities/ Accomplishments at this Position continued...

- â€ Developed and outlined a budget that aligned with the strategic plan and goals of NUMI
- â€ Analyzed and supported business development efforts with research and professional insight
- â€ Served as a liaison to national education associations to broker sponsorship opportunities aligned with MHE goals
- â€ Coordinated across MHEâ s cross-functional teams to bring the breadth and dept of the organization
- â€ Analyze the performance of the MHE-client business relationships through opportunity closures and performance metrics with goals to establish tactical and strategic priorities and approaches

| Previous Position Held | | Employer Contact Information | | | |
|---|---|--|--|---|-----------------|
| Isle of Wight County Schools Superintendent | | 820 W. Main Street Smithfield, VA 23430 7578803695 | | Isle of Wight County School Board 7573578851 | |
| Date From - Date To: | 07/0011 - 06/2015 (Total Yrs: 4) | Full or Part Time: | | Last Annual Salary: | 154K+w/30K Bnfs |
| Reason for Leaving: | My mother fell ill - so I asked the board to relieve me of my contract to relocate closer to her. | | | | |
| May we contact this employer? | Yes | | | | |
| Responsibilities/ Accomplishments at this Position | <p>While serving 6,400+ total students (6400+ Students, 59% White, 35% African American, 3% Hispanic, 2% Native-American, 1% Asian, 1% Other, 42% Economically Disadvantage); 14 facilities (5-ES; 2-MS; 2-HS; 1-Alternative School; 1-Tech centers; 2-Gov. Centers; 1-SpEd Center) - my staff and I were able to accomplish a lot in IWCS. The following highlights capture that experience.</p> <ul style="list-style-type: none"> â€ Spearhead full-scope operations, instruction, safety, security, and efficient use of human talent â€ Standardized procedures for working with district school board to enhance communication and strategic planning â€ Gathered, analyzed and leveraged comprehensive data to execute critical decision-making activities â€ Supervised and consistently evaluated instructional program effectiveness to optimize teaching and learning â€ Consistently demonstrated the leadership capacity to improve the instructional programs, learning opportunities, and raise student achievement/growth levels â€ Effectively held self and all employees accountable for district achievement without diminishing the morale â€ Demonstrated collaborative leadership and strategically empowered others in decision-making â€ Retained 96% of faculty/staff through team-building initiatives and morale-boosting recognition | | | | |

| Previous Position Held | | Employer Contact Information | | | |
|--|---|--|--|---|-----------------|
| Houston Independent School District Area Superintendent/SIO | | 4400 West 18th Street Houston, TX 77092 7135566300 | | Dr. Dallas Dance (in Supe position in MD) 443.564.7274 sdallas@bcps.org | |
| Date From - Date To: | 06/2010 - 06/2011 (Total Yrs: 1) | Full or Part Time: | | Last Annual Salary: | 115,000 &16Kben |
| Reason for Leaving: | Recruited and extended a superintendent position in Virginia | | | | |
| May we contact this employer? | Yes | | | | |
| Responsibilities/ Accomplishments at this Position | <p>While serving a district with 210,000+ total students 62.4% Hispanic, 25.1% African American, 3.3% Asian, 8.1% White, 80.4% Economically Disadvantaged in 283 facilities (163-ES; 37-MS; 40-HS; 43-Combined/Other Centers); **Students in my cluster of schools totaled - 43,000+</p> <p>The following are highlights from my experience in HISD:</p> <ul style="list-style-type: none"> â€ Developed full scope of operations for my assigned cluster of schools in the 7th largest urban school district â€ Led cluster of schools w/43,000 students and team of principals in driving school improvement spanning areas | | | | |

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Perera, Agnella -

Date Submitted:

Experience Continued

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|---|--|---|--|---|------------------|
| Responsibilities/ Accomplishments at this Position continued... such as attendance, student learning, and teacher performance â€ Collabored with fellow Area Supes/SIOs to develop monthly professional leadership training, design a middle school framework, customize new principal assessment tool via McREL, and to collaborate w/in-external charters â€ Analyzed assessment data and non-traditional instructional models to guide campus-wide improvements to teaching and learning. â€ Facilitated quarterly staff evaluations and budget reviews in conjunction with principals â€ Represented district on NCAA Final Four Local Planning Committee and led sub-committees/programs | | | | | |
| Previous Position Held | | Employer Contact Information | | | |
| Henrico County Public Schools Deputy (Asst.) Superintendent; Principal at Elko Middle School & John Rolfe Middle School | | PO Box 23120 Henrico, VA 23120 8046523600 | | Marilyn Royal (retired in 2014) 8044058485 | |
| Date From - Date To: | 07/2004 - 11/2015 (Total Yrs: 6) | Full or Part Time: | | Last Annual Salary: | 155K & 20K benef |
| Reason for Leaving: | Recruited and extended a CO level leadership role; Given an opportunity to return home w/family. | | | | |
| May we contact this employer? | Yes | | | | |
| Responsibilities/ Accomplishments at this Position | <p>While serving 50,008 total students(50,100+ Students, 42.1% White, 36.1% African American, 9.3% Asian, 8.1% Hispanic, 48% Economically Disadvantaged) in 72 facilities (46-ES; 12-MS; 9-HS; 2-Tech centers; 3-program centers) the highlights as a district leader are as follows:</p> <p>â€ Supervised all Director(s) of Elementary Education, the Directors of Secondary Education, the Director of Career and Technical Education and the Director of Research and Planning</p> <p>â€ Represented the Superintendent in his absence</p> <p>â€ Provided leadership in administering the overall policies affecting the professional staff in areas relating to curriculum, instruction, and learning</p> <p>â€ Provided leadership in the development of a philosophy toward teaching and learning which is in keeping with the established goals of the school system as determined by the County School Board of Henrico County and the Superintendent</p> <p>â€ Collaborated with staff members in coordinating and implementing curriculum offerings throughout the system in harmony with the accepted philosophy and goals of the School Board</p> <p>â€ Worked with the Department of Research and Planning in the determination of techniques and the production of such instruments as will be needed for the evaluation of the instructional program in the school system</p> <p>â€ Accepted responsibility for the preparation and coordination for the part of the annual financial plan related to elementary, secondary, technical education, and special education</p> <p>â€ Administered the instructional program for the school division</p> <p>The highlights from my service as a building level leader at Elko MS and Rolfe MS are as follows:</p> <p>â€ Identified and created best practices for teaching/instruction, evaluated and supervised teachers, pioneered school's vision and mission, and led staff development activities for 85+ staff members</p> <p>â€ Devised school improvement plan, resourcefully implemented a school-wide mentoring program, and launched student and teacher best practices recognition effort to boost morale and overall success</p> <p>â€ Partnered with administrative team to implement school-wide discipline plan in precise alignment with Code of Student Conduct</p> <p>â€ Championed innovative and proactive efforts to retain 98% of faculty during tenure</p> <p>â€ Proactively defined best practices for instruction and conducted regular teacher evaluations</p> <p>â€ Implemented school-wide discipline plans which rapidly decreased disciplinary referrals by 20%plus</p> <p>â€ Developed and delivered assigned professional development activities for 129 faculty/staff members</p> <p>â€ Retained 88% of faculty through team-building initiatives and morale-boosting recognition.</p> <p>â€ Collaboratively designed, developed and facilitated student instruction and learning assessment</p> | | | | |

Alabama Association of School Boards Online Application

Perera, Agnella -

Date Submitted:

Experience Continued

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|--|--|---|--|--|--------|
| Previous Position Held | | Employer Contact Information | | | |
| Henrico County Public Schools Assistant Principal | | PO Box 23120 Henrico, VA 23120 8046736400 | | Dr. Mark Chamberlain (Retired in 2013) 8046523600 | |
| Date From - Date To: | 07/2001 - 06/2004 (Total Yrs: 3) | Full or Part Time: | | Last Annual Salary: | 56,500 |
| Reason for Leaving: | I was extended an opportunity to lead my own school within the district. | | | | |
| May we contact this employer? | Yes | | | | |
| Responsibilities/Accomplishments at this Position | While serving Short Pump Middle School - 1,940+ students - the following highlight my experiences: â€¢ Developed and facilitated professional development activities and performance evaluations for 130+ personnel â€¢ Administered iBook teaching and learning initiative, K12Planet program, SOL remediation and Algebra Readiness tutorial programs â€¢ Supervised activities and transportation for 1,600+ students, participated in preparing school reports, organized fundraising initiatives, and assisted with building maintenance, distribution and use of equipment/supplies, and fiscal account administration â€¢ Prepared and maintained master teaching and school calendar | | | | |

| | | | | | |
|--|---|---|--|---|--------|
| Previous Position Held | | Employer Contact Information | | | |
| Henrico County & Charlottesville City Schools Teacher | | Dairy Road Charlottesville, VA 22901 4342452400 | | HCPS -Phil Jepson (Retired from HCPS); CPS - Mozell Booker (Retired in 2003) 8043492465 | |
| Date From - Date To: | 08/1994 - 06/2001 (Total Yrs: 7) | Full or Part Time: | | Last Annual Salary: | 38,500 |
| Reason for Leaving: | My family relocated to Richmond(CPS);Offered an opportunity to become an AP at Short Pump Middle (HC | | | | |
| May we contact this employer? | Yes | | | | |
| Responsibilities/Accomplishments at this Position | Leading the facilitation of learning at Byrd MS - 1,400+ and at Walker Upper ES - 700+ as a classroom teacher, I facilitated and coordinated daily instruction, assessment(s), and lesson planning that aligned with school/district/state goals and data output in the areas of English, Reading, and Social Studies in a variety (5-8) of grades. | | | | |

| | | | | | |
|--|--|--|--|--|--------|
| Previous Position Held | | Employer Contact Information | | | |
| JCPenney Co Supervisor of Advertising & Store Decor | | 1639 Rio Rod; Fashion Square Mall Charlottesville, VA 22901 8003221189 | | Mr. Reynolds (I am sure he retired by now) 8003221189 | |
| Date From - Date To: | 09/1991 - 05/1993 (Total Yrs: 2) | Full or Part Time: | | Last Annual Salary: | 18,000 |
| Reason for Leaving: | I returned to graduate school to pursue a masters in education degree. | | | | |
| May we contact this employer? | Yes | | | | |
| Responsibilities/Accomplishments at this Position | * Supervised 3 Employees *Prepared the run-of-paper ads *Planned and initiated store events as designated by corporate | | | | |

Alabama Association of School Boards Online Application

Perera, Agnella -

Date Submitted: _____

Experience Continued

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|---|--|---|------|------------------------------|-------|
| Previous Position Held | | Employer Contact Information | | | |
| University of Louisiana (formerly Northeast Louisiana University) Graduate Assistant Womens Basketball Coach | | Ewing Colliseum Monroe, LA 71243 3183425406 | | Roger Stockton 3187289444 | |
| Date From - Date To: | 06/1990 - 06/1991 (Total Yrs: 1) | Full or Part Time: | Full | Last Annual Salary: | 8,300 |
| Reason for Leaving: | Relocated to Virginia after my wedding. | | | | |
| May we contact this employer? | Yes | | | | |
| Responsibilities/Accomplishments at this Position | Collaboratively worked with 12 student athletes, assisted 3 coaches, and supervised 2 team managers. | | | | |

Education History

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|--|---|
| <ul style="list-style-type: none"> * Degree Type * Name of Institution * Field of Study * Year Conferred or Expected | Ed.D. Virginia Tech Education Leadership & Policy Study 2014 |
|--|---|

| | |
|--|--|
| <ul style="list-style-type: none"> * Degree Type * Name of Institution * Field of Study * Year Conferred or Expected | Master's Virginia Commonwealth University Administration and Supervision 2003 |
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|--|--|
| Degree Type Name of Institution Field of Study Year Conferred | Master's Mary Baldwin College Teaching/Education 1995 |
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| | |
|--|--|
| Degree Type Name of Institution Field of Study Year Conferred | Bachelor's University of Louisiana Merchandising & Marketing 1990 |
|--|--|

| | |
|--|--|
| Degree Type Name of Institution Field of Study Year Conferred | |
|--|--|

Alabama Association of School Boards Online Application

Perera, Agnella -

Date Submitted:

Statement

Tip: Use your word processor to copy and paste in your answers. Copy your answers from the word processor and then hit CTRL+V for PC or OpenApple+V for Mac to paste.

1. What personal characteristics define an excellent administrator?

Although the selection and training of excellent or effective leaders is widely recognized as one of public education's most pressing problems and there is surprisingly little agreement among boards, stakeholders, or education leaders on what makes a good or excellent administrator, according to the Institute for Educational Leadership. Nonetheless, when I reflect upon my experiences as an educational leader and, in general, those of my profession, there are a few administrative qualities that are commonly acknowledged.

1) A good or excellent administrator â EMPOWERS OTHERS.

â It begins with hiring people who have potential capacity to grow and lead; help them build on that capacity and let them shine. When I have people on my team who feel empowered, who have a feeling of purpose, desire, direction, and an internal drive to make things happen that align with the direction our team has set â then, I no longer need to be in the forefront.

2) A good or excellent administrator â IS ABLE TO LEAD A TEAM THROUGH COMPLEX SITUATIONS AND AS A RESULT, STUDENTS BENEFIT.

â In every leadership position (prior to and currently) I have held - I worked to build the capacity to lead effectively no matter the district challenges or successes. In fact, I welcome challenges and the opportunity to collaborate with others for the success of ALL students. As noted in my professional credentials, I have a proven collaborative record of success in challenging and complex districts, as indicated in my:

â Record as district superintendent for Isle of Wight County Schools (IWCS), proficiently overseeing 6,400+ students, 1,100+ employees, and \$66M+ budget with no significant audit opinions during national/state/local economic restraints.

â Record leading IWCS district to the 14th (up from 48th) ranked out of 134 school districts; ranked 4th academically out of 17 districts in Region II, decreasing the overall dropout to below 3% points, and improving on-time graduation rate to 93% points and overall to 96% points.

â Record of increasing IWCS students opportunities to enroll in 2-4 year college by almost 75%, expanding dual enrollment opportunities by 64%, doubling student pass advance rates, and leading the district to achieve accreditation each year, as superintendent.

â Record of successfully leading the only district in Region II to launch 1:1 iPad initiative for all IWCS students in grades 9 through 12; extending core content access and eLearning opportunities to grades K-8

â Record of being invited to serve on four national leadership organization (NASS, DALI, CIO, SLEE & CoSN) executive advisory boards.

â Record of collaborating to improve efforts in targeted cluster schools comprised of more than 43,000 students in the urban (7th largest in the nation) public school setting of Houston Independent School District (HISD).

â Record of orchestrating start-up, solicitation of funding, and opening of an internal charter school for single gender S.T.E.M School while in HISD (7th largest in nation) and the planning of a school wide STEaM curriculum in IWCS.

â Record of successfully guiding "at-promise" schools to full accreditation and NCLB Excellence urban/suburban public school, while in Henrico County Public Schools (IWCS; HCPS; HISD).

â Record of planning, developing, and implementing mission, vision, and curriculum for three new schools (HCPS, HISD, & IWCS).

â Record of being recognized as NASS 2015 National Superintendent of the Year (IWCS) and Instructional Leader-of-the-Year in Henrico County Public Schools and nominated for regional award (HCPS).

â Record of successfully piloting gifted & talented enrichment programs, remediation programs, and S.T.E.M. and Pre-AP curriculum (HCPS, HISD, & IWCS).

3) A good or excellent administrator â IS ABLE TO HELP CHANGE THE TRAJECTORY OF SCHOOLS &/or A DISTRICT TO MAXIMIZE STAKEHOLDERS RETURN ON INVESTMENT.

â As superintendent in Isle of Wight County Schools â IWCS- (5,600+ Students, 59% White, 35% African American, 3% Hispanic, 2% Native American, 1% Asian, 1% Other, 42% Economically Disadvantage), from July of 2011 â until now my record shows that I led the district to the number four academic ranking (up from ninth) out of fifteen school districts in our region, and to the 14th ranked district out of 134 school districts in the state of Virginia; decreased the dropout rate to less than 3% while improving the on-time graduation rate to 93% - up from 86% in less than four years; implemented an 1:1 iPad initiative for all 9th -12th graders in 2012 and subsequently provided access to K-8 grades; increased students attending a two-four year college by 23%, expanded online course opportunities; expanded dual enrollment opportunities by 72%, and led the division to full accreditation each year by assuring curricular design, instructional strategies from content specialist, and learning environments are infused with appropriate technologies to maximize engagement and student learning. The achievements in IWCS afforded EVERY child an improved learning environment, increased rigor, aligned curriculum, increased engagement opportunities, individualized learning, and leveled the technology access playing field â

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Perera, Agnella -

Date Submitted:

1. What personal characteristics define an excellent administrator?

Anytime/Anywhere learning.

While in the 7th largest district in the nation, Houston ISD (210,000+ Students, 62.4% Hispanic, 25.1% African-American, 3.3% Asian, 8.1% White, 80.4% Economically Disadvantaged) and the largest district in Texas, as an Area Superintendent/SIO - I served a cluster of schools that housed over 43,000+ of HISDs students. During my tenure, I was able to contribute to improving and stabilizing the middle school enrollment, increasing the at-or-above grade level reading and math scores by 8%, and decreasing the dropout rate by 3%. I led the start up and initial opening of the 6th -12th grade All-Female College Preparatory Academy. The most rewarding of my experiences in HISD was that I was able to contribute to the development of a comprehensive secondary reform plan to turnaround some of the lowest performing schools -known as Apollo Schools- in partnership with Harvard University. In order to achieve this, I worked collaboratively with the curriculum, instruction, and assessment departments to revamp and develop a rigorous K-12 curriculum aligned to state and national standards.

As a strategic and results oriented education leader, who makes informed decisions in the best interest of ALL students, the potential to accomplish great things and to serve effectively are abundant. The capacity to lead effectively begins with ME.

2. From your point of view, how important is technology in education? What technology-related skills can you contribute to a school district?

In an era of constant technological changes, ever-expanding globalization, and information access anytime/anywhere have all brought about a major paradigm shift in public education. As a superintendent and educational leader - being visionary beyond the here/now, knowing how to realign and garner eLearning curriculum resources, provide appropriate access to authentic assessments, having a keen sense of PD needs, and being able to prepare students for unknown future careers that will be inclusive of technological access is more important and challenging now than ever before.

As an experienced and effective superintendent, who prides herself on being visionary and having an ability to build the necessary team to carry out a 21st Century vision. Since 2001 in Henrico County (VA), I have had an opportunity to collaborate with educational leaders for the last 15-years to envision, design, develop, prioritize, seek funding, build community consensus, and to implement the infusion of technology (1:1 initiatives) into public education. I know that curriculum programs must be tweaked for fluidity, classroom set up must be encouraged to be flexible, content learning must be facilitated, educators must be supported to take risk and provided PD, connectivity must be extended to all, rigor must be facilitated and personalized, assessments must be performance based, collaboration and problem solving skills are critical to best engage and empower all 21st Century students. I know that the districts goals, priorities, beliefs, and budgets must be aligned with such a bold vision.

In my most recent experience, as a superintendent in Isle of Wight County Schools, my leadership team and I readily took calculated and strategic risk with 1:1 initiatives; had to quickly understand the change process; had to clearly communicate it to others with confidence; had to frequently defined what 'will be' instead of the 'what is; had to support those who were willing to take risk with different instructional and assessment models, had to ensure all necessary resources were available; had to consistently reminded all that a single learning tool cannot replace an effective teacher nor yield increased performance â but it would likely increased engagement and allow for personalize learning; had to prioritize investing in ALL students learning opportunities; and had to fully embrace instructional practices that encourages full access to eLearning resources for innovation, problem solving, increased rigor, and creative learning/assessment opportunities. Most critically, along with the Board, I had to communicate clearly to many educators that the eLearning tools could never replace a teacher â but teachers who didn't utilize eLearning tools would be replace by those who would maximize and infuse them into daily instruction effectively.

Although, there were many times it felt like we were in an airplane buzzing down the tarmac and the wings were not yet assembled â we did eventually get "lift." Thus far, and noticeably in the performance data, the students were 'flying without the wings' fully assembled and proved that the risk taken were not in vain. After conducting a thorough needs assessment analysis of a technology infusion plan of action, I began first with building a team with existing staff. One of the professional charges I take most seriously is to continuously identify high quality human talent, maximize existing talent, and if necessary - recruit human talent and to hire/sustain them in high impact positions to carry out a vision. Being an experienced and effective superintendent, I know this skill set is critical for the overall long-term success of any district. Therefore, a superintendent must be prepared to lead that charge because doing what has always been done will not yield different or the necessary skill set for the 21stCentury student or as they are known as millennials. This necessity is especially when you are working to extend a quality education to ALL students, who have access to and who show up with knowledge at their fingertips. I willingly offer my varied practical experiences, learned lessons, and knowledge of how to infuse technology into public education.

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Perera, Agnella -

Date Submitted:

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Referrals

How did you hear about employment with us?

Other: Contacted by AASB rep; retire
superintendent in Alabama referred me

Disclosures

Contract Status

* Are you currently under contract?

Yes

If Yes, when does it expire?

June 2017

When may your present employer be contacted?

When named finalist

Professional Status

* Have you ever been dismissed, asked to resign a position or resigned to avoid termination?

No

If Yes, explain:

* Have you ever had a teaching certificate or teaching license revoked or suspended?

No

If Yes, explain:

* Do you have any relative(s) working in the school system?

No

Name:

Position:

Relationship:

Legal Information

Please note: Applicants are not obligated to disclose sealed or expunged records.

* Are you eligible to work in the United States?

Yes

* Have you ever pled guilty or nolo contendere to or been convicted of a felony or misdemeanor?

No

If yes, explain, giving dates:

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Perera, Agnella -

Date Submitted:

Legal Information continued

Please Note: A conviction will not necessarily bar you from employment. Facts, such as date of occurrence and rehabilitation will be considered. This information will be used only for job-related purposes and only to the extent permitted by applicable law.

* Have you ever had any indicated finding of child abuse filed in your name?

No

If yes, explain, giving dates:

* Does your name appear on any Sex Offender Database in any state or country?

No

Applicant's Acknowledgment and Agreement

By checking the box below, candidate authorizes the school district to conduct an investigation of candidate pursuant to The School Code to determine whether candidate has been convicted of any criminal or drug offenses as set forth in such statute, and, upon request, agrees to execute an investigation authorization form as a condition for candidate's employment. The School Code also stipulates that the School District perform a check on the Statewide Sex Offender Database. Candidate may not be employed unless such investigations have been initiated.

I certify that the information given by me in this application is true in all respects, and I agree that if the information given is found to be false in any way, it shall be considered sufficient cause for denial of employment or discharge. I authorize the use of any information in the application to verify my statement, and I authorize past employers, all references and any other person to answer all questions asked concerning my ability, character, reputation, and previous employment record. I release all such persons from any liability or damages on account of having furnished such information.

I, Agnella Perera, agree to all of the terms above.

☒ I agree

Career Achievements

Describe your educational philosophy.

In response above question regarding a description of my philosophy of education - I offer the five themes that embody my philosophy of education and are aligned with my leadership style. My leadership style and educational philosophy evolved from my experiences via the many initiatives and activities that I have experienced. By observation, introspection, and experimentation, I have developed a paradigm that is inclusive, collaborative, and proactive. I have a

1. Belief in the concept of servant leadership, i.e., one who serves first. A key tenet in my approach to schooling is that all organizations are built by people and they are meant to serve people. While a single person can play a pivotal role in the transformation of an institution or organization, no one person can enact change or maintain excellence without the shared leadership of other colleagues. Servant leadership requires listening, consensus building, ethical decision-making, and the building and maintenance of a sense of community. While it is often seen as "soft", it requires the creation of vision, the setting of challenging goals, the sharing of data and performance and skill with conflict resolution.

2. Belief that educational leadership should be focused on achieving effective educational and social outcomes for ALL children. Educational leadership should focus on the individual learning, psychological, social, and emotional needs of each and every student. School learning communities must foster high expectations for all students, but they also must incorporate an ethic of care that recognizes that not all students are the same and values those differences. I believe that schools should always facilitate the creation of effective curricula and learning environments and who can successfully include ALL families and communities in the education of their

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Describe your educational philosophy.

children. Overall, I hold a fundamental belief in the value of education not a means but only as the beginning of endless potential. The following quote expresses my belief in the importance of education: "Education is a companion no misfortune can depress, no crime can destroy, no enemy can alienate, no despotism can enslave, at home a friend, abroad an introduction: in solitude a solace, and in society an ornament. It chastens vice, it guides virtue, and it gives, at once grace and government to genius." Joseph Addison

3. Belief in access and community outreach. Public education has both the responsibility to the individual and the greater community. In addition to sharing knowledge with students, education consists of addressing the needs and inequities in our society. The primary emphasis of schooling should be to effectuate the full potential of ALL students. The complexities of our increasingly diverse and economically stratified society mandate that all students, regardless of their differences from "mainstream" society, be given the opportunity to become successful in their education and in society at large. School staff and students need to be connected to the outside world through cooperative ventures such as service-learning and innovative community partnerships.

4. Belief in the need to think long-term, decisively, beyond the day's crisis â to think in terms of renewal. Several challenges await us, some known, some unknown, yet how we respond to and prepare today's students for these challenges will have a major impact on our continued success as a country. Of the changes likely to occur during the next 25 years in American society, the ones that I believe will have the most impact on public education are the changing demographics and the impact of technology on teaching and learning. In addition, our growing global interdependence will increase as the complexity and as the number of international economic transactions grow. For this reason, I believe we should be preparing our students to successfully function in a global economy.

5. Belief in placing a heavy emphasis on the intangibles of vision, values, and relationships, especially team development (This team includes the community, school board, and the entire school district). Multidisciplinary and interdisciplinary intellectual activity is an indirect sign of a healthy school district. My fondest hope is that as a team facilitator I could be a gatherer of talent, a source of inspiration, a facilitator of learning, and a helper to others, as we strive to forge a path to a sustainable and viable future of ALL students and district stakeholders.

What leadership skills and traits would you bring to this position?

While reflecting upon my twenty-plus years of experience as an educator, I would be remised at capturing my executive leadership experiences, if I did not also share my first classroom experience, which set the tone for my career. With that, I begin in my first classroom Room 201-2 at Walker Upper Elementary School in the fall of 1994. One week before the school year began â I was hired, given the keys to my room, extended an allotment of textbooks, provided with a handwritten list of students, a new grading book, the directions to the storage room where the rolls of bulletin board paper were kept, an overhead projector with two dry erase markers, a box of paper for copying and expected to last the whole year, a receipt booklet and accompanying fee envelop, a sandwich bag of first-aid items, a brand new box of chalk, and a statement from the principal that haunts me, but fuels my morale imperative, too â "... do not fail these kids."

As a long time believer in the phrase â when preparation, qualifications, and opportunity intersect it equals' successâ I have unknowingly prepared myself for the leadership opportunity in Huntsville City School District for numerous years. When I began my journey as an educator in 1994, as a teacher, I unknowingly began to develop the tone for leadership capacity; and more recently, I continued to build upon my leadership capacity through my work as a superintendent in Isle of Wight County Schools that I believe will contribute to my potential success. Each diverse experience from 1994 to now, as the National Director for Urban Markets with McGraw Hill Education, has allowed me to fine tune and develop into an effective education leader.

I feel that the specific executive experiences and administrative opportunities have contributed to my preparation for the role of superintendent in Huntsville City Schools. They are included in the subsequent paragraphs. As a corporate leader with McGraw Hill Education as their National Director for Urban Markets â I have:

- â Identified necessary goals and priorities of National Urban Market Initiative (NUMI) group that would guide the work
- â Designed strategic plan to strengthen relationships through engagement with urban districts
- â Coordinated across MHE's cross-functional teams to bring the breadth and depths of the organization
- â Developed and presented Thought Leadership topics during 3-state associations and at 2 national association events
- â Collaborated with Sr. VP, Marketing manager, PR Manager, and Regional Sales Managers on a plan to communicate the story of National Urban Market Initiatives (NUMI)
- â Developed and outlined a budget that aligned with the strategic plan and goals of NUMI
- â Analyzed and supported business development efforts with research and professional insight
- â Served as a liaison to national education associations to broker sponsorship opportunities aligned with MHE goals
- â Analyze the performance of the MHE-client business relationships through opportunity closures and performance metrics with goals to establish tactical and strategic priorities and approaches

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What leadership skills and traits would you bring to this position?

â€¢ Develop and maintain relationships with key district leadership to generate and develop ideas

â€¢ Advise clients (Director to C-level) on strategic considerations, best practices and lessons learned for building effective curriculum integration and implementation;

â€¢ Proactively seek opportunities to deepen client relationships and "elevate the conversation" within client organizations;

â€¢ Support business development efforts with research and "insider" insights to assist with generating, qualifying and closing opportunities;

â€¢ Analyze the performance of the company-client business relationship through opportunity closures and performance metrics with goal to establish tactical and strategic priorities and approaches.

As the SUPERINTENDENT in Isle of Wight County Schools, along with my team, I led the division to the number four academic ranking in our region, the number 14-ranking in the state, decreased the overall dropout rate to below 3%, improved the on-time graduation rate to 93% and over all rate to 96%; implemented a 1:1 iPad initiative for all 9th -12th graders and a year later extended full access in grades K-8, expanded online course opportunities, expanded dual enrollment opportunities, and led the division to full accreditation each year of my tenure by assuring curricular realignment, engaging and culturally relevant instructional strategies, and providing student learning environments that integrates appropriate technologies to maximize student learning through engagement.

While in the 7th largest district in the nation, Houston ISD and one of the largest in Texas, as an AREA SUPERINTENDENT/SIO - I served as an area superintendent in charge of school improvement where I supervised a cluster schools that housed over 43,000 of HISD's 210,000+ students. During my tenure, I was able to contribute to improving and stabilizing the middle school enrollment, increasing the at-or-above grade level reading and math scores by 8%, and decreasing the dropout rate by 3%. I was charged with leading the startup and opening of the 6th -12th grade All-Female College Preparatory Academy. The most rewarding of my experiences in HISD was that I was able to contribute to the development of a comprehensive secondary reform plan to turnaround some of the lowest performing schools (Apollo Schools) in partnership with Harvard University within culturally/ethnically diverse greater-Houston communities. In order to achieve this â I worked collaboratively with the curriculum specialist, instructional specialist, ELL/ESL specialist, assessment department, and the community engagement department to develop a rigorous K-12 curriculum that was aligned to state and national standards.

As a building level PRINCIPAL & DISTRICT LEADER in Henrico County Public Schools, I was selected to lead the charge to academically turn-around two different ethnically and economically diverse schools, extended an opportunity to open a brand new building, and as a district leader contributed to a district-wide instructional framework for academic improvement. I was able to succeed along with my staff/colleagues because we:

â€¢ Formulated/cultivated/identified 'best practices' teaching/instruction and administered teacher evaluation/supervision

â€¢ Provided a model of instructional leadership for the faculty and aligned instructional expectation

â€¢ Cultivated the original vision/mission for success and developed/formulated a school improvement plan

â€¢ Utilized data to develop core content curriculum and improve instruction

â€¢ Collaborated with faculty and staff to promote a positive and safe learning environment

â€¢ Collaborated with administrative team to implement a school-wide discipline plan and aligned it with the districts Code of Student Conduct plan

â€¢ Collaborated with faculty, stakeholders, and community/faith based leaders to develop the mission, and vision for the new school

â€¢ Collaborated with stakeholders and community/faith based leaders to promote good school/community relations

â€¢ Investigated and implemented a school-wide mentoring program

â€¢ Collaborated with leadership team to design, develop and facilitate on-going staff development activities

My educational leadership experiences have been diverse from a district with only 2,500+ students in 1994 in Charlottesville (VA) to a district with over 210,000+ students in Houston ISD and corporate leadership. No matter my role, the size of the district, the challenges faced, the diversity of all stakeholders, or the successes/failures along the way â I proactively sought ways to increase my leadership capacity to best serve ALL students and stakeholders. I knowingly submit my qualifications and desire to lead Huntsville City Schools. I believe Huntsville can be a model for excellence in public education not only in Alabama â but in the nation. Although, I know that the trajectory for improved achievement in a diverse community cannot be accomplished alone and that learning is a multivariate phenomenon â I know the accountability for any level of district/state/national achievement will directly begin with the leadership traits withinâfME!

List your major career accomplishments.

There are many leadership accomplishments in my professional career for which I take great satisfaction but I honestly realize that nothing great is ever accomplished alone. Nevertheless, I felt/feel the greatest sense of accomplishment(s) when:

1 ~ I empower others. It begins with hiring people who have the capacity; help them build that capacity and let them shine. When I have people on my team who feel empowered, who have a feeling of purpose and desire and direction and want to make things happen with

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List your major career accomplishments.

the direction we set as a team - then I no longer need to be in the limelight.

2 ~ I successfully led my team through complex situations. In every leadership position I have held - I worked to build the capacity to lead effectively no matter the division/district challenges or successes. In fact, I welcome challenges and the opportunity to collaborate with others for the success of ALL students. As noted by my professional credentials, I have a proven record of success in challenging and complex districts, as indicated in my stellar:

- * Record of success leading challenging schools as a principal and having schools recognized as a 90-90-90 school
- * Record of success at all levels as a teacher, principal, district leadership, and superintendency
- * Record of managing complex projects - opening new schools, bold and innovative initiatives, engaging the community
- * Record of implementing innovative learning opportunities for students
- * Record of instilling a sense of Failure Is Not An Option with all stakeholders
- * Record of building community trust and commitment
- * Record of restoring trust, faith, and transparency
- * Record of advocating for ALL students
- * Record of building developing productive community partnerships
- * Record of working with ALL students and families

3 ~ I effectively led in diverse settings. While in Houston ISD and in Richmond (Henrico), I had the pleasure of collaborating and leading schools with diverse populations, socio-economics variations, and moderate to high numbers of ELL student. Nonetheless, I sought best practices to ensure that ALL students were successful and demonstrated consistent student achievement and growth. In order to achieve this the following proven best practices were established for ALL:

- * High expectations set for ALL students on classroom, state, and national academic standards, promotion, graduation, and post-graduation paths
- * Establish S.M.A.R.T Goals for all objectives and monitor closely
- * Learned, studied, attended workshops, and made PD available that focused on cultural language backgrounds of ELLs, serving diverse socio-economic needs of students, and serving students with diverse ethnic backgrounds
- * Ensured that language support resources and systems were strategically utilized
- * Provided comprehensive instruction at a level commensurate with ELL skills, ability levels, and culturally inclusive
- * Realigned curriculum, assessments, and interventions to meet the needs of ALL students
- * Facilitated parental involvement and active participation in student education
- * Enhanced cultural pride by encouraging teachers/principals to utilize culturally relevant materials, activities, and presentations
- * Ensured differentiated instructional methods were used by all teachers for students of all levels of academic success
- * Ensured that instructional staff could relate to/with/and engage students during instructional time
- * Sought the help and resources when necessary

4 ~ I helped change the trajectory of the schools and a division.

* As superintendent in IWCS (6,500+ Students, 59% White, 35% African American, 3% Hispanic, 2% Native American, 1% Asian, 1% Other, 42% Economically Disadvantage), I led the division to the number four academic ranking out of fifteen divisions in my region, to the number 14-ranking out of 134 school districts (up from 48th in 2011); decreased the dropout rate by 6%, improved the on-time graduation rate by 4%, implemented an 1:1 iPad initiative for all 9th -12th graders, increased students attending a two-four year college by 23%, expanded online course opportunities, expanded dual enrollment opportunities by 72%, and led the division to full accreditation each year by assuring curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize student learning. The achievements in IWCS afforded every child an improved learning environment, increased rigor, aligned curriculum, and leveled the technology access playing field to 24/7 ~ Anytime Anywhere Learning.

* While in the 7th largest district in the nation, Houston ISD (205,000+ Students, 62.4% Hispanic, 25.1% African-American, 3.3% Asian, 8.1% White, 80.4% Economically Disadvantaged) and the largest district in Texas, as SIO - I served as an area superintendent. During my tenure, I was able to contribute to improving and stabilizing the middle school enrollment, increasing the at-or-above grade level reading and math scores by 8%, and decreasing the dropout rate by 3%. I led the opening of the 6th -12th grade all-female college preparatory academy. The most rewarding of my experiences in HISD was that I was able to contribute to the development of a comprehensive secondary reform plan to turnaround some of the lowest performing schools (Apollo Schools) in partnership with Harvard University. In order to achieve this, I worked collaboratively with the curriculum, instruction, and assessment departments to develop a rigorous K-12 curriculum aligned to state and national standards.

5~ I was able to revitalize a school community. The work in IWCS was challenging ~ but yet, rewarding. Revitalizing a school district that had been traumatized by the economic recession, significant management problems, ineffective leadership, stagnant student achievement, and draconian budget cuts required the ability to make very difficult decisions while concurrently creating solid school community relationships and building public confidence. I departed confident that the district is on an improved trajectory, both financially sound and educationally effective. The success of the district has revitalized community stakeholders to engage in the

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List your major career accomplishments.

process of continuous school improvement. There are numerous community and parental groups that have formed in the last four years â Parents for IWCS; WatchDogs; Parent Advisory Council; County Council of PTAs; Budget Stakeholders; Superintendent Advisory Council; and the largest contributor â the IWCS Foundation. These groups would not exist had we, as a school district, not been able to demonstrate competent educational, fiscal, and political judgment coupled with a candid search for continuing improvements. As a strategic and results oriented education leader, who makes informed decisions in the best interest of ALL students - the potential to accomplish great things is abundant. The capacity to lead effectively, I honestly believe it begins with the leader(s).

List honors and awards you have received during your career.

â 2016 - University of Louisiana Legend Recognition
â 2015 - NASS Superintendent-of-The-Year
â 2014 & 2015 - CIO Summit Recipient
â 2014 - US DOE Connected Superintendent Finalist
â 2014 - Selected for the AASA National Superintendent Certification Cohort
â 2010 - Virginia Level II Principal of Distinction
â 2009 - Instructional Leader-of-the-year for Henrico County Public Schools
â 2008 - R.E.B. Award Nominee for Instructional Leadership Excellence
â 2007 & 2008 - Instructional Leader-of-the-Year at Elko Middle School
â 2003 - Present Phi Kappa Phi National Honors Society

List the professional organizations of which you are or have been a member.

â District Administrators Superintendents Consortium
â Association of American School Administrators
â National & Texas Alliance of Black School Educators
â Consortium of School Networks
â School Leaders for Excellence in Education
â A+ Leadership Consortium
â Texas Association of Black School Educators
â National Association of School Superintendents
â National & Virginia School Board Association
â American Education Research Association
â Hispanic Administrators Association
â Texas Association of School Administrators

List the community activities you are involved in.

As an active community and school leader, I found great pleasure in serving on committees to help with family assistance, feeding the needy, speaking at local churches, being active in the local chamber of commerce, participating in municipal government affairs, and volunteering time to assist youth with a variety of sports.

| | |
|---|---|
| What is your current base salary? | 160,000 |
| How many employees report directly to you? | 2 |
| How many employees are you responsible for? | Assisting - 1-Marketing Manager; Regional Sales Managers; Content reps, etc |

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Superintendent Certificate

* Do you hold an Alabama superintendent certificate?

No

If yes, please provide your social security number for verification purposes.

will apply

If you do not hold an Alabama superintendent certificate, are you eligible for one? (You may call the Alabama Department of Education at 334-242-9700 to verify)

Yes

* Do you hold a superintendent certificate in another state?

Yes

If yes please complete the following:

State:

VA; TX; MD; NC(pending)

Certificate Number:

VA-DS.0600631; MD-9000; TX-ID=SSN;
NC-Pending

Expiration Date:

06/31/2020

DR. A. KATRISE PERERA

Superintendent-of-the-Year

2015 National Association of School Superintendents

VISIONARY • EFFECTIVE LEADERSHIP • TEAM BUILDER • VISIBLE LEADERSHIP • LISTENER

COMMUNICATOR • INNOVATIVE • COMMUNITY RELATIONS BUILDER • FINANCIALLY ASTUTE • RESULTS ORIENTED

PROFILE OF QUALIFICATIONS

A nationally recognized superintendent with 22-plus years of experience utilizing data to increase student achievement, designing improved career/college opportunities for students and career acceleration opportunities for staff, fulfilling the Boards/Trustees defined educational mission & vision, encouraging a passion for life-long learning, building community relationships, and infusing innovation 21st Century instructional programs. A proven effective superintendent who is not only prudent but strategic with school finance/budgeting, but one who is committed to fostering positive relationships with staff and stakeholders in school districts of diverse (traditional, urban, suburban, and with in/external charters) communities.

SELECTED EFFECTIVE LEADERSHIP ACHIEVEMENTS:

- As superintendent for Isle of Wight County Schools (IWCS), proficiently oversaw 6400+ students, 1100+ employees, and \$66M+ budget with no significant audit opinions during national/state/local economic restraints resulting in a decrease of annual budget by almost \$14M
- Led IWCS district to the 14th (up from 48th) ranked out of 134 school districts; ranked 4th academically out of 17 school districts in Region II, decreased overall dropout to below 3% points, and improved on-time graduation rate to 93% & overall to 96.3% (up from 88% in 2011)
- Increased IWCS students opportunities to enroll in 2-4 year college by almost 75%, expanded dual enrollment opportunities by 64%, doubled student pass advance rates, and led district to achieve accreditation each year, as superintendent
- Successfully led only district in Region II to launch 1:1 iPad initiative for all IWCS students in grades 9 through 12; extended core content access and eLearning opportunities to grades K-8, expanded 1:1 in K-5 with classroom units and shared carts in 6-8 grades
- Invited to serve on national leadership organization (NASS, DALI, CIO, SLEE & CoSN) executive advisory boards
- Collaborated to improve efforts in targeted cluster schools comprised of more than 43,000 students in the urban (7th largest in the nation) public school setting of Houston Independent School District (HISD)
- Orchestrated start-up, solicitation of funding and opening of an internal-charter school for single gender S.T.E.M School while in HISD (7th largest in nation) and the planning and initial implementation of a school-wide (ES only) STEaM curriculum in IWCS
- Successfully guided "at-promise" schools to full accreditation and NCLB Excellence urban/suburban public school, while in Henrico County Public Schools (IWCS; HCPS; HISD)
- Planned, developed, and implemented mission, vision, and curriculum for three new schools (HCPS, HISD, & IWCS)
- Selected as 2015 NASS - National Superintendent of the Year (IWCS); Instructional Leader-of-the-Year in Henrico County Public Schools and nominated for regional award
- Successfully piloted gifted & talented enrichment programs, remediation programs, and S.T.E.M. and Pre-AP curriculum (HCPS, HISD, & IWCS)

SUPERINTENDENT & EXECUTIVE CORPORATE EXPERIENCES & HIGHLIGHTS 2011-PRESENT

NATIONAL DIRECTOR, URBAN MARKETS DIVISION - McGraw-Hill Education (MHE) - (Serve 70-urban school districts & superintendents across the nation; Cabinet level leaders; national organizations; state association executive directors; 1-Marketing Manager; Regional Sales Managers; Content reps; \$650+million dollar budget)

- Identified necessary goals and priorities of National Urban Market Initiative (NUMI) group that would guide the work
- Designed strategic plan to strengthen relationships through engagement with urban districts
- Developed and presented Thought Leadership topics during national/ state/ district associations
- Collaborated with Sr. VP, Government Affairs, Marketing manager, PR Manager, and Regional Sales Managers on a plan to communicate the story of National Urban Market Initiatives (NUMI)
- Developed and outlined a budget that aligned with the strategic plan and goals of NUMI
- Analyzed and supported business development efforts with research and professional insight
- Served as a liaison to national education associations to broker sponsorship opportunities aligned with MHE goals
- Coordinated across MHE's cross-functional teams to bring the breadth and dept of the organization
- Analyze the performance of the MHE-client business relationships through opportunity closures and performance metrics with goals to establish tactical and strategic priorities and approaches

SUPERINTENDENT - Isle of Wight County Schools (IWCS), Smithfield, Virginia - (6,400 students in 9-comprehensive schools, 1-alternative education center, 1-Career & Tech center, 2-Governor's schools, and 2-specialty centers; 1,100 FTE employee's, 46% Economically Disadvantaged, \$66 million dollar budget)

- Spearhead full-scope operations, instruction, safety, security, and efficient use of human talent
- Standardized procedures for working with district school board to enhance communication and strategic planning
- Gathered, analyzed and leveraged comprehensive data to execute critical decision-making activities
- Supervised and consistently evaluated instructional program effectiveness to optimize teaching and learning
- Consistently demonstrated the leadership capacity to improve the instructional programs, learning opportunities, and raise student achievement/growth levels
- Effectively held self and all employees accountable for district achievement without diminishing the morale
- Demonstrated collaborative leadership and strategically empowered others in decision-making
- Retained 96% of faculty/staff through team-building initiatives and morale-boosting recognition

CABINET LEVEL LEADERSHIP EXPERIENCE & HIGHLIGHTS 2010 & 2015

DEPUTY SUPERINTENDENT FOR INSTRUCTION - Henrico County Public Schools (HCPS), Richmond, VA - (50,000 in 72-schools, 1-Governors School, 11-specialty centers, 6672 FTEs, \$540 million dollar budget; 44%Economically Disadvantaged)

- Supervised all Director(s) of Elementary Education, the Directors of Secondary Education, the Director of Career and Technical Education and the Director of Research and Planning
- Represented the Superintendent in his absence
- Provided leadership in administering the overall policies affecting the professional staff in areas relating to curriculum, instruction, and learning
- Provided leadership in the development of a philosophy toward teaching and learning which is in keeping with the established goals of the school system as determined by the County School Board of Henrico County and the Superintendent
- Collaborated with staff members in coordinating and implementing curriculum offerings throughout the system in harmony with the accepted philosophy and goals of the School Board
- Worked with the Department of Research and Planning in the determination of techniques and the production of such instruments as will be needed for the evaluation of the instructional program in the school system
- Accepted responsibility for the preparation and coordination for the part of the annual financial plan related to elementary, secondary, technical education, and special education
- Administered the instructional program for the school division

AREA SUPERINTENDENT/SCHOOL IMPROVEMENT OFFICER (SIO) - Houston Independent School District (HISD), Houston, TX, - (297 schools, 215,000 students, 80% Economically Disadvantaged, \$1.5billion budget, 11,500 FTE teachers with a total of 26,000 employees)

- Developed full scope of operations for my assigned cluster of schools in the 7th largest urban school district
- Led cluster of schools w/43,000 students and team of principals in driving school improvement spanning areas such as attendance, student learning, and teacher performance
- Collaborated with fellow Area Supes/SIOs to develop monthly professional leadership training, design a middle school framework, customize new principal assessment tool via McREL, and to collaborate w/in-external charters
- Analyzed assessment data and non-traditional instructional models to guide campus-wide improvements to teaching and learning.
- Facilitated quarterly staff evaluations and budget reviews in conjunction with principals
- Represented district on NCAA Final Four Local Planning Committee and led sub-committees/programs

BUILDING LEVEL LEADERSHIP EXPERIENCE & HIGHLIGHTS -2001-2010

PRINCIPAL - John Rolfe Middle School & Elko Middle School, Richmond, VA - (1,800+ students, 80+ faculty/staff in each building)

- Identified and created best practices for teaching/instruction, evaluated and supervised teachers, pioneered school's vision and mission, and led staff development activities for 85+ staff members
- Devised school improvement plan, resourcefully implemented a school-wide mentoring program, and launched student and teacher best practices recognition effort to boost morale and overall success
- Partnered with administrative team to implement school-wide discipline plan in precise alignment with Code of Student Conduct
- Championed innovative and proactive efforts to retain 98% of faculty during tenure
- Proactively defined best practices for instruction and conducted regular teacher evaluations
- Implemented school-wide discipline plans which rapidly decreased disciplinary referrals by 20%plus
- Developed and delivered assigned professional development activities for 129 faculty/staff members
- Retained 88% of faculty through team-building initiatives and morale-boosting recognition.
- Collaboratively designed, developed and facilitated student instruction and learning assessment

ASSISTANT PRINCIPAL - Short Pump Middle School, Glen Allen, VA, (1,500+ students, 60+ faculty/staff)

- Developed and facilitated professional development activities and performance evaluations for 130+ personnel
- Administered iBook teaching and learning initiative, K12Planet program, SOL remediation and Algebra Readiness tutorial programs
- Supervised activities and transportation for 1,600+ students, participated in preparing school reports, organized fundraising initiatives, and assisted with building maintenance, distribution and use of equipment/supplies, and fiscal account administration
- Prepared and maintained master teaching and school calendar

INSTRUCTIONAL & TEACHING BACKGROUND – 1994-2001

TEACHER - Byrd Middle School, Richmond, VA & Walker Upper Elementary, Charlottesville, VA

- Facilitated and coordinated daily instruction, assessment, and lesson planning that aligned with school/district goals and data output in the areas of English, Reading, and Social Studies in a variety (5-8) of grades

EDUCATION, CERTIFICATIONS & LICENSURE

- DOCTORATE in Education Leadership & Policy Study, Virginia Tech, Blacksburg, VA, May 2014
- POST-MASTERS in Administration and Supervision, Virginia Commonwealth University, Richmond, VA, December 2003
- MASTERS of Arts in Teaching, Mary Baldwin College, Staunton, VA, May 1995
- BACHELORS in Merchandising & Marketing, University of Louisiana, Monroe, LA, May 1990
- AMERICAN ASSOCIATION of SCHOOL ADMINISTRATORS (AASA) - National Superintendent Certification (through life)
- VIRGINIA – Superintendent License; Principal of Distinction Level II License; Post-Master's K-12 Administrators License (Administration and Supervision K-12 Endorsement; Technology Standards for Instructional Personnel Requirements; Child Abuse & Neglect Requirements; First Aid (through 2020)
- MARYLAND – Superintendent License (through 2017)
- TEXAS – Superintendent License; Principals Certificate of Licensure with PDAS & ILD endorsements (through 2022)

AFFILIATION HIGHLIGHTS

- | | |
|---|--|
| • District Administrators Superintendents Consortium | • National Association of School Superintendents |
| • Association of American School Administrators | • National & Virginia School Board Association |
| • National & Texas Alliance of Black School Educators | • American Education Research Association |
| • School Leaders for Excellence in Education | • Hispanic Administrators Association |
| • Texas Association of Black School Educators | • Texas Association of School Administrators |
| • A+ Leadership Consortium | • Consortium of School Networks |

COMMITTEES, BOARDS & CONSULTING

- | | |
|--|---|
| • National Association of School Superintendents Vice-President, Present | • National Association of School Superintendents Executive Board, 2015 - Present |
| • School Leaders for Excellence in Education (SLEE) Board – 2015 | • Virginia School & University Partnership (VSUP) Committee – 2015 - 2016 |
| • Region I Governor's School Advisory Committee – 2014 - 2015 | • Executive Advisory Board for Consortium of School Networks (CoSN), 2014 - 2015 |
| • Executive Committee for District Administrators Leadership Institute (DALI), 2014 - 2016 | • Virginia Statewide PK-16 Advisory Council, 2014 |
| • Virginia Association of School Superintendents, Legislative Representative for Region II, 2014-15 | • Superintendent Executive Advisory Board for Chief Information Officers (CIO), 2014 |
| • Executive Superintendent, The Pruden C.T.E. Center, 2011-2015 | • Virginia S.T.E.A.M Academy Board Member – 2012 – 2015 |
| • Region II Superintendents Consortium for WHRO, HRETA, Governor's STEM & Performing Arts Schools & SECCEP | • Virginia Association of School Superintendents – Accountability & STEaM Committee, 2013 |
| • Virginia School Board Association - Virtual Learning Task Force, 2011-2013 | |
- Independent Urban Education Leadership Consultant – Master/Lead Teacher, Leadership Coach/Mentor & Academic Auditor in six different urban districts, 2011 to 2016

HONORS & RECOGNITION

- 2016 - University of Louisiana Legends Recognition
- 2015 - NASS Superintendent-of-The-Year
- 2014 & 2015 - CIO Summit Recipient
- 2014 - US DOE Connected Superintendent Finalist
- 2014 - Selected for the AASA National Superintendent Certification Cohort
- 2012 - District Administrators Quintessential Leader
- 2010 - Virginia Level II Principal of Distinction
- 2009 - Instructional Leader-of-the-year for Henrico County Public Schools
- 2008 - R.E.B. Award Nominee for Instructional Leadership Excellence
- 2007 & 2008 - Instructional Leader-of-the-Year at Elko Middle School
- 2003 - Present Phi Kappa Phi National Honors Society

REFERENCES

AVAILABLE UPON REQUEST