

KRISTINA BROOKS, ED.D.

November 22, 2024

Dear Search Team and Board of Education Members:

I am enthusiastic about expressing my interest in the Baldwin County School System Superintendent position. With a solid commitment to educational equity and a proven track record in fostering academic proficiency, I am prepared to bring the same dedication and results-oriented leadership to Baldwin County Schools. Throughout my career, I have been deeply committed to fostering positive student outcomes through a blend of high-quality education and forward-thinking leadership. My approach is driven by a passion for excellence and a steadfast dedication to serving the educational system and the broader community by being an active listener and transparent communicator as we seek a common perspective. One of my core values is fostering collective engagement, which is integral to supporting community trust and achieving excellence in education.

Despite the significant barriers that may be found in our community, I have led with a no-excuse philosophy grounded in the belief that all children can and will succeed. Currently serving as the Superintendent in a successful charter system, we have made significant positive strides in closing achievement gaps, implementing innovative programs tailored to diverse student needs, and establishing a culture where every student is seen, supported, and encouraged to reach their fullest potential. I have created environments where academic success and personal growth are attainable by emphasizing collective responsibility, transparency, and high standards for students and staff. By doing so, our community has been committed to a unified focus on breaking free from the barriers that plague those who reside in areas of significant poverty. Student success is due to my strategic and innovative approach to ensuring our local educational system prepares students for the challenges of tomorrow while also contributing to the economic development of our community. I am deeply committed to promoting shared governance and fostering collaboration, as I firmly believe that diverse perspectives lead to better outcomes. My proficiency in strategic planning, financial oversight, workforce development, and coalition building, coupled with my visionary leadership style, allows me to navigate the complexities of the educational landscape effectively.

What excites me most about the opportunity to join the Baldwin County School System is the alignment of your mission and values with my belief system. I am fueled by a deep passion for "dreaming big" for our students and community. As I model serving others and listening to learn, I am committed to ensuring every child receives the support they need to excel. Additionally, I am determined that our local schools must be guided by caring adults bound to high integrity and continuous improvement. I am confident that my innovative thinking, transparent leadership, and dedication to excellence will contribute positively to the community as you seek to educate college- and career-ready students to become contributing members of society.

I am grateful for the opportunity to be considered for this position and eager to discuss how I can serve and contribute to the Baldwin County School System. I look forward to the possibility of further dialogue.

Warm regards,
Kristina L. Brooks

Kristina L. Brooks, Ed.D.

Kristina L. Brooks, Ed.D.

EXPERIENCE

- Chattahoochee County School District** Cusseta, Georgia 2019- present
Superintendent 3 schools 1,100 enrollment 57% minority/82% economically disadvantaged
- Developed strategic plan leading to a 26% graduation rate increase (91%), 10% increase in CTAE pathway completion for college-career readiness, 86% of 8th graders at Lexile midpoint, and 35% achievement growth as measured by MAP
 - Prioritized student achievement and effective instruction, resulting in GOSA Platinum Star for Academic Gains (middle school), Top 30% designation by US News & World Report (elem school), and Dual Enrolled credit for 82% graduates
 - Implemented dynamic financial processes, including bond refinancing, resulting in a 225% increase in fund balance
 - Used various communication platforms to inform community voters, resulting in passing of two ESPOLSTs (81% rate)
 - Completed a \$14,500,000 capital outlay project to modernize the elementary school and athletic complex
 - Transformed Early Learning through a robust partnership for on-campus Daycare, Head Start, and Ga PreK classes
 - Collaborated with stakeholders to create a community-wide Panther Pride initiative to focus on culture
 - Met the needs of a growing, progressive community by updating the fleet with electric buses and ubiquitous connectivity
 - Initiated a 1:1 device program, learning management system, and single sign-on to transform K-12 classrooms
 - Led K-12 college career focus to align instructional programs to support regional economic development
 - Acquired \$5,000,000 in competitive grants and \$890,000 in state construction-related equipment bond grant
 - Developed a comprehensive community policing program to lead as a Safe School Designation across all campuses aimed at supporting the holistic needs of all students
 - Provided systematic process to enhance the availability of a variety of wrap-around services for the district to include school-based health-dental-vision-counseling clinics

- Jasper County Charter System** Monticello, Georgia 2016 – 2019
Executive Director 4 schools 2,400 enrollment 35% minority/45% economically disadvantaged
- Provided leadership development, coaching, and support for principals and system-level directors
 - Prioritized instructional focus on rigor, resulting in increasing equitable opportunities for Dual Enrollment and Advanced Placement
 - Led CCRPI and data digs to create innovative learning opportunities (mean of 8% gain in Math; 6% gain in Rdg)
 - Developed a system staffing plan based on QBE allotment sheet to provide equitable resources across schools
 - Developed a recruitment committee with innovative strategies to focus on increasing the diversity of the applicant pool and created a systemic hiring process using stakeholder input
 - Served as Coordinator for ADA Section 504, IDEA, Gifted, Title VI, Title VII and ADEA, and Title IX
 - Created student internships by partnering with local businesses and Southern Crescent Technical College

- Curriculum Advantage, Inc.** Peachtree Corners, Georgia 2013 - 2016
Vice President of Curriculum and Instruction 215 school districts
- Chaired national superintendent's advisory committee to foster continuous improvement of product and marketing strategy, resulting in increased return on investment (\$1.4 million) and partner satisfaction (92% satisfaction rate)
 - Partnered with Digital Promise to create Micro-Credential on Higher Order Thinking and Effective Probing Questions
 - Led instructional panels focused on innovative strategies for the Education Research and Development Institute (ERDI)
 - Operated a \$21 million budget supporting six states and met key objectives as identified by a diverse Board of Directors

- Oconee County School System** Watkinsville, Georgia 2008-2013
Director of Special Education 10 schools 8,300 enrollment 22% minority/13% economically disadvantaged
- Led system-wide program for IDEA-eligible, gifted-eligible, and second-language learners across ten schools
 - Maintained federal budget meeting compliance measures at 100% each year
 - Liaison for legal disputes and conflicts (no findings against the system and no settlements made)
 - Acted as system administrator with PowerSchool and GaDOE for state and federal IDEA reports
 - Served as Coordinator of Section 504 of ADA

- Assistant Principal at Oconee County Middle School 850 enrollment 19% minority/13% economically disadvantaged*
- Provided instructional leadership by leading the school improvement team
 - Evaluated 40 content teachers using TKES
 - Created a master schedule to include common planning time and developed innovative learning time
 - Managed safety protocols for GEMA emergency/crisis plan

- Managed administrative duties for middle school football, volleyball, and boys' soccer
- Utilized Code of Conduct as the administrator of discipline

Georgia Department of Education Atlanta, Georgia 2005 - 2008
Program Manager 110 schools 83,700 student population

- Led state-wide school improvement efforts with a focus on the needs of Focus and Priority Schools
- Provided direct support of all state and federal compliance requirements to all school systems located within the Northeast Georgia RESA district (14 local public-school systems)
- Created draft proposals for the state board of legislative consideration in 2007 rules and regulations

Hall County School System Gainesville, Georgia 2002 - 2005
Coordinator of Specialized Services 37 schools 27,000 enrollment 60% minority/37% econ disadvantage

- Created professional learning opportunities in assessment and research-based practices for differentiated practices in K-12 reading and math
- Managed FTE process for state and federal-level programs
- Led rezoning plans for regional special education and English Second Language self-contained classrooms
- Organized various community and business organizations to design supports to enhance the overall effectiveness of school and system programs for students in self-contained class environments

Riverside Military Academy Gainesville, Georgia 2000 - 2002
Learning Specialist 400 students 46% minority

- Instructed students using personalized techniques to accelerate learning in grades 7th-12th
- Implemented structured literacy framework to provide instruction to identified struggling secondary readers
- Collaborated in the development of a mentoring program for at-risk youths

Rockdale County School System Conyers, Georgia 1998 - 2000
Teacher: Memorial Middle School 770 students 70% minority/ 55% economically disadvantaged

- Worked as a collaborative middle school teacher in Language Arts, Mathematics, and Science
- Chaired the Student Support Team process
- Lead teacher for after-school Hospital/Homebound program (K-12)
- Coached 8th-grade volleyball and JV Cheerleading

GNR Dept of Public Health: Babies Can't Wait Covington, Georgia 1994 - 1998
Early Intervention Special Instructor

- Worked as a multidisciplinary team member to screen infants and toddlers at risk for developmental delays
- Utilized assessment data to create evidence-based language and behavior intervention plans
- Partnered with parents and caregivers to assist in developing strategies for the natural learning environment
- Chaired transition meetings into the local public-school IDEA preschool program

EDUCATION

Regent University Virginia Beach, Virginia 2010
 ● Educational Doctorate

University of Georgia Athens, Georgia 2004
 ● Leadership Certification

University of North Georgia Dahlonega, Georgia 2002
 ● Master of Education

State University of West Georgia Carrollton, Georgia 1997
 ● Bachelor of Education

PROFESSIONAL CONTRIBUTIONS: PRESENTATIONS & PUBLICATIONS

- *Science of Reading Journey-Boardroom to the Classroom* (2024), Breakout Speaker, GSBA Conference, Atlanta, GA.
- Brooks, Kristina (2023) "The Science of Reading Undergirds New Educational Laws," Op-Ed Contributor, Rebecca Grapevine, *Capitol Beat News*, Georgia Press Educational Foundation, Atlanta GA.
- *Implementing the Science of Reading* (2023), National Symposium, Institute for Education Innovation, Boulder, CO.
- *A Talent Pipeline for Workforce Development* (2023), Annual Conference, Charter System Foundation, Athens, GA.
- *Testimony on Georgia's School Funding*, (2022), Georgia's Education Senate Public Meeting, Columbus, GA.
- *Innovative Approach Upward and Onward* (2021), Live Webcast, ESchool News District Management, Virtual

- *Shared Governance & Communication Practices* (2021), Invited Breakout Speaker, GSBA Conference, Atlanta, GA.
- *Engaging Families and Community* (2021), Stories from the Field, Superintendent's National Podcast, Virtual
- *Implementing Formative Assessment* (2019), Northwest Evaluation Association, Fusion Conference Brooklyn, NY.
- *Data Driven Decisions for District Improvement* (2018), Data Quality Campaign, GSBA Conference, Savannah, GA.

HONORS AND RECOGNITIONS

- GaDOE Math Leader School Recognition: 2024
- Best of US School Districts Recognition- Business View Magazine: 2023
- GaDOE Literacy Leader School Recognition: 2023
- GSBA Governance Team of Year Finalist (small district): 2023
- GSBA Leading Edge Award Winner for Financial Effectiveness 2023
- Senate Education Committee: provided testimony regarding state education funding: 2022
- GSBA Leading Edge Award Winner for Continuous Improvement 2022
- Military Flagship School Award by the Georgia Department of Education 2022, 2021
- GSBA Leading Edge Award Winner for Best Practices in Communication 2021
- US News and World Report Top 30% Elementary School Recognition 2021
- Georgia Legislative Resolution for Leadership During Pandemic 2020
- GSBA Leading Edge Award Winner for Best Practices in Culture and Climate 2020
- Governor's Office of Student Achievement Greatest Gains: Platinum Award 2019
- GASPA: Best in Class Gold Award for Employee Benefits Process and Retention Practices 2018
- GaDOE Innovative Assessment Pilot- state lead for GMAP 2017-2020
- GSBA and Data Quality Campaign- presenter 2017
- Oconee County Chamber of Commerce: Education Service Award 2013
- GaDOE Pace Setter Award for Outstanding Special Education Services- recipient in 2010, 2011, 2012
- Council of Exceptional Children Dogwood Chapter: Teacher of the Year 1999

COMMUNITY AND ORGANIZATIONAL LEADERSHIP

- Charter System Foundation Executive Board Member: 2023- present
- Georgia School Superintendent Association: Legislative Chair: 2023-present
- Governor's Emergency Education Relief Recipient for Healthcare with Piedmont Hospital & Magnolia Services: 2022
- West Georgia RESA Dyslexia Endorsement Curriculum Advisor: 2022-present
- Chattahoochee County Family Connections Board of Directors: 2022-present
- Toyota Technician Training and Education Network: southeastern committee Board member 2021-2023
- Chatt-Flint RESA STEM Advisory Chair: 2021- present
- Chattahoochee Valley Library System: Board of Trustee member 2021- present
- Chatt-Flint RESA Board of Control: Legislative delegate 2021-present
- Columbus State University Math Collaborative: region 5 Board member 2020-present
- Governor's Educational Taskforce: Return to School Committee Member 2020
- Cusseta- Chattahoochee Chamber of Commerce: Steering Committee member 2019-present
- West Central Ga Department of Public Health: District 7 Board Member 2019- present
- Greater Columbus Chamber of Commerce: Talented and Educated People Committee Member 2019-present
- River Valley Regional Commission: Board of Directors 2019-present
- U.S. Army Ft. Moore: Leadership Roundtable Member 2019- present
- Workforce Development Greater Columbus Chamber of Commerce committee member 2019-present
- Columbus Technical College: Adult Education Board 2019- 2021
- GaDOE Innovative Assessment Committee: 2017-2020
- Jasper County Family Connections: Board of Directors 2016- 2019
- Jasper County Mentor Program: Board of Directors 2016-2019
- Georgia Vision for Public Education: Steering Committee partner member 2014-2016
- Oconee County Chamber of Commerce: Chair of Education Committee 2012-2015
- Georgia Association of Educational Leaders: Board of Directors 2010-2012
- Georgia Council of Administrators for Special Education: Legislative Liaison 2010-2012

Kristina Brooks

• Personal Information

You **may** contact my current employer.

I am available for employment after **6/2/2025**.

Current Base Salary **\$158,000**

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

2. Address

3. Education History

Regent University

Attended from 2004 to 2010

Graduated: **Yes**

Course:

Degree: **Doctorate in Education (Ed.D)**

Major Area of Study or Concentration

Minor Area of Study or Concentration

Upload transcript

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

Special Education Leadership

Reading

[Transcript_KRISTINABROOKS.pdf](#)

2010-05-02

University of Georgia

Attended from 2002 to 2003

Graduated: **Yes**

Course:

Degree: **add-on to M.Ed**

Major Area of Study or Concentration

Minor Area of Study or Concentration

Upload transcript

Date Degree Awarded/Expected or if currently or formerly enrolled provide last date applicable **2003-08-01**

Educational Leadership

NA

[UGA transcript.pdf](#)

University of North Georgia

Attended from 2001 to 2002

Graduated: **Yes**

Course:

Degree: **Master of Education (M.Ed.)**

Major Area of Study or Concentration

Minor Area of Study or Concentration

Upload transcript

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

Interrelated Special Education

Reading; English as a Second Language

[NGa transcript Brooks.pdf](#)

2002-08-09

University of West Georgia

Attended from 1994 to 1997

Graduated: **Yes**

Course:
Degree: **Bachelor of Science**

Major Area of Study or Concentration
Minor Area of Study or Concentration
Upload transcript

Special Education
N/A
[West Ga transcript.pdf](#)

Date Degree Awarded/Expected or if currently or formerly enrolled provide last date applicable **1997-08-24**

4. **Employment History**

Chattahoochee County Schools

Superintendent

From 3/1/2019 to 6/30/2025

Reason for leaving: Currently employed as Superintendent with six of six performance evaluations rated above 90% to include an extended contract for employment for an additional three years.

Supervisor Name: **Aaron Shillig**

Supervisor Phone:

Supervisor Email:

Annual Salary **\$158,000**

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

Select one **Full-time position**

Key Responsibilities

As the Chief Executive Officer serving a diverse community, including 82% of students experiencing economic poverty, 17% of students with disabilities, and 57% of students from minority backgrounds, my key responsibilities center on ensuring equitable, high-quality instruction and effective district operations. I work closely with our elected board to develop a shared mission and vision, which guides our district's Portrait of a Graduate and informs strategic priorities. I lead the development and execution of our strategic plan, setting high expectations and assuming full accountability for the district's successes and challenges. I establish clear, consistent communication and standards to empower staff and ensure our goals drive student achievement. Collaborating with my leadership team, I provide ongoing feedback and assess the effectiveness of district programs, initiatives, and leadership to ensure alignment with our strategic objectives and continuous progress. As the secretary to the governance team, I maintain transparent, regular communication with the elected board, providing insights on district trends, challenges, and opportunities. I ensure that all decisions and policy updates align with legal requirements and district priorities which includes my responsibility as being a good steward of public funds by overseeing the budgeting processes to guarantee that resources are allocated effectively and efficiently to maximize educational impact. Lastly, as the district's instructional leader, I provide transformational leadership, driving the development of educational programs that meet the diverse needs of our students and prepare them for future success. Through these key responsibilities, I am committed to fostering an inclusive, high-expectation environment where staff advance their skills and students become productive contributors to society.

Key Accomplishments

- Increased graduation rate by 26% (2024 grad rate of 91.0%)
- Increased 3rd-grade math and literacy Milestones scores with 65% of 3rd graders at or above grade level reading and 86% of 8th graders at or above grade level reading
- Increased business partnerships resulting in paid internships for students with an average salary more than 150% higher than the minimum wage
- Developed and implemented 5-year Strategic Plan exceeding annual targets on the balanced scorecard
- Increased system enrollment by 13% through a targeted marketing campaign
- Created a system calendar to promote innovative opportunities to strengthen professional learning communities through onsite coaching and mentoring with employee-led Guiding Coalitions
- Opened the College and Career Academy by offering 11 regionally aligned workforce development pathways
- Eliminated a general fund deficit of 5.5% to create a fund balance of 33% while decreasing the local millage rate
- Earned distinction of Governor's Platinum Star for Greatest Gains in middle school academics
- Recognized as US News & World Report Top 30% Elementary School
- Ranked by Niche as Top Ten Highschool in the greater Chattahoochee Valley Region (Alabama and Georgia schools)
- Received more than \$5,000,000 in competitive grants for technology, safety, and literacy
- Received EPA Clean School Bus grant to operate 4 electric buses reducing maintenance costs, lowering emissions, and allowing an energy buy-back with our local energy cooperative
- Awarded Georgia Military Flagship School at the elementary, middle, and high school levels
- Awarded GSBA Leading Edge Award for Climate and Culture- 2020
- Awarded GSBA Leading Edge Award for Communication- 2021
- Awarded GSBA Leading Edge Award for Continuous Improvement - 2022
- Awarded GSBA Leading Edge Award for Financial Effectiveness - 2023
- Recognized consecutively as GSBA Exemplary Board
- Named 2023 finalist for GSBA Governance Team of the Year (small district)
- Georgia Dual Enrolled Student of the Year through Governor's Office of Student Achievement awarded to Chattahoochee County senior- 2024
- Named 2023 Literacy Leader School (CCEC) and a 2024 Math Leader School (CCHS)

Number of Persons Supervised 205

Budget Allocated for which you are responsible 19,500,000

Other Information Given the confidential nature of this application, I would request that the Board be contacted only in the event that I was in consideration as the sole finalist for the position.

Jasper County School System

Executive Director: Student Services and Operations
 From 6/1/2016 to 2/28/2019

Reason for leaving: Accepted position as Superintendent for Chattahoochee County School District

Supervisor Name: Mike Newton
 Supervisor Phone:
 Supervisor Email:
 Annual Salary 110,000
 Check here if we may contact this employer Yes
 Select one Full-time position

Key Responsibilities As a member of the Superintendent's cabinet, I oversaw multiple areas related to the district's operation, use of resources, and student services including system charter contracts, federal programs, school improvement, school governance, Preschool and Headstart, Finance, Payroll, and Human Resources. Managing these functions in a charter system comprised of 45% poverty and 35% minority population, I promoted the success of all students by developing a professional climate of trust. I served as the Superintendent designee over multiple areas of the system and was the primary contact for internal and external stakeholders regarding all aspects of the charter thus allowing me to develop collaborative community partnerships that supported the learning priorities of the district.

Key Accomplishments

- Developed processes and procedures for curriculum monitoring resulting in progress toward approved targets in the system's charter to include a 35% increase in Lexile scores for minority populations, a 12% increase in mathematics, and an 8% increase in reading scores across the system
- Led the development of the strategic plan to include monitoring for operational effectiveness through the balanced scorecard
- Devised a system staffing plan based on QBE allotments and presented recommendations to the superintendent to decrease costs
- Reduced system maintenance of effort cost by \$250,000
- Met 100% of all federal targets for compliance
- Cultivated practices of shared decision-making with the school governance teams
- Increased meaningful communication between a diverse group of key stakeholders

Number of Persons Supervised 65

Budget Allocated for which you are responsible 14,500,000

Other Information Dr. Newton has retired from Jasper Co Charter System. Board member, Towonder Dennis, may be contacted regarding my service to the district. (tdennis@jasper.k12.ga.us).

Curriculum Advantage

Vice President of Curriculum and Instruction

From 5/27/2013 to 5/30/2016

Reason for leaving: Accepted cabinet-level position in a public school system

Supervisor Name: Daniel Dooley

Supervisor Phone:

Supervisor Email:

Annual Salary 120,000

Check here if we may contact this employer Yes

Select one Full-time position

Key Responsibilities

While operating a \$21 million budget, my key responsibilities included supporting curriculum development across six states and meeting key objectives as identified by a diverse Board of Directors. Additionally, I was responsible for coaching and developing an implementation team to ensure that customer satisfaction increased and school districts were able to align their instructional growth to the product for a positive return on investment. Lastly, a key responsibility as Vice President included communicating expectations to state managers and delegating product research and development cycles to program managers at corporate.

Key Accomplishments

- Chaired National Superintendent's Advisory Committee to foster continuous improvement of product
- Increased partner satisfaction to a 92% satisfaction rate indicating a high level of customer-focus strategies
- Partnered with Digital Promise to create Micro-Credential on Higher Order Thinking and Effective Probing Questions
- Led instructional panels focused on innovative strategies for the Education Research and Development Institute (ERDI)

Number of Persons Supervised 65

Budget Allocated for which you are responsible 21,000,000

Other Information Supporting public school system leaders while employed in the educational technology industry allowed me the opportunity to gain a vast array of experiences with effective business practices. Most importantly, it provided me with a flexible schedule that was needed while I was the primary caretaker for my mother who had been diagnosed with a terminal illness.

Oconee County Schools

Assistant Principal

From 7/1/2012 to 5/28/2013

Reason for leaving: During my tenure, I became the primary caretaker for my mother who was diagnosed with a terminal illness. Working a flexible schedule with a home office, I accepted employment as the Vice President of Curriculum and Instruction for a national educational technology company.

Supervisor Name: Lynda Hale

Supervisor Phone:

Annual Salary 95,000

Check here if we may contact this employer **Yes**
 Select one **Full-time position**

Key Responsibilities **Key responsibilities included the creation of an innovative master schedule, implementing all safety drills and procedures, and serving as tribunal officer for discipline 6th-8th that required a hearing. I was responsible for evaluating the math and ELA content, special education, ELL, and gifted teachers. I was also responsible for leading the professional learning communities for effective differentiation, co-teaching, and strategies for increasing student engagement. I supervised athletics and worked closely with the booster club and athletic director to ensure clarity in communication protocols. Chairing the school council and working directly with Partners in Education, I was responsible for connecting partners and leading the decision-making process for school-level resources.**

Key Accomplishments **- Updated available courses to include the addition of advanced content classes for high school credit
- Created an expectation for all 8th graders to earn a minimum of one high school credit by exploring innovative connection opportunities
- Acquired additional state funding by analyzing data and accurately completing the FTE process
- Redesigned gifted eligibility to incorporate a multiple criteria process resulting in equitable opportunities for all high-achieving learners
- Designed a literacy connection course increasing REP funding and increasing the median Lexile scores of the most at-risk readers**

Number of Persons Supervised **50**

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

Other Information **During 2012-2013 to gain greater experience at the building level, I served in the role of Assistant Principal for Oconee County Middle School. In this role, I was placed as the Interim Principal while the system underwent leadership changes. Because I became the full-time caretaker for my terminally ill mother, I did not pursue the principal role realizing that I needed to search for a short-term position that would provide a flexible schedule with a home office thus leading me to accept employment at a national educational technology company.**

Oconee County Schools

Director Student Services
 From 7/1/2008 to 6/30/2012

Reason for leaving: To gain greater experience at the building level, I served in the Assistant Principal role for Oconee County Middle School.

Supervisor Name: **John Jackson**
 Supervisor Phone:
 Supervisor Email:
 Annual Salary **95,000**
 Check here if we may contact this employer **Yes**
 Select one **Full-time position**

Key Responsibilities **Responsible for the supervision of 50 employees and a federal budget of \$7.45 million, I served as a system administrator for the GaDOE data portal and system-wide Consolidated Application for strategic planning on Federal programs. This role allowed me to support the development of a shared vision for effective support systems in the district. I facilitated the special education teacher and parent advisory council to increase communication and build shared leadership resulting in surveyed parental satisfaction rate of 85%. As the system administrator for PowerSchool, I demonstrated proficient knowledge of state and federal laws through the completion of state reports, CPI, and all FTE records. Lastly, I served as Coordinator of Section 504 of ADA and as the Open Records Officer resulting in no findings of non-compliance during investigations.**

Key Accomplishments **- Awarded the Pace Setter Award (highest performance targets on state accountability reporting) by GaDOE for three consecutive years
- Met all compliance measures at 100% across federal and state accountability measures
- Invited speaker to state-level organization to train directors on strategies to reduce disproportionality in special education**

Number of Persons Supervised **50**
 Budget Allocated for which you are responsible **7,450,000**
 Other Information

Georgia Department of Education*Program Manager*

From 7/1/2005 to 6/30/2008

Reason for leaving: Recruited to a school district to serve in a central office leadership position

Supervisor Name: **Marlene Byrar: retired**

Supervisor Phone:

Annual Salary **84,000**Check here if we may contact this employer **Yes**Select one **Full-time position**

Key Responsibilities

Serving as the Program Manager at the GaDOE, I supervised a unit that employed 10 individuals. I was responsible for reviewing and approving the federal budgets of 14 school systems totaling more than \$10,000,000. Due to the level of system management and monitoring of state and federal requirements, I was responsible for connecting a variety of departmental resources to individual systems and school needs to provide feedback for improvement. With three of these systems rated as top performers in Georgia, I was able to develop partnerships to better assess high-quality practices related to student learning.

Key Accomplishments

- Provided direct support for 14 school systems located within the Northeast Georgia RESA region, a total of 110 schools
- Led state-wide school improvement efforts of assigned Focus and Priority Schools
- Collaborated on the development of targeted improvement areas for assigned schools resulting in 70% of assigned schools being removed from any designated status of required improvement efforts

Number of Persons Supervised **10**Budget Allocated for which you are responsible **10,000,000****Hall County School District***Coordinator*

From 7/1/2002 to 6/30/2005

Reason for leaving: Relocation

Supervisor Name: **Kathy Culver**

Supervisor Phone:

Annual Salary **72,000**Check here if we may contact this employer **Yes**Select one **Full-time position**

Key Responsibilities

As a central office coordinator, I directly supervised 35 professionals and managed a budget of approximately \$3.2 million. In this role, I demonstrated knowledge of state and federal regulations and provided direct leadership in interpreting and implementing regulations for schools with diverse populations. Out of the schools I supervised, 8 schools had over 90% poverty, 2 schools' demographics included more than 90% minority population, and 1 school enrolled more than 90% of students who were second language learners. Additionally, I managed the FTE process for IDEA as well as ELL and maximized funding to earn all allotted teachers in the assigned programs. Finally, I developed procedures to assess the implementation of instructional practices in specialized classrooms and in specific content domains across the region resulting in improvements for targeted populations as identified in the school improvement plans.

Key Accomplishments

- Created professional learning opportunities in assessment and research-based practices for differentiated practices in K-12 reading and math
- Managed FTE process for state and federal-level programs
- Led rezoning plans for regional special education and English Second Language self-contained classrooms
- Organized various community and business organizations to design supports to enhance the overall effectiveness of school and system programs for students in self-contained class environments

Number of Persons Supervised **35**Budget Allocated for which you are responsible **3,200,000**

Other Information

My immediate supervisors and the superintendent's cabinets have retired from Hall County Schools. If a reference regarding my service is needed, please contact retired Barrow County Superintendent Chris McMichael. Dr. McMichael served as a Principal during my tenure in Hall; his school was in the region I served.

Riverside Military Academy

Learning Specialist

From 7/1/2000 to 6/30/2002

Reason for leaving: Relocated

Supervisor Name: **Chris McMichael**

Supervisor Phone:

Annual Salary **59,000**

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

Select one **Full-time position**

Key Responsibilities

Supervising a team of 5 with a \$150,000 budget, I was responsible for the coordination of the master schedule to provide personalized learning through access to remediation supports, acceleration, and specialized instruction for all students in grades 7th- 12th. Additionally, I led school-wide professional learning as indicated in the school improvement plan. To ensure positive parental relationships were formed, I was responsible for serving in an administrative role as the direct line of contact to address all parental concerns for academics, discipline, and extracurricular activities.

Key Accomplishments

- Increased average SAT composite score by 10% through the use of a targeted preparatory program
- Had 100% post-secondary transition for enrollment in post-secondary technical/university or enlistment into the military
- Worked collaboratively with the marketing and admissions department to experience an 8% enrollment increase

Number of Persons Supervised **5**

Budget Allocated for which you are responsible **150,000**

Rockdale County Schools

teacher

From 7/1/1998 to 6/30/2000

Reason for leaving: Relocated due to marriage

Supervisor Name: **Facie Goodman: retired**

Supervisor Phone:

Annual Salary **36,000**

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

Select one **Full-time position**

Key Responsibilities

Supervising a team of 4 paraprofessionals and overseeing a supplemental, compensatory budget of \$20,000, I led classroom instruction for diverse learners. To enhance my developing leadership skills, I had direct oversight and management for homebound services and initiated a collaboration with business partners to begin a mentoring program for at-risk youths. Supporting the development of the whole child, I demonstrated the ability to adhere to professional norms and expectations in my role as a middle school and JV coach.

Key Accomplishments

- Worked as a collaborative middle school teacher in Language Arts, Mathematics, and Science
- Chaired the Student Support Team process
- Lead teacher for after-school Hospital/Homebound program (K-12)
- Coached 8th-grade volleyball and JV Cheerleading

Number of Persons Supervised **4**

Budget Allocated for which you are responsible **20,000**

GNR: Ga Dept Public Health

Early Intervention Special Instructor

From 8/1/1994 to 6/30/1998

Reason for leaving: Accepted classroom teaching position

Supervisor Name: **Bernice Bowles: retired**

Supervisor Phone:

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

Select one **Part-time position**

Key Responsibilities **With an entry-level position responsible for coordinating between multiple agencies to provide effective educational transitions to young children, I worked extensively with parents and service providers on implementing evidence-based practices to support learning. In addition, I was responsible for coordinating with district contacts regarding local and state regulations and demonstrated a proficient understanding of local board policies and procedures across three metro school systems.**

Key Accomplishments **• Worked as a multidisciplinary team member to screen infants and toddlers at risk for developmental delays
• Utilized assessment data to create evidence-based language and behavior intervention plans
• Partnered with parents and caregivers to assist in developing strategies for the natural learning environment
• Chaired transition meetings into the local public-school IDEA preschool program**

Number of Persons Supervised **0**

Budget Allocated for which you are responsible **0**

5. **References**

David Lewis, professional colleague

Reference Evaluation Form [View Evaluation Form](#)

Years Known **10**

Organization **Muscogee County School District**

Current Position **Superintendent**

Address

Shanna Downs, professional colleague

Reference Evaluation Form [View Evaluation Form](#)

Years Known **15**

Organization **West Ga RESA**

Current Position **Executive Director**

Address

Lynda Hale, supervisor

Reference Evaluation Form [View Evaluation Form](#)

Years Known **15**

Organization **Oconee Co Schools**

Current Position **Assistant Superintendent: retired**

Address

Thomas Kephart, professional colleague

Reference Evaluation Form [View Evaluation Form](#)

Years Known **30**

Organization **United Bank**
Current Position **President**

Address

Irene Munn, consultant for workforce development

Reference Evaluation Form [View Evaluation Form](#)

Years Known **6**

Organization **Munn Firm: Legislative Counsel and Policy Director**

Current Position **Principal Director**

Address

6. **Files**

7. **Certifications**

Other: 283950
L7

Cataula, GA
United States

8. **Additional Information**

Honors and Awards

- Math Leader School awarded by GaDOE: 2024
- Literacy Leader School awarded by GaDOE: 2023
- GSBA Governance Team of the Year Finalist (Small system): 2023
- Senate Education Committee: provided testimony regarding state education funding: 2022
- GSBA Leading Edge Award Winner for Continuous Improvement 2022
- Military Flagship School Award by the Georgia Department of Education 2022, 2021
- GSBA Exemplary Board of Education recognition 2022, 2021
- GSBA Leading Edge Award Winner for Best Practices in Communication 2021
- US News and World Report Top 30% elementary school recognition 2021
- Georgia Legislative Resolution for Leadership During Pandemic 2020
- GSBA Distinguished Board of Education Recognition 2020
- GSBA Leading Edge Award Winner for Best Practices in Culture and Climate 2020
- Governor's Office of Student Achievement Greatest Gains: Platinum Award 2019
- GASPA: Best in Class Bronze Award for Strategic Partnerships and Employee Handbook 2018
- GASPA: Best in Class Gold Award for Employee Benefits Process and Retention Practices 2018
- GaDOE Innovative Assessment Pilot- state lead for GMAP 2017-2020
- GSBA and Data Quality Campaign- presenter 2017
- NWEA Formative Assessment Practices- presenter 2016
- Oconee County Chamber of Commerce: Education Service Award 2013
- GaDOE Pace Setter Award for Outstanding Special Education Services- recipient in 2010, 2011, and 2012
- Council of Exceptional Children Dogwood Chapter: Teacher of the Year 1999

Interests, Hobbies, Special Talents

As a lifelong learner whose passion resides in supporting quality public education, my interests and hobbies are found serving in volunteer capacities that have a positive impact on the lives of families. Currently, I volunteer in our community campaign for Get Georgia Reading and serve as an adult reading mentor for families. I support our local Family Connections program in navigating Georgia's HOPE Career Grant for our eligible residents with the goal of increasing economic mobility for our community members.

I remain active in my own pursuit of new knowledge regarding educational law and the legislative practices that impact public education especially as it relates to advocacy in the areas of literacy and equitable financing of public education services for all of Georgia's children. Currently, I collaborate with West Georgia RESA as a course designer for the Dyslexia Endorsement program.

As members of The Church of the Highlands Columbus campus, my family is active in our small group, Motion Students, and spending time learning and growing. Personal hobbies include enjoying time with family at the lake, weekend hikes, and travel to historic sites. With an adult child employed as a data scientist near Macon, a Class of 2025 high school graduate pursuing the State Service Scholarship at GMC and UNG, and an elderly father residing in Covington, much of my available time is spent cherishing the moments we are together.

Community Outreach

- Georgia Southwestern State University Advisory Council Chair: 2023

- Governor's Emergency Education Relief Recipient for Healthcare with Piedmont Hospital & Magnolia Manor Nursing Services: 2022
- West Georgia RESA Dyslexia Endorsement Curriculum Advisor: 2022-present
- Chattahoochee County Family Connections Board of Directors: 2022-present
- Toyota Technician Training and Education Network: southeastern committee Board member 2021-present
- Chatt-Flint RESA STEM Advisory Chair: 2021- present
- Chattahoochee Valley Library System: Board of Trustee member 2021- present
- Chatt-Flint RESA Board of Control: Legislative Chair 2021-present
- Columbus State University Math Collaborative: region 5 board Member 2020-present
- Governor's Educational Taskforce: Return to School committee member 2020
- Cusseta- Chattahoochee Chamber of Commerce: Steering Committee member 2019-present
- West Central Ga Department of Public Health: District 7 Board Member 2019- present
- Greater Columbus Chamber of Commerce: Talented and Educated People Committee Member 2019-present
- River Valley Regional Commission: Board of Directors 2019-present
- U.S. Army Ft. Benning: Leadership Roundtable Member 2019- present
- Workforce Development Greater Columbus Chamber of Commerce committee member 2019-present
- Columbus Technical College: Adult Education Board 2019- 2021
- GaDOE Innovative Assessment Committee: 2017-2020
- Jasper County Family Connections: Board of Directors 2016- 2019
- Jasper County Mentor Program: Board of Directors 2016-2019
- Georgia Vision for Public Education: Steering Committee partner member 2014-2016
- Oconee County Chamber of Commerce: Chair of Education Committee 2012-2015
- Georgia Association of Educational Leaders: Board of Directors 2010-2012
- Oconee County Civitan Club: member 2009-2014
- Georgia Council of Administrators for Special Education: Legislative Liaison 2010-2012

9. **Other Training**

Institution, Program or Trainer/Consultant Providing Training
 Georgia Leadership Institute for School Improvement
 Training Location

Atlanta, GA
 United States

Duration of Training
 2018; 2019; 2022;

Institution, Program or Trainer/Consultant Providing Training
 Superintendent Professional Development Program: Georgia School Superintendent Association
 Training Location

Athens, GA
 United States

Duration of Training
 2017-2019

Date
 Sat, 06/01/2019 - 12:00

Institution, Program or Trainer/Consultant Providing Training
 New Superintendent Induction: Georgia School Superintendent Association
 Training Location

Athens, GA
 United States

Duration of Training
 2019

Date
 Sun, 09/01/2019 - 12:00

Institution, Program or Trainer/Consultant Providing Training
 Whole Board Governance Team Training: Georgia School Board Association
 Training Location

Cusseta, GA
 United States

Duration of Training
 annual (4 hours each)

Institution, Program or Trainer/Consultant Providing Training
 AASA: Advancing Rural Education Cohort

Training Location

Alexandria, VA
United States

Duration of Training
12 months

Date
Fri, 12/06/2024 - 12:00

10. **Application Questions**

When are you available to start this position?

2025-06-02

Indicators

INDICATOR 1:
PREPARATION: EDUCATION,
TRAINING AND LICENSURE
- It's critical that one who
aspires to be a
superintendent is
continuously aware of hot-
button issues impacting the
role. Provide the steps you
have taken in the past year to
stay current on trends and
standards in K12 education,
and what are the most critical
issues facing the
Superintendent and Boards of
Education today?

As the GSSA Legislative Chair and having served as a member of the Governor's Return to School Taskforce, I have demonstrated proactive leadership in addressing critical issues facing public education in Georgia. Over the past year, I have prioritized staying informed through direct collaboration with policymakers and educational leaders not only within my region but through political relationships that I have developed across the state and nation. Because of this, I have been able to participate in high-level discussions, such as speaking at the Education Senate Forum, where I advocated for equitable funding and strategic policies to support Georgia's public schools and the need for continued local control. Additionally, I continue to work alongside GAEL, GSBA, GSSA and PAGE leaders in my role as legislative chair to ensure we present a unified list of priorities in our professional advocacy efforts. These leadership opportunities have allowed me to influence state-level decisions while deepening my understanding of the complex challenges confronting school districts. Currently, several issues are at the forefront of concern for superintendents and Boards of Education. The drastic increase in employer costs for the State Health Benefit Plan for classified staff creates significant financial strain on districts, affecting not only recruitment and retention efforts for vital support roles but creating a strain on local budgets. Additionally, legislation such as HB 581 underscores the impact of inflation and property taxes, necessitating careful fiscal planning to ensure long-term stability. Georgia's private school voucher program further complicates funding by requiring resources for two separate educational systems, risking a decline in support for K-12 public schools while promoting a system that does not promote an equitable education for all children. Moreover, HB385 and the impact the return to work legislation may have on local district recruitment strategies for qualified teachers impacts today's educational leaders. Because of my experience, I bring a unique perspective on the critical issues facing the role of superintendent and Boards of Education. Throughout these opportunities, I have leveraged my leadership roles to build coalitions, share expertise, and advocate for solutions. Collaborating with the Governor's Taskforce and legislative leaders, I have developed relationships that allow me a seat at the table to advocate for opportunities to protect public education funding and ensure equitable access for all students. My work has included organizing forums within my RESA and has allowed me to mentor other superintendents on navigating these pressing issues. Speaking at the Education Senate Forum as well as with members of the U.S. Department of Education has further amplified my experience by providing me opportunities to highlight public education and the communities served by public schools, reinforcing the urgent need for thoughtful policy decisions. This combination of advocacy, collaboration, and strategic leadership positions me to continue driving impactful solutions specifically for the children and families of Baldwin County.

INDICATOR 2: LEADERSHIP EXPERIENCE - Describe your leadership experience in a district similar to ours. Based on your understanding of our district, what insights from those experiences do you believe would be relevant and beneficial in the role of superintendent for Baldwin County?<<Question 2>>

Throughout my career, I have gained leadership experiences across several districts similar to Baldwin County. As the Superintendent of Chattahoochee County Schools, I have successfully led a charter school system that is diverse and rural. With a student body that includes 82% of students from poverty with a 57% minority population, there are many similarities with Baldwin County. Specifically, navigating the landscape as a successful superintendent for nearly six years, I am aware of the challenges associated with the position, especially in these times of political turmoil where so many decision-makers support decreasing funding, increasing access to school vouchers, and changing accountability metrics. I have successfully navigated the legislative challenges and led through the ever-changing accountability measures by using charter flexibility and innovation to transform our work for the children of Chattahoochee County Schools. I lead with a commitment to removing barriers to ensure success for all students, underpinned by my strategic planning expertise. In Chattahoochee County Schools, where 82% of students are economically disadvantaged, community challenges have required me to address food insecurity, healthcare needs to include substance abuse, substandard housing, transportation challenges, and youth involved in high-risk street culture. Supporting holistic student development has been essential in my success of navigating these challenges. These needs have been motivating factors rather than obstacles, allowing me to inspire my team to deliver high-quality education and uphold rigorous standards despite adversity. Having successfully supported students and families who experience these life challenges has allowed me to develop into a forward-thinking leader who displays empathy along with high expectations. These characteristics will allow me to effectively advocate and serve the students enrolled in Baldwin County schools while ensuring the focus on excellence remains. Maximizing the opportunities available in strategic planning, increased achievement in literacy, early learning, and the career academy are some relevant experiences from Chattahoochee that I would glean insight from if selected to lead Baldwin County Schools. My career progression has equipped me with a broad and diverse leadership experience, particularly in Hall County. This large district with diverse demographics and challenges of fast-growing urban communities provided me with firsthand experience in a fast-paced environment with complex demands. One example was supporting the work to rezone self-contained special education and sheltered second-language classrooms. Through long-term strategic planning, I learned the importance of clear communication, stakeholder engagement, and managing the interests of multiple departments to create smooth transitions that prioritize the community's needs. This experience will benefit Baldwin County as the superintendent must accurately forecast enrollment and plan appropriately to ensure appropriate resources are in place to support specialized programs such as Baldwin's Early Learning Center, Montessori, and the Career Academy. Though demographics may differ between the communities, my role in Oconee County Schools as Special Education Director and building leader further refined my conflict resolution, crisis management, and strategic planning skills—all critical competencies for a superintendent. As the district experienced growth, I managed the challenges of maintaining high standards during financial uncertainty. This dual experience at the building and central office levels taught me the importance of aligning every action and decision with a clear strategic plan, a foundation for success that I see as essential for Baldwin County's future as the next strategic plan approaches. Serving as the Executive Director in neighboring Jasper County provided the opportunity to partner with the Joint Development Authority to align educational offerings with economic needs. Working to develop CTAE pathways that supported local workforce requirements, such as the successful Biotechnology Research and Development program, underscored the value of preparing students to meet regional industry demands and encouraging them to stay and contribute to their community after graduation. Again, this experience is relevant to Baldwin County because the superintendent must interact with elected officials and the Chamber of Commerce to support economic development by preparing our students for future employment opportunities. Overall, leading as a superintendent in a rural, diverse district and serving on the executive cabinet level at a neighboring district have prepared me to embrace a new community that desires high levels of student achievement and innovation to support a strong future for the children in Baldwin County.

INDICATOR 3: MISSION, VISION AND CORE VALUES - Briefly share the process you will use for ensuring that the district's identity (mission, vision, and core values) actually drive all decisions and reflects the culture of the district community.

To ensure Baldwin County Schools' identity of empowering students to achieve their maximum potential and preparing them for lifelong success truly drives all decisions, I would develop a passionate and student-centered process focused on excellence. Every action must align with Baldwin's mission, ensuring that initiatives inspire students to reach new heights and prepare them to make meaningful contributions to a global society. As the time approaches for a new five-year strategic plan, I would lead a thoughtful, collaborative process explicitly connecting every goal to the district's vision. This approach would prioritize excellence across academics, athletics, and the arts, ensuring all students are equipped with opportunities to thrive. Engaging stakeholders authentically would be at the heart of my work. Listening to students, families, staff, and community members is critical to understanding the community's aspirations and dreams. I have seen firsthand how meeting people where they are and hearing their voices fosters trust, unity, and stronger results. Through regular listening sessions and diverse committees, I would ensure our shared vision reflects the hopes of all, driving decisions that inspire collective ownership and pride. A commitment to data-driven decision-making is equally essential. Performance metrics, feedback, and the balanced scorecard would guide my efforts to assess effectiveness and identify areas for growth. Excellence for all would be a non-negotiable priority, ensuring balanced investments across academics, athletics, and the arts to guarantee every student access to rigorous and relevant opportunities. By embedding work ready skills such as collaboration, communication, and problem-solving into all areas, my goal would be to prepare students to excel in a complex global community.

INDICATOR 4: ETHICS AND PROFESSIONAL NORMS - What do you believe are the core principles of ethical and professional conduct for educators?

I believe the core principles of ethical and professional conduct for educators are rooted in prioritizing student safety, fostering an environment of high expectations, and upholding excellence and integrity in every decision. As an experienced superintendent, I know that placing student safety—both physical and emotional—at the forefront of my work is foundational. Students must feel secure, respected, and valued, as this is essential for their engagement and learning. Equally important is leading with a commitment to high expectations and equity. I believe deeply in every student's potential to achieve excellence, and this belief must be embedded in the school system's culture. As the leader, it is critical that I lead in a way that provides access to high-quality instruction, resources, and opportunities for all students, actively removing barriers. This commitment to excellence and equity means consistently challenging biases and creating structures that allow each student the opportunity to thrive. Lastly, professionalism and integrity are non-negotiable. Educators and leaders must model transparency and accountability and relentlessly focus on student success. This includes respecting confidentiality, managing conflicts with maturity, and ensuring that our actions and decisions reflect the best interests of every student. By holding myself to these standards, I lead as an example in building a culture that champions student safety, high expectations, and excellence for all.

INDICATOR 5: EQUITY AND CULTURAL RESPONSIVENESS - Defend your position on the following statement: The highly effective superintendent models the mindset and belief that all students are capable of learning at high levels.

A highly effective superintendent must model the mindset and belief that all students can learn at high levels because this belief is foundational to a culture of high expectations and student success. As an experienced superintendent, I have allowed this belief to guide my decision-making. My goal has always been to be an example for teachers, staff, and the community. Modeling this belief of high expectations means going beyond words by implementing structures and supports that remove barriers to learning. This has been especially true in districts with high poverty and diverse student populations. Living out this truth and modeling this conviction is not idealistic but necessary. Every child deserves a superintendent who believes in their potential and is unwavering in pursuing success for each child. Because of this belief, my community and students have worked hard, and the results for student outcomes have been positive. During my tenure as Superintendent, the mindset that all students can learn at high levels has transformed the academic performance in Chattahoochee County. Previously in the lowest quartile on CCRPI, the middle school has been recognized with the Governor's Office of Student Achievement's Platinum Star Award for significant gains and reaching #11 in the state for 8th graders reading on or above grade level. This turnaround exemplifies the culture of high expectations, purpose, and positive energy that I strive to cultivate, demonstrating what can be achieved when collective efficacy is prioritized. Moreover, the US News and World Report recently designated the elementary school as one of the top 30% of elementary schools due to student achievement and innovative opportunities. Most recently, the recognition as a Literacy Leader School and Math Leader School has indicated the significant academic progress of our students. With a graduation rate consistently surpassing 90% coupled with nearly 82% of graduates earning dual enrollment credit, Chattahoochee County Schools was named by the Business View Magazine as one of the US Best School Districts. These examples support my position that all students can learn at high levels and confirm my skills in turning a belief into action.

INDICATOR 6:
CURRICULUM,
INSTRUCTION AND
ASSESSMENT - Share what
you consider to be the most
critical data needed for
consistently and effectively
guiding instruction.

As the instructional leader, I believe the most critical data for guiding instruction is accurate, actionable evidence that provides a clear roadmap of each student's strengths and areas of need. To support all students, I focus on systems that empower teachers to use this data consistently to inform instructional decisions, adjust practices, and ensure that each student receives the appropriate rigor and support to succeed. For effective data-driven instruction, I prioritize formative assessment data that tracks individual student growth over time rather than relying solely on summative assessment scores. Formative assessments throughout the year are essential because they allow teachers to identify progress, measure growth, and adapt instruction in real-time, ensuring students are progressing toward their personal goals. This approach fosters a growth mindset within classrooms, as teachers can address specific skills for each student, leading to mastery and higher achievement levels. In my current district and previous leadership roles, I have implemented this growth-focused approach to transform instructional practices and drive significant gains in student learning. For example, in Chattahoochee County Schools, consistent use of formative assessments helped students exceed the state average in ten out of fifteen Milestone tests in 2023. Notably, seven of eleven scores were in the highest performance levels, marking Chattahoochee as one of the most improved districts in the Chattahoochee Valley Region. Additionally, both the middle and high school earned 100 points for closing the achievement gap as measured by milestone scores and reaching growth targets. This progress led to Chattahoochee's recent distinction as a Literacy Leader School and a Math Leader School. In 2024, 80% of 3rd graders scored at or above grade level in reading, and 86% of 8th graders reached these levels resulting in our 3rd graders being ranked #15 in the state and 8th grade as #11 in the state for highest performance. Central to this success has been a rigorous K-8 literacy program, which incorporates regular student writing and flexible, small-group instruction tailored to individual strengths. This approach has positioned students to meet and exceed growth targets, emphasizing the value of individual progress data in guiding instruction. By establishing a data-driven culture focused on growth, I ensure that all students have the opportunity to reach their highest potential, an approach I am committed to bringing to Baldwin County Schools.

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 complex work of leading a district requires a leader who understands that meaningfully improving outcomes for students requires investing in people. Serving as Superintendent in Chattahoochee County Schools, I quickly learned that trust could only be established when real connections were formed; therefore, I had to approach all interaction opportunities with openness, positivity, and appropriate vulnerability. Thus, the priority strategy for me continues to be connection. I have consistently attended school extra-curricular events and also followed up after events with students to whom I wanted to provide personal recognition for their grit, perseverance, and hard work. These interactions have fostered meaningful relationships. By sincerely recognizing employees' efforts through conversations, incentives, and appreciation kudos, the staff in my district have indicated that I know them and see them as more than someone who works in the district. Moreover, these deep connections are also evident within the community through my presence at events not typically attended by an "official" and volunteering in areas that support families. My active involvement and presence in informal, visible capacities and structured advisory committees have established trust. Consistently creating trust to create a culture of learning was rated as one of our noteworthy practices from Cognia, stating that a best practice in Chattahoochee County Schools is the "intentional collaboration with multiple stakeholder groups to create opportunities for strategic decision-making, innovative practice, and shared accountability aimed at continuous improvement." Creating trust through intentional collaboration will remain a key strategy of my leadership to support student learning; thus, GSBA awarded Chattahoochee County Schools the Leading Edge Award for Culture and Climate. Overall, my authenticity allows me to develop meaningful connections. This trait has allowed me to build diverse alliances while ensuring our district's focus remains on our vision and mission, creating unity among our stakeholders.

INDICATOR 8:
PROFESSIONAL CAPACITY
OF DISTRICT PERSONNEL -
How will you ensure
comprehensive, high-quality,
and impactful professional
learning and development
opportunities for teachers,
administrators, and staff
across the district?

To ensure comprehensive, high-quality, and impactful professional learning and development opportunities, I will prioritize a collaborative approach that emphasizes personalized learning and targeted support for teachers, administrators, and staff. By leveraging professional learning communities, my goal is to foster a culture of continuous improvement and shared responsibility for student success, particularly in key areas like college and career readiness, STEM, and literacy. This has been the approach that I have led as superintendent in Chattahoochee County Schools, and I believe a similar approach can benefit the team in Baldwin County. Currently, I work with my Executive Cabinet, Teaching and Learning and Principals to focus on creating differentiated learning opportunities that address the specific needs of educators while aligning with district goals. This includes offering targeted training on evidence-based instructional strategies through in-class modeling and co-teaching, integrating STEM and literacy practices across subjects with Instructional Technology Specialists, and enhancing college and career readiness through relevant curriculum development and assessments all of which occur in diverse professional learning communities that are prioritized even in our school calendar which is supported by the Board through their approval of an innovative calendar. Building teacher collective efficacy is central to this professional learning. By ensuring that educators feel empowered and supported in their practice through collaborative problem-solving, peer mentoring, and ongoing reflection, impactful growth occurs as opposed to merely planning seminars and sit and gets. By fostering a culture of trust and shared leadership and tailoring opportunities so professional growth becomes the norm, sustained improvement occurs. This will maximize the impact of professional learning and has led to stronger outcomes in my current district.

INDICATOR 9:
PROFESSIONAL
COMMUNITY FOR DISTRICT
STAFF - Share your
experience with involving
school leaders in professional
learning alongside teachers;
and what advantages do you
believe come from school
leaders and teachers
participating in professional
learning experiences
together.

Serving as superintendent, I realized early on how critical the relationship between student success and educator efficacy was within the district. Because of this, I have consistently prioritized involving school leaders in professional learning alongside teachers to foster a shared vision of excellence and collaboration. Most recently, this collaborative learning allowed us to develop our district-wide K-12 literacy plan. Through our K-12 literacy professional learning initiative focused on the science of reading, school leaders and teachers participated together in a series of Professional Learning Communities. These PLCs were designed to deepen understanding of evidence-based reading practices. Leaders joined teachers in analyzing student reading data, discussing instructional strategies, and collaboratively planning interventions while reviewing formative progress checks. Not only did our district develop a comprehensive, explicit literacy plan, but the acquired educator self-efficacy resulted in more confident employees, leading us to earn the designation of Literacy Leader School because of our students' exceptional growth and performance in reading on and above grade level. Our collaborative approach was truly transformative. School leaders gained firsthand insight into teachers' challenges in implementing the science of reading, enabling them to provide more targeted support and resources. Teachers, in turn, felt supported by leaders who shared their commitment to improving literacy outcomes. The vertical planning further enhanced the initiative, aligning literacy goals and practices across grade levels. This alignment reassured our educators and the community, as our elementary, middle, and high school teams worked together to ensure a seamless progression from foundational reading skills to advanced comprehension and critical analysis. This reassurance and confidence in our approach successfully created a more literacy-rich environment across the community. Such collaboration requires the experience of navigating competing priorities. As the lead learner, I set the tone by participating in the process and the PLCs. Engaging in this work fostered trust, alignment to the real work was evident, and a shared accountability for student success was present. The collaborative approach reinforced a unified focus on literacy excellence, uniting us all in our commitment.

INDICATOR 10:
MEANINGFUL
ENGAGEMENT OF
FAMILIES AND
COMMUNITY - Discuss
examples of strategies you
might use to publicly
advocate for the school
district and emphasize the
importance of family and
community support.

As an experienced superintendent, I know that advocating for the district and highlighting the critical role of family and community support are the foundations of success. To do this effectively and build and strengthen connections, I implement targeted strategies focused on open, two-way communication and active engagement. In this work, I ensure the district has robust internal and external communication plans, enabling me to connect with families, staff, and community members. Through these plans, I have established strategic advisory groups: a community advisory committee, an employee advisory committee, and a student advisory committee. These groups foster transparent dialogue and meaningful two-way communication, ensuring stakeholders feel valued and that their voices shape district decisions. Giving community members, parents, and students a seat at the table shows that I respect their perspectives and rely on their insights to guide the work. For example, local school governance teams were created as part of the system charter contract to encourage shared decision-making and to give families a voice in each school. Another critical strategy involves creating authentic partnerships with local businesses, regional organizations, and technical colleges. Governance teams and partnerships with businesses and colleges increase real-world learning opportunities for students while embedding family and community support into the school district. One of the most impactful advocacy strategies has been a commitment to being responsive and visible. For instance, I host neighborhood town halls and regularly engage in events like "Coffee with ChattCo," where parents and community members can meet with me directly. Technology-based communication tools make it even easier for stakeholders to share their feedback, helping engage all families, including those who might otherwise feel left out of district discussions. These strategies show commitment to meeting families where they are and actively involving them in district discussions of planning. In response to feedback, I have prioritized school safety improvements, integrating these needs into the district's strategic goals. This example demonstrates how I have used two-way communication to listen and advocate for the district's priorities based on family needs. I have also empowered the employee advisory committee to create the annual school calendar, provide input to the yearly budget, and shape survey questions, capturing honest, actionable feedback on critical issues. These advocacy strategies have fostered more substantial relationships with the community and earned my current district a GSBA Leading Edge Award for best communication practices, reflecting trust and a commitment to transparency. To further strengthen this trust and expand community engagement, I use social media as a powerful tool to brand the district and highlight positive stories. By creating a compelling narrative about the district's strengths and successes and consistently sharing stories that showcase student achievements, innovative teaching practices, and school events, social media has allowed me to reach families and community members, meeting them where they are and keeping them informed. I prioritize celebrating students' and staff's accomplishments with high-quality posts that include photos, videos, and testimonials. This approach keeps the community engaged and builds pride in the schools, illustrating the value and impact of public education. Passionately advocating for the district means creating an environment where families and the community feel fully invested, believing in the work to provide an excellent education for all students.

INDICATOR 11:
OPERATIONS AND
MANAGEMENT -What do you
consider as expectations of a
governance leadership team,
and what are the keys to
fostering a positive
relationship with the board?

A positive relationship with the board is necessary to be a highly effective superintendent and lead the system to continued excellence. Therefore, the board and superintendent must act as a cohesive executive leadership team working collaboratively to communicate about student success while adhering to established norms and procedures. This is my most crucial expectation as a governance leadership team. I believe the Superintendent and Board of Education have roles and responsibilities related to school improvement, and these roles are found in the norms and procedures that the governance team adopts. Using the strategic plan, routine analysis of progress toward the goals must occur. Therefore, identified roles and responsibilities regarding the Board's approval and monitoring of the strategic plan in comparison to the role of the superintendent in implementing the plan are imperative. By remaining diligently focused on the strategic plan and engaging in authentic, consistent communication, the Board and Superintendent become one body. When there is shared responsibility based on trust and collaboration to include appropriately defined roles between the Board and Superintendent, all aspects of student achievement increase. This has been evident between me as Superintendent and my school Board in Chattahoochee County Schools. Consistently, we work together to address real work that leads to tangible outcomes for all students. We keep the "main thing the main thing" and accomplish this through collaboration and trust, as there is two-way communication that is clear and consistent. Combining the Board's role of monitoring the strategic plan through alignment with policy and budget with my role as the Superintendent responsible for implementing the plan, my current governance team and I work together successfully to model effective governance. This has resulted in creating a system of excellence, as evidenced by continuing to earn the distinction of Exemplary Board and receiving multiple Leading Edge Awards from the Georgia School Board Association. Our practices of developing strong governance relationships and communication led to our invitation to be a breakout presenter at the state-wide GSBA training and being named a 2023 finalist for the prestigious GSBA Governance Team of the Year (small district). Working together requires consistent, open communication. To function successfully as an executive leadership team in Baldwin County, I would request regular and ongoing two-way communication that works best for the Board members in Baldwin County Schools. This ongoing communication is vital because the public may not always understand how decisions are made. I would want to communicate about issues to protect the reputation of this district and Board. Because the Board represents the community, the Superintendent must share all relevant information for the Board to remain consistently informed. In turn, I must listen to the Board's feedback. By engaging in transparent, ongoing communication grounded in an appropriate separation of authority, I desire to operate as an executive leadership team with the School Board of Baldwin County Schools to support the work identified as we would develop a five-year strategic plan that represents the dynamic opportunities of growth in a future-focused district poised for excellence for all.

INDICATOR 12: SCHOOL
IMPROVEMENT - What
systems must be in place for
promoting coherence among
school improvement efforts
and all aspects of district
organization, programs, and
services?

A comprehensive strategic plan for the system is essential to promote coherence among school improvement efforts and district programs. This plan should clearly outline goals and objectives across the district, aligning them with specific actions and resources. To ensure alignment at all levels, the plan must be data-driven, collaboratively developed, and centered on student achievement, well-being, and embedded professional learning. A critical tool for monitoring and communicating progress is the balanced scorecard, which provides a structured way to measure and report on key performance indicators tied to strategic goals. This scorecard captures data across multiple areas—academic performance, student and staff well-being, resource allocation, and community engagement—allowing the district to track progress, adjust as needed, and communicate transparently with all stakeholders. Additionally, Impact Checks at the school level can serve as formative assessments of each school's progress toward district goals. These periodic reviews are essential for identifying strengths, areas needing support, and immediate adjustments to stay on course. Impact Checks encourage schools to take ownership of their improvement efforts while staying aligned with the district's strategic objectives. This approach of monitoring through a balanced scorecard, combined with school-level Impact Checks, ensures that improvement efforts remain coordinated, responsive, and transparent, ultimately driving meaningful results for students across the district. As an experienced superintendent who has implemented school improvement using this framework over time, I have seen extraordinary results for students.

INDICATOR 13:
LEADERSHIP PERSONAL
QUALITIES: EMOTIONAL
INTELLIGENCE What
personal and professional
support systems do you have
in place and will rely upon
during particularly
challenging moments?

During challenging moments, I rely on a strong network of personal and professional support systems that help me stay grounded and focused on my purpose. My commitment to meaningful work that positively impacts our communities is at the heart of my resilience. This mission fuels my passion and keeps me focused on what matters most. I am motivated by the opportunity to inspire others to aim high. I believe in leading with a continuous improvement mindset, relying heavily on self-reflection to guide my personal growth and my team's progress toward excellence. In my professional life, I value teamwork and thrive in environments where collaboration and trust are prioritized. An essential support is my administrative team, whom I actively coach to focus on what makes the greatest difference for students. For instance, I guided our team in using the balanced scorecard effectively by translating it into practical actions that all stakeholders could understand and support. This shared commitment to student success is essential. I am fortunate to work alongside an elected Board that shares this commitment and would desire the same relationship in Baldwin County Schools. Together, we address challenges openly and work toward solutions that uphold our values of equity, rigor, and opportunity for all students. Personally, I lean into a philosophy of dreaming big and persevering, which I find critical in moments of adversity. A strong network of family and friends who encourage me allows me to stay balanced and maintain perspective. Most importantly, I call upon my faith, knowing nothing ordained will break or harm me. When I face tough situations, I draw on that truth and realize that I have been equipped with personal strengths in connecting with others, motivating teams, and strategic decision-making to navigate obstacles and maintain focus on creating a nurturing, innovative learning environment as this is the purpose in which I have been called to serve.

INDICATOR 13:
LEADERSHIP PERSONAL
QUALITIES: EMOTIONAL
INTELLIGENCE - What
personal and professional
support systems do you have
in place and will rely upon
during particularly
challenging moments?

During challenging moments, I rely on a strong network of personal and professional support systems that help me stay grounded and focused on my purpose. My commitment to meaningful work that positively impacts our communities is at the heart of my resilience. This mission fuels my passion and keeps me focused on what matters most. I am motivated by the opportunity to inspire others to aim high. I believe in leading with a continuous improvement mindset, relying heavily on self-reflection to guide my personal growth and my team's progress toward excellence. In my professional life, I value teamwork and thrive in environments where collaboration and trust are prioritized. An essential support is my administrative team, whom I actively coach to focus on what makes the most significant difference for students. For instance, I guided our team in using the balanced scorecard effectively by translating it into practical actions that all stakeholders could understand and support. This shared commitment to student success is essential. I am fortunate to work alongside an elected Board that shares this commitment and would desire the same relationship in Baldwin County Schools. Together, we address challenges openly and work toward solutions that uphold our values of equity, rigor, and opportunity for all students. I lean into a philosophy of dreaming big and persevering, which is critical in adversity. A strong network of family and friends who encourage me allows me to stay balanced and maintain perspective. Most importantly, I call upon my faith, knowing nothing ordained will break or harm me. When I face tough situations, I draw on that truth and realize that I have been equipped with personal strengths in connecting with others, motivating teams, and strategic decision-making to navigate obstacles and maintain focus on creating a nurturing, innovative learning environment as this is the purpose in which I have been called to serve.

INDICATOR 13:
LEADERSHIP PERSONAL
QUALITIES:
ORGANIZATIONAL ABILITY -
Pick a key strategy for time
management and share how
you have applied it in your
daily routine.

A key time management strategy I use is combining purpose-driven prioritization with lean efficiency. I focus on the tasks and initiatives that align most closely with my district's mission and have the greatest potential to positively impact student achievement while supporting the team and stakeholders. Each week, I plan out the specific items that I must accomplish. I clarify the "why" behind my goals, identifying what will move the organization forward while eliminating redundancies and distractions. For example, as Superintendent, I streamlined processes by implementing collaborative systems that empowered team members to take ownership, allowing me to devote focused energy to coaching leaders, being visible in classrooms, and fostering a culture of excellence. Working with my Executive Cabinet and principals on finding their why and ensuring a focus of work on continuous improvement, they have grown in their leadership and our team is able to more effectively manage the numerous requirements set forth by the state and federal government while still maintaining a visible presence on the real work- student achievement and safety. By staying purpose-centered and relentlessly efficient, I ensure that every moment and resource is invested in creating meaningful, sustainable progress rather than focused on just crossing off items on a list.

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 our school community.

Working as a leader in small rural and large suburban districts, I have amassed many experiences in navigating the politics and needs of diverse populations to create a united purpose. While serving as a leader in Hall County, I supported schools with populations that were transient and who experienced high levels of poverty. However, while some areas of Gainesville dealt with barriers of poverty, other regions of the county flourished through industry, post-secondary opportunities, and stable communities. Serving schools in the county's west end and then traveling to the north end, I learned how to differentiate my support based on the needs of individual schools and families. This ability to build relationships and positively impact change with communities that embraced different traditions allowed me to unite school leaders, students, and families that shared a common value of believing each student must have an opportunity to reach high levels of success. Some of these experiences from Hall County will resemble what is needed to effectively lead as Superintendent in Baldwin County Schools. As the leader, I must connect all schools and families with educational excellence for the district's continued success. With several families in the community who elect private school choice, I would like to use my ability to connect with everyone to make sure that I positively highlight the remarkable work occurring within Baldwin County Schools. The lead learner is responsible for ensuring taxpayers know the commitment to excellence and that all families are included in the work toward excellence. Moreover, meeting the needs of a diverse population requires that an array of strategies and resources are available to ensure consistency in instruction, classroom management, and adherence to school rules so that all constituents value the hard work occurring within the classrooms in Baldwin County. This happens by highlighting innovation and showcasing safe schools focused on excellence for all children. By utilizing skills developed as a leader in the high-performing Oconee County district, I quickly learned that clarity of expectations, combined with innovative approaches that surpass mere system-wide compliance measures, creates a process for high expectations and excellence. It is through these lenses that I have continued to lead and innovate. I currently serve in a small, rural district, where the characteristics of the student body and family dynamics of the community in Chattahoochee County Schools are very similar to the makeup of Baldwin County. With a student population of 82% experiencing significant poverty levels, the schools in Chattahoochee must be intentional in clarity, instructional practices, and expectation setting to ensure each student and family is welcomed and provided support combined with high expectations for success. Our schools have created a tradition based on "One Heart Beat" to unite local families and transient military children. With the proximity to Columbus, Georgia (the second largest city in the state), it has been imperative for me to enhance my skills in influencing and advocating. As a respected professional, I have successfully positioned my school system as a leader in educating children who reside in the nation's sixth-largest military installation. With a 13% enrollment increase despite our low-wealth district, I have led Chattahoochee County Schools through facility improvements, fleet enhancements, employee recruitment enhancements, rising costs to the local budget, and instructional standards realignment similar to pressing issues that Baldwin County Schools experiences. Additionally, I have had to ensure that my residents, some of whom are comfortable with the methods of the past, are excited about the enhancements in the school system. Because of trust and a unified focus, residents and taxpayers now express pride in Chattahoochee County Schools as I communicate our "One Heart Beat" common purpose. My past experiences will allow me to more confidently transition as the leader of Baldwin County Schools in situations that may appear to have competing needs when a shared purpose does exist. Such leadership requires the ability to listen without bias, learn from the perspectives of others, and focus on enhancing processes so we are ready to strengthen the community towards prosperity for all by including old and new ways of thinking that are inclusive and innovative in creating a bright future for every child.

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

Growing up on the outskirts of Newton County, I fondly remember my high school days driving to Milledgeville to bask at the lake, enjoy the downtown square, and visit friends at what was known as Georgia College. Now, Baldwin County is a tourist haven for dynamic small towns, and it is also a model to others across the state in revitalizing owner-occupied homes. With an ever-growing demographic of collegiate students along with a large number of retirees and tenant-leased housing, Baldwin County is an ever-changing community in central Georgia. As change continues to occur in the county, values can remain intact, ensuring unity and support for the community. Most notably, new traditions can embrace values that represent the county. Realizing the future is upon us, I serve in a manner that promotes continuous improvement, knowing our children deserve adults committed to connecting learning to the real world. I aim to inspire and motivate the learning community to dream big for all children. This philosophy has driven me throughout my career to ask questions, discover the why, and align my actions to ensure student success. As an innovative servant leader, I am forward-thinking in my planning and organization to develop a culture of high expectations around student learning. Despite instances that I have encountered where some stakeholders were unaware of their own bias and, at times, resistant, I effectively communicated expectations with a plan developed with the input of diverse stakeholders, including community members, to ensure that appropriate safety nets were established for students as we embarked on a journey of creating and sustaining educational excellence for all. High expectations toward student learning have always been evident in my leadership work. Having a realistic understanding of community needs, I have a history of leading that benefits every child. Because of proactive communication with multiple opportunities for input, I operate to ensure seamless transitions occur, as our educational environments cannot afford distractions. In addition to balancing operational issues, I have continually strived in all of my positions to develop and lead in a manner that promotes equity and excellence for every child within the district. These are not mere words to me. It is my north star in which I hold myself accountable. In my current role as Superintendent, I have combined my building-level and district office leadership experiences to better oversee and lead multiple departments in a system that has historically underperformed operationally, financially, and academically. Building connections and nurturing positive relationships have been essential in this role, as I have respectfully challenged the status quo, encouraging educators to reflect on best practices regarding student growth. The results of developing a learning culture committed to high-impact strategies have been phenomenal. Teachers need to be heard and supported in doing the work that positively impacts student learning to allow these practices to thrive. Inspiring the community to dream big and believing that global student success is possible, the vision of deep understanding for all children is now a reality in Chattahoochee County Schools. As a high-energy, approachable leader who utilizes a participatory process to make difficult decisions in the children's best interest, I am intellectually curious, always focused on improvement, realizing that the work we do today for children will impact our tomorrow. As an instructional leader with a record of success, I am committed to bringing the same drive and energy to my service as Superintendent for Baldwin County Schools.

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?

No

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