

To the Georgia School Board Association Search Committee for Henry County Schools,

I write this letter of intent to express my interest in the position of School Superintendent for Henry County Public Schools. I have been fortunate to have the opportunity to work for (and with) students, teachers, parents, communities, and other stakeholders as a public educator for 25 years. This journey includes experiences at the school site as a teacher and administrator to working at our district office supporting and supervising schools. This experience provides denominators for progress, process, and success which has led to transparent and honest communication, facts (data), high standards/expectations, addressing difficult issues/problems, and then finding common ground for the best solutions while fostering positive relationships. Most importantly placing students' success and the people connected to them as the top priority!

Having served as a classroom teacher, Assistant Principal, Principal, Administrative Director for the lowest performing district schools, Region Superintendent, Chief Operating Officer, and Deputy Superintendent, I was offered a wide array of exposure and involvement in how students, teachers, families, and communities can prosper and achieve in public education. Each role has allowed me the opportunity to work and collaborate with educators in academic transformation and high-impact instructional leadership; creating and maintaining safe and secure environments for students and employees; providing professional development to teachers and administrators; promoting fiscal responsibility along with finding innovative and ethical ways to utilize and generate funds; and the importance of propelling and sustaining positive relationships with groups or entities that represent the community.

In my previous role as Chief Operating Officer, my responsibilities included supervision of daily operations for 350+ Schools and Technical Colleges, Mental Health, Food and Nutrition, Transportation, Athletics and Activities, and Special Programs. This included the supervision of three regional offices, which supervised and monitored Academics, Human Capital, Finance, School Safety and Operations, Capital and Maintenance for all schools. In my current role as Deputy Superintendent, I work directly to assist our superintendent, overseeing the Office of School Leadership and Performance, along with the daily operation of all traditional K-12 Schools and Technical Colleges in the district. In this role, working with all departments in the district, all cabinet members, and all Board Members requires creating and maintaining collaborative relationships to address the needs of the school district and the 240,000+ students we educate and care for daily.

In both roles, being connected with the people of the community is key, as this is the catalyst for identifying problems and creating solutions for student success in my role as Deputy to our Superintendent. By having a deep understanding of the vision set by the Henry County School Board, we can travel and pioneer the paths that lead to reaching and exceeding the goals of Henry County Schools.

It would be an honor and privilege to serve the students, educators, parents, community, and School Board as your Superintendent. Working together we can continue to progress and elevate the great work of this district to provide all students the world-class education they deserve through opportunity, access, and outcomes.

Sincerely,



John D Pace III

## **John D. Pace III**

---

### **PURPOSE**

Guiding students, teachers, parents, and community towards understanding and embracing the power of education. Facilitating students to find self-fulfillment and opening the many doors of positive possibilities, through the education process. Helping and developing teachers to see the best in themselves for their students, as self-efficacy usually leads to a self-fulfilling prophecy that will uplift students towards their greatness. Partnering with parents to provide the dream they see (and uncovering what they may not see) for their child, along with the hope and plan to fulfill the dream through the medium of education and its ultimate reality. Collaborating with the community in the education process as a pathway to attaining the needs of the society we serve and live. A servant leader that connects the dreams and hopes of the students, parents, and the entire community to the reality that will be afforded to them through the education process.

---

### **EDUCATION**

Doctoral Studies Program, The College of William & Mary, Educational Leadership  
Master of Science, Florida International University, Music Education  
Bachelor of Arts, University of Miami, Music/Business Finance

---

### **PROFESSIONAL EXPERIENCE**

#### **MIAMI-DADE COUNTY PUBLIC SCHOOLS**

##### **Deputy Superintendent (2022-present)**

- Maintain communication with the Superintendent and Chief of Staff
- Satisfactorily and prudently carry out the duties and responsibilities of the Superintendent in his absence
- Assist in Supervision of Cabinet Level Collaborative Initiatives and Projects
- Resolve Student, Staff, Parent, Community concerns
- Promote and assist in strategic planning efforts including the establishment of goals and objectives
- Supervise daily operation of 350 schools including K-12, Adult Schools, and Technical Colleges
- Supervision of Region Offices and District Offices within School Leadership and Performance
- Hiring and Supervision of Principals and Assistant Principals
- Supervision of Community Schools and Before/Aftercare Programs
- Alternative School and At-Risk Programs, Safety and Security, Code of Student Conduct Implementation
- Attendance Boundary Committee, School Calendar, Student Discipline, Student Attendance

---

**Chief Operating Officer of School Operations (2021-22)**

- Supervised operation of 350 schools including K-12, Adult Schools, and Technical Colleges
- Supervision of Region Offices and Charter School Compliance
- Hiring, Development and Supervision of Principals and Assistant Principals
- School Safety and Operations/Facilities Maintenance
- Mental Health Department
- Bus Transportation
- Food and Nutrition
- Athletics and Student Activities
- Before and After School Care Services
- Department of Children and Family/Family Courts/Department of Juvenile Justice

**Region Superintendent Central Region Office (2017-2021)**

- Supervised operation of 113 schools
- Hiring and Development of Principal and Assistant Principals
- School Safety and Operations/Facilities Maintenance
- Parent and Community Relations/Communications
- Academic Performance of Schools/Curriculum and Instruction Implementation
- Fiscal Accountability
- Professional Development on Data Research/Technology/Data Driven Instruction
- Development of Upper-Level Management

---

**Administrative Director Education Transformation Office, Division of Academic Support (2015-2017)**

- Establish Curriculum & Instruction guidelines for School Improvement
- Master Schedule policies
- Development of Principals and Assistant Principals in Monitoring Curriculum and Instruction
- Development of Transformation Coaches in Facilitating Curriculum and Instruction
- Supervision of Instructional Supervisors and Curriculum Support Specialist
- Curriculum and Instruction
- Professional Development on Data Research/Technology/Data Driven Instruction
- Ensure At-Risk schools earn a School Accountability Grade of "C" or higher

---

**Principal Myrtle Grove K-8 Center (2011-2015)**

- Instructional Leader of School Improvement & Reform
- Master Scheduling
- Budget/Human Resources
- Title I Implementation
- Curriculum and Instruction
- Data Research/Implementation
- Professional Development/Technology
- Building Facilities/Capital Construction & Student Safety and Discipline

---

**Assistant Principal Norland Elementary School (2007-2011)**

- Assist Instructional Leader of School Improvement & Reform
- Mastering Scheduling
- ESOL, ESE, and Gifted Services
- Book and Property Inventory
- Curriculum and Instruction
- Data/Research/Implementation
- Professional Development/Technology
- Building Facilities & Student Safety and Discipline

---

**Hourly Adult School Administrator William H. Turner Technical Adult Center (2007-2011)**

- Supervise and Monitor Instruction
- Supervise ABE, ESOL, Vocational and High School Completion
- Assist with Recruitment and Enrollment
- Oversee Graduation
- Professional Development, Technology, and Understanding Data for Instruction

**Adult Education ESOL, ABE, and High School Completion William H. Turner Technical Adult Center (2002-2007)**

- Professional Development and Data Disaggregation
- Coach Adult ESOL and High School Completion Program Educators
- Assist high school students in meeting graduation requirements, Student Safety and Discipline

---

**Music Instructor/Jazz Band Director/Co-Concert & Marching Band Director Miami Norland Senior High School (2000-2007)**

- Superior Ratings from 2000 through 2007
- Department Chairperson
- Advanced Placement Music Theory Instructor/Created Curriculum for Fine Arts Academy
- Rookie Teacher of the Year
- School Advisory Council Chairperson

---

**RECOGNITIONS AND ORGANIZATIONS**

District Finalist for Assistant Principal of the Year 2010-11  
Region II Assistant Principal of the Year 2010-11 (Over 80 Schools)  
Recognized by University of Miami Black Alumni as Alumni of the Month  
Member of Dade Association for School Administrators (DASA)  
Member of Association for Haitian Educators of Dade  
Member of Alpha Phi Alpha Fraternity, Inc.  
Former Member of Florida Music Educators of America & Florida Bandmasters Association

---

## REFERENCES

Dr. Jose Dotres, Superintendent of Miami Dade County Public Schools

Mrs. Valtena Brown, Retired Deputy Superintendent of Miami Dade County Public Schools

Dr. David Moore, Superintendent of Indian River County Schools

# John Pace III

- **Personal Information**

You **may** contact my current employer.

I am available for employment after **8/1/2024**.

Current Base Salary **\$194,600**

Indicate how you prefer to be contacted confidentially: **Mobile Phone**

## 2. **Address**

United States

## 3. **Education History**

### **The College of William and Mary in Virginia**

Attended from 2017 to 2020

Graduated: **Yes**

Course:

Degree: **Doctor of Education**

Major Area of Study or Concentration

**Educational Policy, Planning, and Leadership**

Minor Area of Study or Concentration

**K-12 Leadership**

Upload transcript

**W&M Transcript Unofficial.pdf**

Date Degree Awarded/Expected or if currently or formerly enrolled provide last date applicable

**2020-05-16**

### **Florida International University**

Attended from 2000 to 2003

Graduated: **Yes**

Course:

Degree: **Masters in Music Education**

Major Area of Study or Concentration

**Music Education**

Minor Area of Study or Concentration

**Music Ed**

Upload transcript

**FIU Transcript.pdf**

Date Degree Awarded/Expected or if currently or formerly enrolled provide last date applicable **2003-12-04**

### **University of Miami**

Attended from 1996 to 2000

Graduated: **Yes**

Course:

Degree: **Music Business & Entertainment Industries**

Major Area of Study or Concentration

**Music and Business**

Minor Area of Study or Concentration

**Finance**

Upload transcript

**UM Transcript UO.pdf**

Date Degree Awarded/Expected or if currently or formerly enrolled provide last date applicable **2000-05-12**

## 4. **Employment History**

### **Superintendent Cabinet/MDCPS**

*Deputy Superintendent*

From 7/25/2022 to Present

Reason for leaving: Currently serving

Supervisor Name: **Jose Dotres**

Supervisor Phone:

Supervisor Email:

Check here if we may contact this employer **Yes**

Select one

**Full-time position**

- **Maintain communication with the Superintendent and Chief of Staff**
- **Satisfactorily and prudently carry out the duties and responsibilities of the Superintendent in his absence**
- **Assist in Supervision of Cabinet Level Collaborative Initiatives and Projects**
- **Resolve Student, Staff, Parent, Community concerns**
- **Promote and assist in strategic planning efforts including the establishment of goals and objectives**
- **Supervise daily operation of 350 schools including K-12, Adult Schools, and Technical Colleges**
- **Supervision of Region Offices and District Offices within School Leadership and Performance**
- **Hiring and Supervision of Principals and Assistant Principals**
- **Supervision of Community Schools and Before/Aftercare Programs**
- **Alternative School and At-Risk Programs, Safety and Security, Code of Student Conduct Implementation**
- **Attendance Boundary Committee, School Calendar, Student Discipline, Student Attendance**

Key Responsibilities

**Assisting in Maintaining District Grade of an "A"**

**Magnet Schools of America District Award**

**Assist in maintaining student enrollment**

**Assist in development of current Strategic Plan**

**Assist in Development of Principal Supervisor Executive Training Program**

Key Accomplishments

Number of Persons Supervised

**375**

Budget Allocated for which you are responsible **750,000,000+**

**Superintendent Cabinet/MDCPS**

*Chief Operating Officer*

From 2/1/2021 to 7/25/2022

Reason for leaving: Assigned to Role as Deputy Superintendent

Supervisor Name: **Jose Dotres/Alberto Carvahlo**

Supervisor Phone:

Supervisor Email:

Check here if we may contact this employer **Yes**

Select one

**Full-time position**

- **Supervised operation of 350 schools including K-12, Adult Schools, and Technical Colleges**
- **Supervision of Region Offices and Charter School Compliance**
- **Hiring, Development and Supervision of Principals and Assistant Principals**
- **School Safety and Operations/Facilities Maintenance**
- **Mental Health Department**
- **Bus Transportation**
- **Food and Nutrition**
- **Athletics and Student Activities**
- **Before and After School Care Services**
- **Department of Children and Family/Family Courts/Department of Juvenile Justice**

Key Responsibilities

**Assisted in Maintaining District "A" rating**

**Managed continued operation of schools during COVID-19 including school closures, re-opening**

Key Accomplishments

Number of Persons Supervised

**425**

Budget Allocated for which you are responsible **850,000,000+**

**Central Region Office/MDCPS**

*Region Superintendent*

From 5/1/2017 to 2/1/2021

Reason for leaving: Assigned to position of Chief Operating Officer

Supervisor Name: **Valtena Brown**  
 Supervisor Phone:  
 Check here if we may contact this employer **Yes**  
 Select one **Full-time position**

- Supervised operation of 113 schools
- Hiring and Development of Principal and Assistant Principals
- School Safety and Operations/Facilities Maintenance
- Parent and Community Relations/Communications
- Academic Performance of Schools/Curriculum and Instruction Implementation
- Fiscal Accountability
- Professional Development on Data Research/Technology/Data Driven Instruction
- Development of Upper-Level Management

Key Responsibilities

Key Accomplishments **Improvement of School Letter Grades in our Region assisted in the School District being rated an "A" for the first time Graduation Rates reached 90%**

Number of Persons Supervised **130**  
 Budget Allocated for which you are responsible **200,000,000+**

**Educational Transformation Office (ETO)/MDCPS**  
*Administrative Director for Elementary and K8*  
 From 6/15/2014 to 5/1/2017

Reason for leaving: Assigned to position of Region Superintendent

Supervisor Name: **David Moore**  
 Supervisor Email:  
 Annual Salary **118,000**  
 Check here if we may contact this employer **Yes**  
 Select one **Full-time position**

- Establish Curriculum & Instruction guidelines for School Improvement
- Master Schedule policies
- Development of Principals and Assistant Principals in Monitoring Curriculum and Instruction
- Development of Transformation Coaches in Facilitating Curriculum and Instruction
- Supervision of Instructional Supervisors and Curriculum Support Specialist
- Curriculum and Instruction
- Professional Development on Data Research/Technology/Data Driven Instruction
- Ensure At-Risk schools earn a School Accountability Grade of "C" or higher

Key Responsibilities

Key Accomplishments **We were able to accomplish the elimination of "F" schools in the Elementary and K8 schools for the first time since school grading component existence**

Number of Persons Supervised **60**  
 Budget Allocated for which you are responsible **30,000,000**

**Myrtle Grove K8/MDCPS**  
*Principal*  
 From 6/20/2011 to 6/15/2014

Reason for leaving: Assigned to position of Administrative Director

Supervisor Name: **Vivian Santiesteban Pardo**  
 Supervisor Phone:  
 Supervisor Email:  
 Annual Salary **104,000**  
 Check here if we may contact this employer **Yes**  
 Select one **Full-time position**

Key Responsibilities

- **Instructional Leader of School Improvement & Reform**
- **Master Scheduling**
- **Budget/Human Resources**
- **Title I Implementation**
- **Curriculum and Instruction**
- **Data Research/Implementation**
- **Professional Development/Technology**
- **Building Facilities/Capital Construction & Student Safety and Discipline**

Key Accomplishments

- Improving Student Achievement**
- Removing School from State list of "D" and "F" schools**
- Recognized by the State of Florida for having highest level of learning gains**
- Improved student enrollment through concerted recruitment and creation of Academies**

Number of Persons Supervised 50

Budget Allocated for which you are responsible 1,200,000-3,500,000+

**Norland Elementary School/MDCPS**

*Assistant Principal*

From 7/20/2007 to 6/20/2011

Reason for leaving: Assigned to position of Principal

Supervisor Name: **Karen Powers**

Annual Salary **70,000**

Check here if we may contact this employer **Yes**

Select one **Full-time position**

- **Assist Instructional Leader of School Improvement & Reform**
- **Mastering Scheduling**
- **ESOL, ESE, and Gifted Services**
- **Book and Property Inventory**
- **Curriculum and Instruction**
- **Data/Research/Implementation**
- **Professional Development/Technology**
- **Building Facilities & Student Safety and Discipline**

Key Responsibilities

Key Accomplishments **Assistant Principal of the Year Finalist for the School District**

Number of Persons Supervised **50**

Budget Allocated for which you are responsible **200,000-500,000**

**William H Turner Technical and Vocational/MDCPS**

*Hourly Teacher and Administrator*

From 7/10/2002 to 6/20/2011

Reason for leaving: Assigned to position of Principal

Supervisor Name: **Clyde Croskey/Ron Hunter**

Annual Salary **NA**

Check here if we may contact this employer **Yes**

Select one **Part-time position**

- **Supervise and Monitor Instruction**
- **Supervise ABE, ESOL, Vocational and High School Completion**
- **Assist with Recruitment and Enrollment**
- **Oversee Graduation**
- **Professional Development, Technology, and Understanding Data for Instruction**
- **Professional Development and Data Disaggregation**
- **Coach Adult ESOL and High School Completion Program Educators**
- **Assist high school students in meeting graduation requirements, Student Safety and Discipline**

Key Responsibilities

Key Accomplishments **Ensured High School students were graduation eligible**  
**Provided Employability skills to community via Technical College and Vocational Programs**  
**Introduced High School Students to Technical Program**

Number of Persons Supervised **40**

Budget Allocated for which you are responsible **NA**

Other Information **This was an hourly position for several years, never fulltime. Work assignment in addition to my full-time assignment that occurred from 6-10 pm during the school year.**

**Miami Norland Senior High/Miami Dade County Public Schools**

Teacher

From 8/20/2000 to 7/20/2007

Reason for leaving: Assigned from Teacher to Assistant Principal

Supervisor Name: **Willie Turner or Mark Soffian**  
Annual Salary **40,000-45,000**  
Check here if we may contact this employer **No**  
Select one **Full-time position**  
**• Superior Ratings from 2000 through 2007**  
**• Department Chairperson**  
**• Advanced Placement Music Theory Instructor/Created Curriculum for Fine Arts Academy**  
**• Rookie Teacher of the Year**  
**• School Advisory Council**  
Key Responsibilities **Rookie Teacher of the Year**  
**School Advisory Council Chairperson**  
Key Accomplishments  
Number of Persons Supervised **5**  
Budget Allocated for which you are responsible **5000-10000**

5. **References**

**Jose Dotres**, employee

Years Known **19**  
Organization **MDCPS**  
Current Position **Superintendent of Schools**

Address  
**United States**

**Valtena Brown**, Former Supervisor

Years Known **15**  
Organization **Retired MDCPS**  
Current Position **Retired Deputy Superintendent**

Address  
**United States**

**David Moore**, Former Supervisor

Reference Evaluation Form **[View Evaluation Form](#)**  
Years Known **12**  
Organization **Indian River County Schools**  
Current Position **Superintendent**

Address  
**United States**

6. **Files**

[FIU Transcript](#) - Transcripts  
[Florida Educator Certificate](#) - Credentials  
[University of Miami Transcript](#) - Transcripts  
[William & Mary Unofficial Transcript](#) - Transcripts  
[Chair Rojas Reference Letter](#) - Reference Letter  
[Reference Letter Vice Chair Colucci](#) - Reference Letter  
[Board Member Bendross-Mindingall](#) - Reference Letter  
[Board Member Gallon](#) - Reference Letter  
[Former Dept. Sup. Valtena Brown](#) - Reference Letter  
[Rep Robinson](#) - Reference Letter  
[Supt. Dr. Jose L. Dotres Ref Letter](#) - Reference Letter

7. **Certifications**

**Other:** 831100  
Current

Miami, FL  
United States

8. **Additional Information**

**Honors and Awards**

Rookie Teacher of The Year  
Assistant Principal of the Year North Region 2011  
MDCPS District Finalist for Assistant Principal of the Year  
University of Miami Alumni of the Month  
Presented at Commissioner's Leadership Academy Conference  
Panelist on MCEL

**Interests, Hobbies, Special Talents**

Husband and Father of 5 children  
"Former" Musician  
TIY leading towards DIY

**Community Outreach**

100 Black Men of South Florida  
AHED

9. **Other Training**

Institution, Program or Trainer/Consultant Providing Training  
Florida International University Principal Leadership Development Program  
Training Location

Miami, FL  
United States

Duration of Training

2012-13

Date

Tue, 03/05/2013 - 12:00

Institution, Program or Trainer/Consultant Providing Training  
Florida Department of Education Commissioner's Leadership Academy  
Training Location

Orlando, FL  
United States

Duration of Training

1 year

Date

Thu, 06/18/2015 - 12:00

10. **Application Questions**

When are you available to start this position? 2024-08-01

Indicators

Indicator 1: Preparation: Education, Training and Licensure - What professional learning experiences (seminars, aspiring superintendent academies or preparation programs) have you had that are specifically targeted to "becoming a superintendent" and explain how these experiences have prepared you for the demographics and variables that describe Henry County.

Attaining a Doctorate from the College of William and Mary provided and prepared me with an education and experience that is world-class. I was fortunate to be selected for this opportunity through a program developed and initiated by our, then Chief of Human Resources, who is now Superintendent of Miami-Dade County Public Schools Dr. Jose Dotres. My participation in this program allowed me to practice and perform with and in front of other highly recommended school leaders. This preparation included vision setting, strategic planning, data analysis, decision-making, collaboration, implementing research-based practices and action research, public speaking, and other areas. This research-based program focused on developing leaders in educational policy, planning, and leadership of which many of the participants serve in Senior Level and Superintendent positions. Our studies included a heavy emphasis on policy which I believe is a key to unlocking the path of education and the role we play as educational leaders in influencing policy. The best plans only come to fruition by coherence-making and why creating coherence with stakeholders is integral for plans to be successful. Lastly, the leveraging of leadership is the element that bonds together and moves forward policies, plans, and people. My undergraduate studies at the University of Miami also prepared me for this position, with a degree in Music Business and Entertainment Industries with a minor in Finance. I often use the skills I acquired from these fields of study in my role as Deputy Superintendent, as well as, in previous administrative roles. I look forward to having the opportunity to use this knowledge and skill set in future roles. I also think about the opportunities for growth and development I had with the Florida Commissioner's Leadership Academy, FIU Center for Leadership, and Men of Color in Educational Leadership where professional learning and connections were made with educators across the state and country. This school district has an array of diversity that aligns with my training and experience. My current location reflects some of the same variables that are found in Henry County Schools including demographic, cultural, and geographic make-up, but most importantly educational. When I see the pictures of your students on the websites and strategic plan, I see students I have worked with all my educational career. The culmination of these experiences will allow me to learn, understand, and elevate the mission of "exceptional opportunities and access = success" in Henry County Schools. \*

Indicator 2: Leadership Experience - Share your experience serving in leadership roles in a district like ours. Based on what you know about our district, what have you learned from those experiences that will be applicable to the Henry County superintendent position?

Having the opportunity to serve as a Principal provided the insight and understanding of grit, determination, preparation, execution, and passion it takes to lead a school. The Superintendent must understand the valuable role of the principal and the leverage they wield on the success of faculty, staff, students, and parents within a school community. If we want Henry County Schools to reach and exceed the vision of ensuring a high-quality world-class education for every student, it is imperative that the Superintendent has a clear understanding and appreciation of the positive leverage principals have on the success of our students, parents, faculty and staff. My leadership role as a principal will never allow me to forget that "Effective teachers, leaders, and staff produce excellent results." As an Administrative Director that oversaw Elementary and K8 academics, I had the privilege of developing and supervising Principals, Assistant Principals at over 40 schools, while mentoring a staff of over 40 curriculum experts in the areas of Literacy, Mathematics, Science, and Social Studies. This leadership role allowed me to work to improve student achievement in the most academically fragile schools in Miami Dade County Public Schools. Developing knowledge in curriculum and pedagogy to improve student academic achievement and ultimately change, for the positive, the trajectory of teaching and learning across the county. Using data-driven decision-making and instruction allowed our team to identify the unique needs of every school, every teacher, and every student developing a plan to improve student achievement and overall school performance. This practice enabled me the opportunity of observing/studying classroom instruction and student/teacher data for approximately 15,000 students per year. This created a level of mastery in what we should expect and how to develop effective Instructional Leadership and Data-Driven Decision-Making decisions. Due to the collaboration, coherence, and accountability system that was formed throughout this process, we were able to eliminate the lowest rating of an "F" from being earned at any of our schools. One of the key initiatives our team created and focused on was the literacy instruction and performance of students in primary grades (Kindergarten through 2nd). Therefore, this career opportunity enabled me to develop a knowledge of curriculum and instructions that I believe aligns with the mission of Henry County Schools to "empower all students with exceptional opportunities and access". The role of Region Superintendent presented me with the opportunity to supervise the daily operations of 114 schools including Elementary, K-8, Middle, and Senior High Schools. Along with overseeing the daily operations of schools, the responsibility of supporting, developing, and directing over 300 school site administrators and 6 region directors who served as Principal Supervisors. The design of the region office reflected the district office with an office for Curriculum and Instruction, Human Capital and Professional Development, Capital Construction/Facilities & Maintenance, Budget Office, and School Operations. The responsibility of supervising offices that mirrored the district gave me insight on how each bureau within the district functioned within the entire system. This position further allowed me to manage and innovate, on a large scale, which impacted practices and initiatives across the district. One of those initiatives was remote budget conferences in which Principals could conduct budget conferences from a remote location virtually (before the pandemic). During my stint as Region Superintendent, we saw school performance grades improve which assisted the district in earning its first-ever "A" rating from the state. The specific geographic area served reflected constituents across a variety of demographic, socio-economic, and cultural groups. Having had the pleasure of working with people from all walks-of-life and knowing how to connect with them on the human level is how we continue forward. This also exposed me to working collaboratively with key people from several municipalities and regular communication with school board members regarding schools on behalf of the Deputy Superintendent and Superintendent. As Chief Operating Officer and Deputy Superintendent, the portfolio of supervision was expanded to monitoring the daily operations of over 350 schools, including Adult Education, Alternative Education, and Technical Colleges. Along with school site supervision, I supervised Student and School Safety, Bus Transportation, Food and Nutrition, and Athletics and Activities across the county; or as we say, "from Florida City to county line". As Deputy Superintendent, I worked collaboratively with the entire cabinet to connect and ensure collaboration of all departments/bureaus in the goal of supporting schools. Another key factor, that is applicable from this position to the superintendency, is consistent communication with board members and community stakeholders. To assist my current superintendent, I must maintain constant communication with board members on a variety of matters ensuring we are on one accord. On behalf of the superintendent, I also work with board members and staff on key initiatives that support our strategic plan and policy matters. This helps to create and grow "a high performing operational culture".

Indicator 3: Mission, Vision and Core Values - What strategies have you employed to align programs to a district's broader mission, vision and philosophy; and how will you go about effectively listening to and representing the interests and concerns of students, staff, parents and community members in strategic plan implementation?

As the Chief Operating Officer and Deputy Superintendent, I worked cohesively with the strategic officer in developing, and now carrying out the current strategic plan. The process of developing a strategic plan is beautiful to me as a musician, specifically my composer and arranger side. This requires an Ensemble Mindset just as a collection of musicians do when they perform a song which is the epitome of collaboration. The sound of an oboe playing with a trombone with no preparation or practice can be unappealing. However, with a good composition or arrangement, it is easily possible. We have to play in the same meter and key for starters to create beautiful music. Then the trombone and oboe have to practice with each other and give each other feedback, along with possibly receiving feedback from others before the performance. This is the same concept for a strategic plan. Bringing the stakeholders of the entire community together and listening to them provide input in the beginning. Allow them to tell us, what I would refer to as "The Good, The Bad, and The Ugly." It is similar to the oboe and trombone playing with no preparation and it may not sound appealing at first. Then bringing out the "SWOT team" to conduct the process and analyze brings a sense of meter and key to the process; this is the point of improvement for the best organizations. I have had the opportunity to conduct meetings with the community and receive feedback on our practices within the school system. Then take this feedback and synthesize it for quantitative and qualitative analysis for presentation as part of strategic planning. This began the process of developing a new plan that will include the development of a vision, mission, and core values which are the north star in everything we do at this point. Anytime we have to make a decision we must ask ourselves, is it aligned and reflective of our vision, mission, and core values. Once the plan is developed, now the next level of work begins to ensure we remain honest (transparent) and accountable to its implementation. How do we remain transparent and accountable? Well, that occurs through consistent communication and ongoing feedback from our stakeholders. In a seminar I once attended this was described as the rhythm of communication. The rhythm of communication is the consistent opportunities we provide for anyone to be heard and responded. I have a team meeting scheduled every Monday and all team members know this is a set time for them to be heard and responded to by other team members. So planning and establishing consistent opportunities for stakeholders (Board Members, Students/School Personnel, Parents/Guardians, and Community Members) to be heard is a priority. These consistent opportunities have to be timely and accessible for all stakeholders as well. The opportunity and time may differ for each stakeholder group, however, timeliness, accessibility, and consistency are the keys. When there is a rhythm established, people will usually hit the beat of timeliness and consistency. Finally, with the provision of accessibility to appropriate stakeholders in various mediums and platforms, we have a multitude of options to create access, such as face-to-face, social media, virtual platforms, and direct marketing, and others. With the current ability of technology we can even study the data to ensure we have received feedback from all representative stakeholder groups and if we have missed any stakeholder group, directly connect with them to gather feedback.

Indicator 4: Ethics and Professional Norms - Educators frequently come under close scrutiny for actions they take either as private citizens or in their professional roles. Share your views on this issue and how you ensure that your actions meet high ethical standards.

Historically, educators are held to higher standards and norms from the community, and understandably so in my perspective. Educators have the most valuable and precious commodities in their proximity every day, which are our children. As a young educator, I quickly learned how impressionable students were, and as teachers, we were one of the most consistent impressions in their lives; along with parents/guardians and family. This impression comes from watching, listening, and even feeling our energy towards them and we, in turn, mold who they ultimately become as people. With this perspective, we have to uphold the highest standards of ethics and professional norms, starting from the top and permeating throughout the entire organization. In our professional and private citizen role, we have to recognize we are role models. It is explicitly in our job description and transfers inherently to us as private citizens. Being cognizant of our actions and image is integral in our role as educators and cannot be disaggregated for our convenience. I witnessed educators at the beginning, middle, and towards the end of their profession make decisions, some mistakes which ended careers. There is no place for those who intentionally cause harm to students and never should have entered education. However, other educators make poor decisions that lack discretion and lose a career. We cannot allow other value systems to devalue the role of educators. We have to be comfortable with being different in a good way, which includes this higher standard. That may include not posting a photo on social media or backing away from the impulse comment. Maybe that is walking away from a possible altercation on the weekend, even when you are not in the wrong or letting that parking spot go. There will be moments where we have to make a different, better decision than the rest of society because of the role we serve and the value we have for each other and ourselves. I have to work and practice this in my professional and personal life to serve as a model for my family and for our organization. I expect to be held to a higher standard and because I have this expectation for myself I have no concerns with others holding me accountable to meet such standards. I love growing and becoming a better person everyday. While I am not infallible, I look forward to striving and being a good person that meets, and hopefully exceeds, the ethical and professional standards.

Indicator 5: Equity and Cultural Responsiveness - Share your plan for training, implementing, and expecting equity and cultural responsiveness in all district initiatives and aligning equitable training to school improvement plan goals.

Equality is providing for the needs of a group of people. Equity is seeing the person, within the group of people, and providing for their needs. We must be able to shift back and forth from a macro-level view of students and families to a micro-level view to assess and respond to their immediate and ongoing needs. A major focus nationally within education is tending to the mental and socio-emotional well-being of our students, if we want them to excel academically and beyond. We must provide an equally accessible system that allows for a culturally equitable response for students and families. The research speaks to the impact of parental engagement on a student's achievement, so if this is true, it is just as important to take care of those who care for the student. We can also provide support figures that serve as parental figures for those identified students. This is where equity and cultural responsiveness come alive. This is what happens when I conduct data-driven decision-making regarding student and teacher performance. When I notice a group of students not performing well based on data, I don't want to know what we are going to do to improve it. Instead, I want to know who these students are and what is their story. Once we know the students and their story, (going from macro to micro) we can then discover who they are, and then, what they need as a person. After we provide for the person, then we can see if this is what they need to perform academically as a student. This type of culture requires professional development of our faculty and staff in the area of Care-Based Education in which we "Care for" our students not simply "Care" or Care about them. Strategies found in restorative practices speak to the concept of Care-Based educations. One of the strategies is the check-in connection in which educators can ask a group of students a few questions and based on responses, educator can identify a student having an issue a provide support by referring to mental health professional or student services, prior to the start of instruction. This simple 2-minute practice before the start of instruction can provide a culture of equity and cultural responsiveness. Developing educators for the role of mentorship is another key strategy. The training and development of mentors across all schools is integral in meeting the needs of students during a variety of moments in their life. The mentor provides students with a person who will support them beyond academics and hold them accountable through constant check-ins. When students realize someone is checking on them, listening to them, watching them, asking teachers about them, it shifts the mindset towards performing better because they feel someone "Cares for" them. I learned early on as an educator, from conversations with my students, that they performed and met expectations because I wanted them to do it; they said they did it for me. "Your belief in me made me do it for you. I didn't want to let you down", was what I was told on several occasions. Well, if students learn to perform, because they do not want to let us down, then so be it; that is why we are educators. By caring, we give them purpose until they find their purpose. Being equitably and culturally responsive will only enhance, connect, and inspire positive school culture for all. That can come in the form of providing for the needs of our ELL students through linguistic services that assist them in better communication or support for our SWD students through inclusionary practices and opportunities in advanced coursework that align to their giftedness. For some, it may be as simple as the "Welcome Center" available to new students and families. We have to be flexible enough to shift from macro to micro and back to macro to meet the belief that "all learning environments will be supportive, safe, and secure."

Indicator 6: Curriculum, Instruction and Assessment - As instructional leader, what steps will you take to ensure the alignment of rigorous curricula, research-based best practices in instruction, and comprehensive diagnostic, formative and summative assessment approaches to close achievement gaps and provide timely and accurate feedback to students and parents and inform instructional practices?

Curriculum, Instruction and Assessment is the core of our educational organization; it is our "why" and is reflected yearly in student achievement outcomes. Therefore, I urge all educators to take a journey into the Continuous Improvement Model as it relates to Curriculum and Instruction to explain approaches to closing achievement gaps, providing feedback to students and parents while informing and improving instructional practices. My understanding of Georgia's System of Continuous Improvement includes five cyclical components which are: Identify Needs, Select Interventions/Strategies, Plan Strategy, Implement Plan/Strategies, and Examine Progress and Impact. The first step to ensuring every other step of the plan can be activated is Identify Needs or as I like to describe it, data disaggregation. This is when we take the macro-view of data and drill it down to the micro-view to discover the root causes of positive and negative student/teacher performance. We drill beyond content areas, specific to reading and look at the standards in reading by student and by teacher. We study the areas of strength and opportunities for improvement. Within the standards we identify the skills needed to create mastery of learning for the students and mastery of content/pedagogy for the teacher. This disaggregation of data is done at a district level, a cluster level, a school level, to the classroom teacher, all the way down to the student. This was a component that I placed much emphasis in my previous administrative role to support the most fragile schools. In addition, we seek patterns in the data along with correlations that may exist through triangulation with other data points. This notion of triangulation is critical to supporting a holistic approach with every child. We may also see trends in absences or behavior that impacts student achievement; we may even see a personal issue impacting student achievement and with counseling or wrap-around services we can see a student thrive. Data disaggregation allows us to identify individual needs across a single school or multiple schools across the district and provide the next step. The next step is identifying resources and tools for instruction and interventions to meet the needs of students identified in data disaggregation. The greatest investment we fund in education is the classroom teacher; therefore one of the highest priority investments connected to the teacher is the curriculum and instructional resources/tools used with students daily. We want to have proven research-based curricula that provides the rigor needed for students to master standards. These resources include the books for content areas, however, it also includes the formative and summative assessments, software, and many cases interventions that are needed for students who may be performing below grade level. Response to Intervention or RTI are research-based programs that can assist with getting students on grade level when used with fidelity. However, this has to be accompanied by rigorous on-grade-level classroom instruction with RTI occurring beyond the scheduled content block, therefore it is a supplement to the core. There exists many software programs that specialize in on-grade-level standards-based instruction or accelerating student progress to get them on grade-level; many of them do both. Response to Intervention programs and quality classroom instruction are the key strategies that closing the achievement gap on the curriculum and instruction side of the house. These are also the resources that can assist greatly in providing student, parents, and teachers timely feedback on the progress of student along with antidotes accelerate growth. Planning for implementation involves the creation of the school improvement plans, district improvement plans, collaboration of team members, and the identification of professional development for educators that aligns to the needs identified in the data analysis and resources for instruction. At the district level this involves looking at the needs of the school and ensuring they have the resources they need such as staffing, curriculum, timely professional development offerings aligned to data concerns, strategies and action steps needed to meet student achievement, cultural shifts, engagement with the community as necessary, and district support of schools, all which should be outlined in the district's improvement plan. At the school level this involves development of master schedule, assignment of teachers, timely professional development, school culture needs, strategies and action steps, and requested support from the district to fill needs that may be out of school's span of control. A key component to the plan is implementing a baseline or diagnostic test to see where students are at the beginning of instruction, then creating progress monitoring points throughout the school calendar. This allows us to stop and assess student progress to see if the plan is working and make adjustments where necessary by going back to data disaggregation with a much smaller data set. Implementation is where we make the plan come to life. After professional development has been conducted, resources have been provided, teachers have been assigned schedules, and baselines/diagnostics have been completed, we teach! This includes instructional planning with knowledge of learners and content in mind. We implement the classroom strategies and use the rigorous research-based resources in our delivery and engagement we received from the professional development based on data disaggregation. We ensure the interventions are done with fidelity for identified students who may be performing below grade level (only for now) as we implement RTI. We receive feedback in the form of coaching and collaborative planning from other educators who may be monitoring instruction such as peers, administrators, or curriculum coaches. This brings us to examining the progress through ongoing progress monitoring and data-driven decision-making. As we monitor instruction in-the-moment through instructional walk-throughs, review of student work, and collaborative planning, we go back to our calendar examine progress as a school and a district with scheduled ongoing progress monitoring. This is a set of data points in any content area that will allow us to collect a data snapshot regarding the progress of student achievement and the plan itself. This is when we see if the plan is working and make adjustments through data-driven decision-making. This may involve the change of a strategy due to reported data or a change in the resource. Due to the fluidity of so many moving pieces and pace of the school year, this progress monitoring check point will allow us to see through data what is happening. For instance, a third-grade student identified for interventions at start of the year may now be performing on-grade level at this point, therefore interventions may be adjusted from phonics to vocabulary/comprehension or result in total removal from RTI. Usually, we don't make major adjustments to the plan, just minor adjustments that may impact student placement or teacher schedule/assignment. We connect what we see quantitatively in the data and qualitatively from walk-throughs, gather buy-in from teachers, students and parents, then make adjustments as needed and continue the plan for instruction. These steps, through a mixed-methods approach, outline the practice I would expect to see throughout the school year and to ensure the expectation of student achievement is at the forefront, I will schedule 2-3 meetings per year with all principals for Priority Outcomes Wielding Educational Results Forum or P.O.W.E.R. Forums. These forums will be growth opportunities for instructional leaders of schools to learn strategies that work across Henry County Schools. It will also be an opportunity for me to support schools with issues that need resolving and ensure academic achievement while elevating accountability for all leaders, starting with the superintendent.

Indicator 7: Community of Care and Support for Students - What will be the keys to your strategy for building trusting relationships with school staff and community members to support student learning and well-being?

The schools within our public school system are a major component of every community. When there is intentionality from the school system to connect and collaborate with our local partners, we can create a win-win situation for student achievement. Establishing positive relationships with inter-governmental agencies, especially the municipalities, county and the state can lead to amplified and accelerated achievement for our students and towards goals on the strategic plan. With Henry County being amongst the fastest-growing counties in the state, we must stay ready and prepared to respond to change when needed. This requires relationships with local and state officials in zoning and planning so we understand the possible impact on our capital construction and maintenance plans. This will assist us in ensuring our capital construction plan and maintenance plan is funded at the level necessary to respond in a timely manner while advancing our priority goals of student achievement. Just as an example of a win-win scenario; a component to this could be the benefit of our partnership with our local technical colleges in upskilling adults and current students in our CATE pathway to benefit and partner with developers and construction companies on slated projects. Maybe they are working for Henry County Schools Capital and Maintenance teams... Along the lines of partnerships, we can also look at the needs of business and community partners and how we fulfill the needs of each other in route to accomplishing goals. The creation and development of the Henry County Schools Foundation comes from these relationships. The belief of investing in the future education of our students comes from seeing and believing what we are offering and providing our current students. Inviting them into our events and school activities so they can get in on the best investment Henry County Schools has to offer; our students and the people that educate them. From our outstanding academic programs to the fine arts to our accomplished sports programs, we have a plethora of ways they can see us winning. People want to jump on the bandwagon of a winner... so let's show them we are winners and will continue to win in education and beyond. This will provide scholarships and grant funding and create a legacy for Henry County Schools for years to come.

Indicator 8: Professional Capacity of District Personnel - What is your vision for providing comprehensive, high-quality, and meaningful professional learning and development opportunities for teachers, administrators, and other staff in the district?

Effective Teachers and Educators are developed through hours of practice and Professional Development is the fuel to accelerate, maintain, and excel our educators. Professional Knowledge is a foundational skill necessary to engage with students and lead them to success in and beyond the classroom; this includes content and pedagogical knowledge. Another foundational area that is needed to be a successful educator is the establishment and ongoing maintenance of the learning environment. Consistently developing our teachers in these areas as standards change, technology advances, and society evolves we have to ensure even the best teachers are kept up-to date to apply the most current standards through Professional Development and forums to share best practices. Then we have knowledge of learners, instructional planning, delivery and engagement, assessment, and communication as the remaining parts of the puzzle that should be addressed when aligning Professional Development for educators and the strategic plan. The content of the Professional development has to be matched to the needs of the student, connected to the developmental needs of the educator and aligned to the goals of the strategic plan. Studying these three data points will allow us to develop courses and pathways to developing the whole educator, meeting the needs of both students assigned to educator and professional/personal growth needs of the educator. Data will drive the decisions of the offerings that are provided in our catalog, this data includes student and educator quantitative and qualitative data. I always remind educators that all of the best athletes or performers in the world are coached and developed by someone else, so we should aspire to be coached just as much as they are if not more because we are educators; athletes and performers learned from us. As we know the importance of professional development, we also must ensure that it is meaningful for the participants and timely. The most irritating experience I had while participating in development is receiving great information days, weeks or months after the need for the invention. Not only does this hinder professional practice, it is also detrimental the progress monitoring process for the students. It is very difficult to master schedule professional development for a district full of outstanding educators, however, we have to make it a top priority to accomplish this every year. Also, good professional development is sequential and has a progression allowing the participants to practice and grow while being developed. This leads to depth of Professional Development being prioritized over breadth. When educators have an opportunity to master a concept, additional connections are made, like a domino effect, that impact other areas for students and educator for the positive. This tends to produce use of researched based strategies, programs, and practices with fidelity leading to higher student achievement and increased teacher efficacy. We also must ensure high quality Professional Development before rolling it out to educators. Educators love to learn from high-quality, highly effective instructors and providing anything below this standard will create regression in development and cynicism amongst the organization. Professional Development is key to teacher success and, therefore key to student success. The organizational mindset on this topic has to always be continuous improvement despite its current greatness. Professional Development is key to student outcomes, educator retention, educator recruitment, and advancement opportunities. I'll close with these poignant phrases regarding the importance of Professional Development that will drive the vision, which states "A Plan to Advance Opportunities, Access and Outcomes" for educators, creates a culture for "Effective teachers, leaders, and staff..." on the journey to "...produce excellent results".

Indicator 9: Professional Community for District Staff - Describe what is meant by supportive workplace conditions. Be specific about the conditions for promoting professional learning, collaborative practice, and mutual accountability for advancing student learning and socio-emotional well-being.

Maslow's Hierarchy of needs in five stages, which are with physiological needs, safety and security, love and belonging, self-esteem, and self-actualization. When creating a safe space and environment for employees this is one of the models I always refer. While this is a model that is applied to students in many educational classes, however, I immediately transferred this concept to employees as I trained and took classes in educational leadership. As a successful organization, the groundwork for the "safety and security" within the professional has to be monitored daily to ensure we inspect what we expect; and respond immediately to anything that may jeopardize this in our professional community. Key indicators in the workplace of this are health, family, and social stability. We have to create an environment in which we notice that a colleague may be impacted in these areas and provide support as needed actions that enhance "employee health, wellness, and support structures". This foundational act elevates us to create a sense of "belonging" in the work environment that creates a collaborative atmosphere and a sense of connection with each other. This is the point where professionals can begin to think and be open to self-improvement as a professional. This leads to the promotion of professional learning opportunities individually and with peers. When we create connection through a sense of "belonging", it takes us to where self-esteem can be elevated and self-efficacy can be actualized. The process of being connected in the workplace can only be accomplished in a work environment that has a positive culture which is where collaboration and accountability is fostered and thrives; reflecting that the professional "learning environment should be supportive, safe, and secure." Through constant collaboration of teaching and learning, professional growth, and most importantly student learning and their overall well-being, we create a synergistic space for dialogue and feedback amongst the group which equals to accountability. This process makes us comfortable with talking, sharing, and providing constructive feedback with each other regarding our practice the norm or normal. This form of accountability leads to high self-esteem and eventually a positive teacher-efficacy and self-actualization as a professional. By ensuring a place where "employees feel welcomed and valued" we will be able to reciprocate this environment for the socio-emotional well-being, positively impacting learning outcomes for students.

Indicator 10: Meaningful Engagement of Families and Community - What is your strategy as superintendent to engage in two-way transparent communication with families and community stakeholders aimed at securing input, feedback, and support as needed for the district and its students?

As mentioned earlier accessibility, consistency, and timeliness are also keys to two-way transparent communication with families and community stakeholders. I previously mentioned the rhythm of communication, however, responsiveness for families and community stakeholders is also a factor in this rhythm. There have to be multiple means to allow for stakeholders to give opportunities for input and feedback along with necessary support to resolve issues because "Family and community involvement is critical to student success". Ensuring every school site and district office can address/solve problems directly, or with immediate connected support, aligns with "a high-performing operational culture" and the personnel believes they can take actions that "ensure a high-quality, world class education for every student". We also have to identify and prioritize inputs and feedback to properly respond. An important point to note is the within the process of securing input and feedback is the word "secure". Secure means to implement in a manner that is safe for the stakeholder, as we have to make people feel safe providing us with information that we may not be necessarily comfortable receiving. We have to ensure a non-retaliatory environment for the sake of stakeholders and for the betterment of the organization. This includes our local community partners, businesses, and inter-governmental agencies. If we do not allow them to tell us in a secure manner then they will tell anyone else, not allowing us to solve the problem and negatively impact the image or the community's perception of us. This solidifies "Family and community involvement is critical to student success". Face-to-face will continue to be a primary method of securing input, feedback, and providing the needed support for stakeholders using the concept and framework of the "Welcome Center". When this type of input or feedback is received, we must have a way to record this information to ensure we are improving practice going forward. However, we also need mechanisms that secure information and feedback in a manner that meets the multiple needs of the technology at our fingertips. Social Media is a medium that we can use to monitor and receive information and feedback on our schools. We can also monitor search engines and websites that may rate our schools and school district to respond to stakeholders. We can also proactively create opportunities to receive feedback via mass communication surveys via phone calls, text/email surveys, QR Codes, and testimonials. I believe, if we are going to make a mistake, let's make new mistake. We can avoid old mistakes with fluid two-way communication. Lastly, I want to always capture the input, feedback, and voice of two of our closest stakeholders, students and employees. Sometimes we take for granted the people closest to us. We have to value the voices of these two groups and intentionally create opportunities to allow them to access us in a formal way that leads to continuous improvement. Listening to students from Elementary to High School is paramount as they bring solutions we may never think of and it gives them ownership in our schools and their education. The employees provide feedback that is crucial to ensuring belief in the vision and mission of the district. Informal input and feedback are great, however formal opportunities to receive input and feedback are even more important because it leads to accountability for all.

Indicator 11: Operations and Management - Describe the relationship between the school board and the superintendent as it relates to school district operations and management. Clearly define the role of the board and the role of the superintendent.

According to the "Georgia Standards for Effective Board Governance" the board selects the superintendent, as an Executive Officer. In this role, the superintendent is to provide educational leadership, manage daily operations, and perform all duties assigned by law that is delegated by the Board. The board serves as the policy makers for our school district and it is clear the superintendent works to achieve the goals set by the board and is directed to act through policy-making of the board. The Board also represents the voices of the citizens and taxpayers, including parents and students. As the educational leader, once policy is put in place, it is required that the superintendent creates, establishes, implements, and monitors the system of practice that is aligned with the policy. Even, though the roles are different, there should be a symbiotic or synergistic relationship to achieve our goals for students. Together we work as a governance leadership team to perform and execute duties as written in the state constitution and laws, along with local board policies, procedural and ethical standards, and meeting accreditation requirements. Within our distinct roles, with the board being policy-makers, and the superintendent as the Executive Officer we work collaboratively to create the strategic plan by collaborating with the community, allowing feedback and input while the board adopts the plan inclusive of the vision, mission, strategies, goals and targets for achievement. The most important component of this relationship is consistent communication, availability, and access. The superintendent's role is to facilitate the daily operations of the school district. Also, it is incumbent on the superintendent to advise the board of any practices or changes in practice/behaviors by informing the board of current events or initiatives. Recommendations and guidance from the superintendent may lead the board to review of policy, however, it is up to the board to approve whether it will be mandated via policy.

Indicator 12: School Improvement - What is required to create a continuous improvement culture in the district that promotes mutual commitment and accountability for student success?

The process of school improvement is infinite even when performance is considered a success. There is a quote from the Infinite Game by Simon Sinek that states, "Infinite-minded leaders understand that 'best' is not a permanent state. Instead, they strive to be 'better'. Better suggest a journey of constant improvement...". This is the perception and excitement that permeates through my spirit when I think about School Improvement. Some educators hear the phrase "school improvement" and the perception may not be one of positivity; well I aspire to create a culture of growth-mindset in which people will be excited when they hear "School Improvement"! (Maybe we'll have to make a song around school improvement to accomplish this... music is a universal language). Three factors come to mind when I think of school improvement; Data-Driven Decision Making, Goal Setting, and Accountability. Data-Driven Decision Making is that dive into student achievement data to understand strengths and opportunities for improvement on the surface, however, it is allowing this information to take us to the point in which we learn the "Why" or "Root Cause." A set of student data should always lead to another set, allowing us to analyze appropriately to see truest story about each student, each educator, each school, and the district as a whole; realizing the "Root Cause" and the possible path towards improvement. The purpose of data is to identify solutions, not just problems. This data then allows us to make informed decisions regarding professional development, resources, funding, teaching and learning, and monitoring practices. Then we go to the step of Goal Setting where we use the data to set Specific, Measurable, Attainable, Real, and Timely (SMART) Goals. These SMART Goals will fall in alignment with our Strategic Plan leading to accelerated and elevated outcomes. Development of SMART Goals is a process of dialogue between all stakeholders, especially our teachers and students as our core beliefs, policies, actions, and outcomes dependent on their daily practices and performance. Teachers have to believe in the goals that are set by (or with) administration which ultimately align to our mission and vision. This leads to everyone in the organization having the ability to support and hold one another accountable due to the visibility and tangibility of ongoing outcomes throughout the year. We are accountable to the board and community quarterly, which means we should be accountable to our schools, teachers, and students quarterly as it relates to ongoing progress toward outcomes within the strategic plan. This accountability is a two-way path of communication between students, parents and teachers, teachers and school-site administrators, school-site administrators and district administrators, district administrators and Superintendent, Superintendent and School Board Members, and School Board Members, Superintendent, and Community (Local and State). This communication or dialogue includes what the students, teachers, and administrators need from the next level up to accomplish the goal and everyone being held accountable for providing the support or fulfilling the need. Once support or need is fulfilled, we now monitor progress after shift, establishing elevated accountability. This is the infinite game we journey as we create "A Framework for Continuous Improvement" bringing to fruition the core belief that "Each student can learn at or above grade level and will have an equal opportunity to do so".

Indicator 13: Leadership Personal Qualities - Visionary - Considering what you know about our district/community, what kind of environment do you envision creating for the district that will capture stakeholder dreams of what the district can become for all students?

An important lesson I experienced early in my educational leadership journey is the vision is created from within the educational circumstances of the community. For the vision of district to continue to reveal itself, you must allow oneself to be immersed in the community. The current strategic plan captures the vision of the community through the needs assessment process that took place a few years ago. Having the privilege to immerse myself in this plan through reading and the feedback of different stakeholders, it will allow me to not only see but, feel the needs by visiting schools and speaking with students, teachers, administrators and parents. Creating the opportunity to listen and remain connected to the views and priorities of the board members through conversations, I can vicariously view and visit schools within our district understanding the needs of various communities leading to a shared vision for our school district. Listening to community, business, and inter-governmental partners as a way to establish common ground and build solutions creates win/win results. As a leader, I believe it is my responsibility to reveal the vision and dreams of the district as we continue this journey towards "A Vision to ensure a high-quality, world-class education for every student."

Indicator 13: Leadership Personal Qualities - Personal Ethics and Values - What is the key driver of your personal value system? How important is it that your value system is a match with the values of the district and community where you expect to serve as Superintendent?

When I think about my childhood and the values that were imparted to me such as belief in God, valuing family, commitment, perseverance, work ethic, prioritizing and helping people, and valuing education are just a few. These values stick with me as an adult with a wife, five children and extended family. Being raised by one parent that was an educator and the other being a law enforcement officer there were plenty of values, rules, and accountability throughout my life. It was an expectation that I be great at something and lead instead of follow. Therefore, my childhood did not look like many other kids I knew and I later came to realize this was the ultimate blessing (way later like in my twenties, after I began teaching). So, when I took my educational leadership classes and the topic of leadership styles was taught, the first one that hit me personally was servant leadership. The second one that was applied to me and I learned to accept it as accurate was transformational leadership. The need to serve and help others meet their aspirations and goals, even sometimes helping them find or create an aspiration or goal for life is imperative for my nature. It hurts my spirit when I encounter an individual who may be striving for a goal in life due to the difficult circumstances they may have encountered. I strive to lead through my actions and then words as people remember what they see more than what you say and most importantly how you made them feel. So it will be that values and ethics is a match for Henry County Schools because I am only great at being myself, including the flaws. I've tried being different versions of me and I never get the best version or produce good results. I believe this is a match which is why I humbly apply.\*

Indicator 13: Leadership Personal Qualities8 - Personal Responsibility - Describe how you go about actively seeking and effectively applying feedback from others as you take full responsibility for one's own actions and achievements?

As an early-career teacher who instructed one of the finest high schools bands in Miami-Dade County, the Miami Norland Viking Band program, I quickly learned I was going to receive feedback whether I wanted it or not. When you direct 150 students within an organization almost every day, including summers and include their parents (Band Parents), you quickly become accustomed to feedback. One of my greatest experiences was listening to my band students imitate me during lunch while I was standing behind the door where they were located. My first thought was "is that how I sound and act" and my second reaction was to conceal my laughter so they would not hear me. I let almost five minutes pass as I listened to them before I came from behind the door revealing myself. Everyone immediately stopped cold and got quiet, one attempted to slyly walk away and I asked the group, "is that how I act?" No one answered, I'm pretty sure out of fear of getting in more trouble. So I told one of the students to imitate me when I was on the bull horn during after school rehearsal on the band field as I had heard him imitate a few minutes earlier. With some encouraging, he finally did it and I now had my opportunity to laugh, because I saw me through their eyes. Of course, they were shocked that I laughed because I can be very serious and one of the best laughs with my students based on their feedback regarding how I conducted rehearsals. Why do I tell this story? Ever since this moment, no matter what position I've held, I allow the opportunity to allow my students, staff, stakeholders, to give me feedback about myself (kind of a roast). This is my way of taking responsibility for my actions, in a joyful way for all involved; and it helps me to find old areas or new areas to continue my growth. I also provide this opportunity to my staff when I conduct their mid-year and annual evaluations. After I give them feedback, I ask them to give me one of my greatest areas in need of improvement and what I would need to do to get better. My experience has been the best opportunity to receive honest unfiltered feedback about yourself is right after you have provided that to said person. This taught me to take in feedback and understand that it is not personal. It also has taught me to stand up when things may not be going as planned and own the accountability as the leader. This provides staff the opportunity to focus on the necessary solution, without the full effects of the burden or weight that comes with problems. Lastly, I have learned it is usually less painful to admit wrong quickly, apologetically, and with no excuses. Sometimes, you have to accept you may be wrong, even though you thought you were right and the quicker you realize it, the quicker you can do the aforementioned sentence. Accept the consequences of wrong actions, learn, and grow from them; attempting to hide wrong always makes matters worse for all.\*

Indicator 14: "Fit" for Position and District Community - Describe the school communities in which you have worked in the past. Compare and contrast those communities with the Henry school community.

I've been fortunate to call Miami-Dade County my residence my entire educational career. So the possibility of a career and life outside of Miami-Dade is different, however I see it as positive "Fit" for myself professionally and my family personally. The great thing about Miami-Dade County is the diversity of the community and how the culture, community, geography, socio-economics, and demographics can change within 5, 10, or 15 minutes of driving. I see similar diversity in both communities; based on the data available, I can say that I have had the opportunity to educate and support the learning of students with the same ethnic demographics and cultures as Henry County. The percentages within these demographics differ, however, I believe the quality of experience with each demographic group is more important than the quantity. I believe we also have very similar demographics by age across our communities, which I'm sure similar perspectives exist in both districts. Another obvious contrast is the total population of students and the number of schools in the district. The comparison exists when we compare both districts are in the top ten largest school districts within our States and identified a model for other districts by our state departments of education. Also, when I review the cluster format, it is very similar to our feeder pattern concept; the close proximal location of schools within each cluster is also a familiar setup for both counties. The teacher-to-student ratio is another difference that I can easily adjust to, especially from an academic mindset. I also notice similarities in the average student populations of our high schools and middle schools. I am accustomed to driving and visiting schools over a large school district along with conducting various meetings in the communities they reside. Getting out to speak and listen to the stakeholders is key and understanding the different dynamics of each community is paramount. As a Region Superintendent, I worked cohesively with eight municipalities and as Deputy Superintendent I work with 34. Professionally, I believe I am the "Fit" for Henry County Schools. On a personal note, I am a husband with a very supportive and patient wife (especially, when it comes to my career). I am also a father of five beautiful children that have a love for life. Therefore, family is very important; their safety, security, and happiness are my top priority. So, when I look at everything Henry County has to offer, I also see it as a "Fit" for my family. If Henry County is willing to trust me with their most precious commodity, then I am willing to trust Henry County with my most precious commodity; and we will take care of each other. So I, hopefully, look forward to bringing you "students, a family, and an employee that feels welcomed and valued" and bringing the board's vision to fruition for all our students through the "mission to empower all students with exceptional opportunities and access that lead to success in a global society"!

Provide any additional information that you believe will support your application for the superintendent's position for which you are applying.

Thank you for the opportunity and time.

Personal Affirmation

Have you ever been dismissed, suspended or terminated, resigned or given the opportunity to resign, withdrawn an employment offer, or not offered re-employment from any professional, educational or management employment position, OR while under investigation, left employment? No

Please provide the date(s) address of the employer, fully stated reason(s), basis and circumstances for the adverse action(s).

Do you understand that because of the nature of the position for which you are applying, that the school district employer may require a background check, including a search of fingerprint, criminal records and credit history? Yes

Please explain.

Do you agree and consent for such background search and investigation to be conducted and agree to hold the school district and Georgia School Boards Association (GSBA) and all officials, representatives, and employees of the foregoing, harmless from all claims for libel, slander, invasion of privacy, intentional infliction of emotional distress and similar claims? Yes

Please explain.

Have you ever had an adverse action (i.e. warning, reprimand, suspension, denial, voluntary surrender, disbarment, etc.) taken against a professional certificate, license or permit issued by any state agency? No

Please explaining provide dates, agency and location

Are you currently the subject of OR have you ever been the subject of any investigation involving a violation of a profession's laws, rules, standards, Code of Ethics or Conduct by any state agency and/or involving a criminal act, sexual misconduct or physical harm to a child? No

Please explain, provide dates, agency and location

Have you ever been convicted or pled to a lesser offense for any sexual offense or drug offense (felony or misdemeanor)? No

Please explain and provide dates, location and other essential information.

Have you ever received a less than honorable discharge from any branch of the armed services of the United States?

Please explain

Please upload Form DD214

Do you have a relative(s) on the Board of Education or relative(s) employed after July 1, 2009 as a school district administrator in the district for which you are making application? No

If you answered yes, please explain