

Leadership Footprint

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Assistant Principal of Academics (Curriculum & Instruction) – Georgetown Middle:

- Overall jump of 21.5 points on the “CATS” - highest score ever achieved. Each content area improved and recorded the highest score.
- NCLB was achieved for the first time.
- Portfolio writing scores went from 50% novice to 8%.
- Discipline referrals dropped 43% compared to previous year.
- Reading: 78.4 to 97.3
- Math: 62.6 to 73.7
- Science: 56.9 to 82.7
- Social Studies: 58.9 to 76
- Arts and Humanities: 60.5 to 84
- Practical Living: 60.4 to 92.6
- Writing: 47.3 to 74.2
- Total Academic Index: 60.8 to 82.3

Highly Skilled Educator for the state of Kentucky:

- My role was to go into districts and schools to work with a principal / superintendent and provide them with strategies to improve student achievement. Both districts/schools I worked with improved or made changes to allow for improvement.

Principal – Henry County High School:

- Improved every single testing area for the first time since KDE started testing statewide going from the bottom 12 schools to 138 out of 236. School went from needing assistance to proficiency.
- Math from 2002-2009 was 24.9% and in two years went to 34.8% average and the following year surpassed the state average.
- Reading from 2002-2009 was 37.6% and in two years went to 61% of students reaching proficiency.
- All other tested areas also improved by 10% or more.
- 94% approval reflected in TELL survey in which 100% of staff responded.
- Changed curriculum/course offerings to better match student needs
- Tracking seniors making benchmark on EPAS from their freshmen year –they improved in each content area: English Explore (51%) to ACT (59%); Math Explore (25%) to ACT(43%); Reading Explore (27%) to ACT (52%).
- Re-vamped every SBDM policy following KASC guidelines to better support student learning.
- A full composite score point growth on the ACT going from 17.4 to 18.7 the highest composite score the school had ever achieved. Went above the state in English and reading for the first time and came within .1 of science. Improved in every testing category and beat the growth average of the state. Also improved with proficiency. percentage going from 46% to 51% in English, from 23% to 36% in Reading, from 13% to 15% in Science, and improved the percentage of students meeting all benchmarks by surpassing the state average.
- Discipline referrals dropped by over 50% .
- Provided a tool for collaboration among parents, students and staff – each child/parent knew his/her goal after high school, what he/she had to have to achieve it, where he/she was currently academically speaking and what was needed to improve.

Director of K-12 Curriculum & Instruction – Franklin County:

- Increased dual credit enrollment from under 50 students to over 400 in three years.
- Went from 12 total hours offered in dual credit to over 70 with the opportunity for students to achieve an associate degree.
- Created the Advanced STEM program – Freshmen taking college courses on a college campus working toward an associate degree upon high school graduation.
- Implemented KYOTE testing in both high schools, which had not been done previously.
- Helped form an education task force within the Chamber of Commerce. Created the curriculum for the Frankfort IMPACT program.

- Co-Created the FLEX program, which allows students to learn at their own pace. This program in its first year prevented over twenty students from dropping out.
- Received the KAGE service and advocacy award for innovative gifted and talented pathways for learning.
- Created William Cofield High School and was identified as a Program of Distinction after one year of being open. This school has prevented over 160 students from dropping out in a three year period.
- Created FCS-Eschool – a fully virtual learning environment for grades 6-12 which leads to a Franklin County schools diploma.
- Created new teacher to the district mentoring program
- Led the creation of district wide curriculum maps – the first for the district.
- Applied for and received a \$10,600 curriculum grant through KDE. Every staff member was trained on learning targets, text dependent questions and Close Reading Strategies.
- Graduation Rate - 4 year 94.5% (Highest Ever).
- Graduation rate - 4 year African American 97.2% (Highest Ever)
- Dual Credit - 95.3% of courses offered completed Dual Credit Courses and had qualifying grades (Highest Ever).
- ACT: Increase in all areas as a district. Each school also improved in all areas except FCHS Science and Academy math. Went above the state in our composite, Math, English, and Reading.
- Created FCS Virtual Learning Academy - opened 2021-22 school year.

Superintendent Henry County Public Schools:

- 22-23 we were 7 out of 15 districts — 23-24 were are 4 out of 15 districts
- **District Score:** 56.87 to 62.5 — The Largest Gain in OVEC
- We are finally above the state average! State is 60.8 and we are 62.5
 - Elementary went from 11th to 10th
 - Middle went from 5th to 3rd
 - High went from 9th to 3rd
- Quality of School Climate and Safety: District: 66.9 to 69.3
- **Novice Reduction** – As a district from 33.7% down to 29.41% in Reading & Math
 - Literacy all but 1 grade level
 - Math at all grade levels!
 - Social Studies All but one grade level
 - Combined Writing all grade levels.
- **Proficient/Distinguished Growth** - P = 24.86% to 26.86 and D = 9.23% to 10.82%
- 13th out of 172 districts for growth in Reading and Math
- **Impact Working Conditions Survey:**
 - **Educating all students:** from 83rd to 14th in the state
 - **Emotional Well-Being and Belonging:** from 95th to 12th in the state
 - **Feedback and Coaching:** from 89th to 11th in the state
 - **Managing Student Behavior:** from 71st to 8th in the state
 - **Professional Learning:** from 87th to 30th in the state
 - **Resources:** from 123rd to 29th in the state
 - **School Climate:** from 124th to 19th in the state
 - **School Leadership:** from 111th to 12th in the state
 - **Staff-Leadership Relationships:** from 132nd to 14th in the state
- **Student Critical Questions Results:**
 - Adults care about me: 95% to 96%
 - Feels like part of the school: 82% to 92%
 - I have an adult to turn to: 87% to 97%
 - I feel safe in my school: 92% to 98%
- **District Wide Behavioral Data:**
 - **High School 24-25 (numbers compared to 23/24)**

- Reduction in number of suspensions and total students suspended
 - Reduction in number of in-school suspensions and total students in ICE program
 - No restraints
 - No weapon or harassment charges
 - Reduction in number of both drug and tobacco incidents and students involved in those incidents
 - Reduced numbers as students are in high school (63/36 in 9th down to 24/17 in 12th)
 - Classrooms were the biggest location in terms of incidents in both 23-24 and 24-25. But this past school year, HCHS reduced classroom incidents by over 20%
- **Middle School 24-25 (numbers compared to 23/24)**
 - Reduction in number of suspensions (well over 50%) and total students suspended
 - Reduction in number of in-school suspensions and total students in ICE program
 - Assault / Violence issues dropped from 12 to 3; Harassments from 7 to 2
 - Reduced numbers as students are in middle school (45 students in 6th down to 29 students in 8th)
 - Classrooms were the biggest location in terms of incidents in both 23-24 and 24-25. But this past school year, HCMS reduced classroom incidents by almost 100 (99) incidents
- **Elementary Schools 24-25**
 - Campbellsburg did not have a suspension in 24/25
 - Reduction in elementary restraints
 - Reduction in elementary assaults / violence
 - Increase in identifying bullying / reduction in issues resulting in suspensions / in-school suspensions
 - Reduction in classroom incidents in 2 out of 3 schools

From 2023 to 2025:

- **Novice reduction in reading from 36% to 29%; Novice reduction in math from 38% to 27%; Novice reduction in Social Studies from 44% to 39% and Novice reduction in combined writing from 22% to 16%. Proficient/Distinguished levels increased in Reading from 38% to 44%, in Math from 34% to 41%, in Social Studies from 29% to 35% and in combined writing from 36% to 48%.**

Kids Count Data 2018-19 to 2023-24:

- Kindergarteners ready to learn: 63.8% to 73%.
- Fourth grade students proficient in Reading: 31% to 35%
- Eighth grade students proficient in Math: 23% to 41%
- High School students graduating on time: 93.5% to 94.4%

2023-2024-2025 Data:

- Reading:
 - Novice%: 36% to 31.25% to 29%
 - Prof/Dist.% 38% to 41% to 44%
- Math:
 - Novice%: 38% to 27% to 27%

- Prof/Dist.%: 34% to 36% to 41%
- Social Studies:
 - Novice%: 44% to 38% to 39%
 - Prof/Dist.% 29% to 36% to 35%
- Combined Writing:
 - Novice%: 19% to 22% to 16%
 - Prof/Dist.%: 36% to 45% to 48%

Artificial Intelligence High-Lights:

- <https://districtadministration.com/article/the-why-behind-ai-in-education-how-to-enhance-educator-effectiveness/>
- <https://districtadministration.com/article/heres-what-makes-this-districts-ai-strategy-successful/>
- <https://podcasts.apple.com/us/podcast/implementing-evidence-based-literacy-and-ai-dr-jim/id1779792839?i=1000716676790> <https://mindplay.transistor.fm/> <https://youtu.be/ngauwtugkNs>
- https://fried-tech.zoom.us/webinar/register/WN_GeZkWv6yOv64tvHpJVIDuw#/registration
- <https://event.on24.com/wcc/r/5021186/F204212358DA5CAAD6126AB4714FB8C8?partnerref=DAtext2>
- <https://drive.google.com/file/d/1XBafvn0k0V7CpuOO42ZuQyxxozZVN8dN/view>
- <https://www.aiforkentuckyeducators.com/>
- <https://event.on24.com/wcc/r/5021186/F204212358DA5CAAD6126AB4714FB8C8?partnerref=DAinvite1>
- Serves on the Google Southeast Advisory Board
- Nominated and Selected to attend and present at the Google for Leaders in Education Summit held in Chicago, Illinois 2025
- Serves on the “Hey Bodhi” Advisory Board
- Distinguished Leadership Lecture Series presented by the Department of Educational Leadership in the School of Education at Virginia Commonwealth University
- <https://spectrumnews1.com/ky/louisville/news/2025/09/19/educators-reflect-on-ai-in-ky-schools>
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