SUMMATIVE EVALUATION REPORT – COMMENTS

- Superintendent Tutwiler and his team have made it a priority to reduce chronic absenteeism. They have developed Every Student Every Day initiative to promote student success. The development of wellness teams and consistent collaboration has enabled the District to exceed set target for high school chronic absenteeism. At the non-high school level, there was improvement, but below target. There were significant investments made toward improving English Language Learning achievement gaps. Although great efforts have been made there, there are still many challenges with this population and continued focus and investments are still required to address need.

- Dr. Tutwiler has outlined an aggressive and optimistic game plan for Lynn. He is in the early stages of his tenure but has indicated a tenacity and resourcefulness to succeed. He is very informative and transparent. He has a great attention to detail and the success of the District always in mind.

- Dr. Tutwiler is moving in the right direction. He has made great strides in our community. I hope to see his visions come to fruition. As Dr. Tutwiler stated in his overview packet, “outcomes, there is undoubtedly room for improvement, but there is also a solid foundation for success.” I so agree with this quote.

- Dr. Tutwiler has had a tremendously successful first year as Superintendent. I thought his performance was exemplary because of the ambitious goals that he set for himself, the District, and the thoughtful, hard-won, sustainable progress that the District has made under his leadership. His performance on the Standards was particularly strong for the reasons I set out in the comments on the Standards ratings below. With regard to goals, I gave Dr. Tutwiler at a higher rating than he gave himself for the following:
  - Increase achievement for all students. I admire Dr. Tutwiler’s high expectations here. He set ambitious indicators, which we did not reach. However, the District made major progress in the DESE accountability system, jumping from 45% meeting targets to 64%. We also made real progress on attendance.
  - Pre-K–5 SEL Curriculum. We have begun implementation of this curriculum, which I think exceeds the goal. Plus, the District has made a lot of progress in related areas.
  - Strategy to recruit, professionally develop and retain a diverse staff. I thought the plan that was developed and presented exceeded standard expectations with actionable steps on an issue where progress has been hard to come by.
- Develop a multistep year to address overcrowding at the middle school level, I gave Dr. Tutwiler a lower rating than he gave himself. I agree that the Discovery Academy was a timely and innovative proposal that benefited from swift implementation. However, it is a specific one-time step, rather than a multistep multiyear plan. Therefore, I gave a “Significant Progress” designation. While the goal focused on the middle school level, Dr. Tutwiler has also started steps to address this issue in other grades.

- Dr. Tutwiler’s deep commitment to the students, educators and community that make up our District and his talented, inclusive, disciplined, patient, reflective and unwavering follow-through makes his performance a model for the rest of the state for a first-year Superintendent.

- Overall, the Superintendent is responsive and open to hear all voices. The Superintendent is confident in his decision-making and acknowledges when the District falls short. The Superintendent has a District Strategic Plan, brought Superintendent’s Reports, is visible in the Community and even is mentoring minority college students at North Shore Community College through the MALES program. The Superintendent is obviously more than a position for Patrick, it is a passion, and this is evident. The District had difficulties prior to the Superintendent’s appointment and the progress witnessed can be measured. The creation of the Operating Protocols has helped improve the relationship between Superintendent and Committee. Overall, the Superintendent is Proficient in this evaluation period. With additional funds and space, the Superintendent should be able to improve from Proficient, as the traits already exemplified from the Superintendent shows that he is able to handle such important responsibilities.
STANDARD I: INSTRUCTIONAL LEADERSHIP – COMMENTS

I-B: INSTRUCTION

- It was observed on many instances the consistent practice to promote Social Emotional Learning programming teaching strategies. Superintendent Tutwiler keyed in on ensuring staff was able to receive constructive professional development, supervision and informative data to best practice effective instruction. Dr. Tutwiler led his leadership team towards the development of a comprehensive Pre-K-5 Social Emotional Learning curriculum. The hiring of an Executive Director of Social Emotional Learning and selecting the “Caring School” curriculum which was presented at a June 13, 2019 School Committee meeting were vital steps towards ensuring high expectations and quality content was being delivered to our students.

- Dr. Tutwiler provided, as evidence, the professional development for EL education, which is right on point. It must have been difficult to land on a specific example of evidence for this element, as there are many. The District’s new plan to recruit, professionally develop and retain a diverse staff is a great example of modeling of this element. Another is the ambitious goal setting for the District student learning goals for the Students with Disabilities subgroup and progress toward English language proficiency.

- The District has improved substantially with instruction, but we need improvement on personalized instruction that accommodates diverse learning styles, needs, interests and level of readiness. Our student body is diverse, with students dealing with trauma and other mental and physical disabilities. Not all students learn the same, and the difficulties we have with space and funding are directly impacting this. The District is doing well with the current set of circumstances. The implementation of SEL curriculum, Dual Diversion Language and other practices are effective in bringing our District in the right direction. The District uses multiple data sources to evaluate, but we are not a typical District, and our data sources must be creative and outside of the box. An example would be to use data to help assure those students going through transitions (elementary to middle to high) get the proper support and to see where improvements can be made with instructions. Data is used often in communication to the Committee when the District is seeking changes or implementation of new processes or procedures. Overall, the instruction and data-informed decision making is proficient.
• Dr. Tutwiler wisely used his first year by engaging in activities that gave him a deeper understanding of the current instruction practices and strategies in all settings and to find ground on which to continue the important work of these elements. His previously developed relationship as Deputy Superintendent with the leadership team lessened the amount of “trust” time needed to implement bold and thoughtful District change and therefore he was able to begin this work right away. Dr. Tutwiler made multiple significant hires with related values aimed at the common goal of addressing diverse learners needs and has engaged in a district-wide focus on meeting the needs of English learners through professional development on a core set of instructional strategies. Additional Chapter 70 funding provided our District with the ability to add faculty and Dr. Tutwiler leveraged this opportunity to add positions directly related to supporting the efforts of the District’s instructional goals. He is creative in staff utilization and programmatic changes to the advantage of students and faculty.

I-E: DATA INFORMED DECISION MAKING

• Data Informed Decision Making was highly utilized during evaluation period. Updated data samples were provided prior to and during School Committee meetings. Data from multiple sources were evaluated. Our most recent sample was the Lynn Public Schools 2019 MCAS and Accountability Overview. Resources were provided to review before scheduled School Committee. Data was clearly organized and transparent. Superintendent Tutwiler provided accurate highlights and District needs. Dr. Tutwiler had a strong understanding of District performance. There were several focus areas of improvement that the Superintendent identified as a priority. He provided significant data resources to ensure efforts were being made to initiatives Every Student Every Day and Districtwide Equity for English Learners initiative. Data sources were derived from multiple sources. The School Committee received presentations during meetings. We were provided with presentations in advanced, which helped with analyzing results and growth data. This allowed me to be informed with the District’s organizational performance, educator effectiveness and student learning.

• Dr. Tutwiler provided the District’s Framework of Support presentation and School Improvement Plan examples, both of which were excellent. Two other great examples are the new teacher survey that was performed and will be performed on an ongoing basis and the District’s Extended Learning Time interventions. I did have a couple pieces of feedback on this element from Dr. Tutwiler’s analysis of the
MCAS results. First, I would have appreciated a deeper dive into Fecteau-Leary’s exit from the District’s Framework of Support schools. Understanding that there was insufficient data for DESE’s purposes, this element calls for the use of multiple data sources. Second, I would have liked to see a deeper analysis and understanding of the District’s performance on the MCAS five-year graduation rate metric (though I understand this analysis is still pending).

- Overall, the District’s use of data-informed decision-making is thriving.
- Improvements need to be made in ELL and SPED student staffing and curriculum support (did add SPED jobs but still too few). More SPED development needed especially for inclusion. Trauma professional development good but too few had access to it (30 + 30). Also, need to have parents buy in on importance. We continue to be out of compliance on SPED. Parents comments stating that the wait is longer than 45 days.
- Our student population presents a very challenging position when it comes to diverse learning. Dr. Tutwiler reaches out to all and gathers data that will allow the system to identify and address all issues that affect diverse learning.
- Dr. Tutwiler needs to improve on showing evidence. Not everyone is able to take professional development offered by the district. Our teaching strategies, expected outcomes and how monitoring progress needs to be updated. Who reads over lesson plans ... principals? My question is who is supporting teachers and assisting them to correct misconceptions. What tools are being used to increase student engagement ... empty laptop carts without laptops (functioning laptops) are useless. Class sets for graphing calculators at high school not provided.
- Dr. Tutwiler monitors, measures, ensures, and adapts instructional leadership in multiple ways: through school and state data, faculty, student body, parent and community input and surveys, and, as could be seen in this year’s first ever convocation, promotes a district-wide “this is us” theme by ensuring that the core values of our District and our strategic plan is known and practiced by our faculty. He engages in regular administrative leadership team meetings, which are the hierarchy with which his, focused instruction and high expectation directive begins. He used last year’s MCAS data to plan specific and targeted supports for professional development and interventions with specific student groups. This work resulted in improved student achievement, which can be seen in this year’s MCAS results reflecting an overall accountability classification of “not requiring assistance or intervention and is showing substantial progress toward targets”.

• Based on the extended applause and response from the faculty at the introduction of Dr. Tutwiler during the convocation, it is clear he is seen as a leader. His presentation during the kick-off event demonstrated that he is a welcomed advocate for innovation and culture change. He laid out the core values of our District and showed an accompanying video of photos from last year’s academic fun, which demonstrated his appreciation for the tremendous work they have been doing.
STANDARD II: MANAGEMENT & OPERATIONS – COMMENTS

II-A: ENVIRONMENT

- During the evaluation period, the Committee had the opportunity to revamp Policy procedures, routines and operations. We had the opportunity to collaborate during subcommittee meetings and had wide-ranging conversations around safety, health, emotional and social needs. We had the opportunity to review, modify and implement a new attendance policy and initiative. Another reasoning for rating Dr. Superintendent Proficient in this category was the ingenuity behind the development of the LPS Strategic Plan. I had the opportunity to take part in the development of the District wide plan. It was a highly inclusive and engaging process, which was comprised of students, teachers, parents, and partners from more than 20 community agencies. Through visioning exercises, inviting broad input, deep data analysis and honest conversations about meeting the priorities and needs of our students we were able to have a strong five year plan to move the District forward. The document itself was very organized and easy to follow. The LPS Strategic Plan was completed in late spring 2019. Featured in the document is an updated mission, vision, and the establishment of core values. What was incredibly remarkable was the strategic initiatives and goals that were generated to meet the needs of students and district goals. I found it very helpful to have the projected outcomes during a span of the five year plan. Outcomes were clearly defined and measurable.

- Staff looking for working printers, toner, more computers and calculators. More money coming in. Hopefully reaching out to staff with requests. Large classes, teachers and union want help with team teachers.

- I would like to see more School Committee input on the needs of our community. Specifically, after school programs like Tony Seaforth’s that assist students with homework in the school. His numbers have increased proving there is such a need. He should be supported by the Deputies in filling out forms and awarded for his successes.

- Dr. Tutwiler provided evidence from the Every Student Every Day initiative, the PBIS Model and the trauma-responsive professional development. All great examples. The new Pre-K – 5 SEL curriculum is another obvious one, which also came up as a District Improvement Goal. Finally, LEHS added a social worker this year, which I think is a great example of the progress that the District is making on this element.
• The District’s environment and overall fiscal systems has improved substantially. The District has supported teams in the Curriculum, SPED and SEL in bringing systems and procedures to address our push for positive student behavior through professional development, clear procedures and an inclusive approach. We will soon have the implementation of SEL learning in grade K-5, with newly established early release days that will help with this implementation. Districtwide routines and consequences are established, but not enforced as such in some circumstances. This is an area of improvement. The District’s approach of equity over equality has been better for the District.

• Dr. Tutwiler consistently and creatively acknowledges and seeks out solution-oriented responses to the demands of a District of our size. He has addressed the challenge of physical space in a myriad of ways that are progressive, inclusive, well thought out and which meet multiple needs. Rather than simply communicating the obvious need for new schools, he strives to identify and develop solutions to manage the growth, continue student learning, and work with the City administration on the development of, and preparation for the complex foundation necessary for new schools. Other environment solutions have come in the form of the new Discovery Academy, additional kindergarten classrooms in neighborhood schools, increased faculty hires, reuse of current spaces, a lease with a local agency for pre-K classrooms, partnerships with 7 institutions of higher education, and an openness and interest in examining student-centered scheduling and programming. In addition to routinely keeping the Committee abreast of operations, he established a well-executed and first of its kind for our District Early Release Policy, implemented the Every Student Every Day attendance initiative to address health and social/emotional wellbeing, worked with the May Institute, a national leader in the field of applied behavior analysis, and with in-house experts to provide professional development that actively addresses District goals.

• I am increasingly impressed with the creative approach Dr. Tutwiler takes to problem solving. He engages his administrative team in regular leadership meetings outlining the learning expectations and developing high-level problem resolution. He has demonstrated his awareness of the needs of our District by inspired and thoughtful thinking around impactful programming and he has a strong allegiance to student outcomes and experiences, which is threaded throughout his communications, actions and directives.
II-E: FISCAL SYSTEMS

- Engage all principals to assess their needs within their allotted budget and request changes based upon their school community. The Superintendent then assesses each request/need grants or denies. I feel that Dr. Tutwiler is in the early stages of a sound, thoughtful and promising long-range plan for LPS.
- I received a comprehensive budget in a timely manner. Superintendent Tutwiler was highly receptive of the needs of the District. Budget was packed with direct services to students and reflected District-wide needs. There were smart investments made with key hires in SPED and the creating of the Discovery Academy. There was a need to address middle school overcrowding and the idea of utilizing Lynn Tech was outstanding.
- Dr. Tutwiler shared the budget development outline and budget presentation. The reflection forms and setting of a timeline for the full budget cycle in advance were two great additions to the District’s budgetary process and great examples of the kind of leadership sought under this element.
- This element also seeks evidence that the Superintendent is seeking alternate funding sources. To that end, LPS is adding a new tool to track grants and has had success in getting them.
- The element also calls for the Superintendent to use budget limitations to create new opportunities for improvement. While a final resolution is still pending, I think the Superintendent’s creativity in responding to a need to support a vitally important program, the No Ceilings Youth Group, is a great example of performance here.
- Finally, for managing expenditures consistent with District goals, increased funding we received this year went overwhelmingly to student-facing positions.
- The budget reflects as much as possible, the District’s Vision, Mission and Goals. Overall, the Environment and Fiscal Systems of the District is Proficient.
- Dr. Tutwiler is developing an understanding and broader perspective of the budgeting aspect of a Superintendent and of a District of our size. He has demonstrated his skill at using data to determine when and where resource allocation needs to take place and he is attentive to external funding sources. He sought out and included leadership and building level input and data to support proper resource allocation.
He worked diligently with the Teacher’s Union to negotiate an agreement that addressed both faculty concerns and the needs of the District and he is supportive of the close working relationship that has been established between the business manager and the chief financial officer. This latter relationship is part of the fundamental development of the budget and the combined efforts resulted in a budget that demonstrates a commitment to providing an engaging and rigorous student experience for all students. Because of the decades-old Chapter 70 funding formula, and the fiscal challenges that the City is recovering from, the challenge is in executing a budget that provides for the effective use of school funding while considering its impact on the larger City budget.
STANDARD III: FAMILY & COMMUNITY ENGAGEMENT – COMMENTS

III-A: ENGAGEMENT

• Superintendent Tutwiler made tremendous progress with this indicator. One example that I would like to highlight was the work conducted for Initiative Every Student Every Day. The district-wide attendance initiative was well communicated with parents, students and staff. Engaging with this particular demographic of student and families is very difficult especially those students who were already impacted by chronic absenteeism. I gained first-hand feedback and insight through my role as a DCF social worker the positive impact and engagement that was going on in the classroom, school community and District. I have seen Lynn Public School’s leadership invested in these students success. Dr. Tutwiler did a tremendous job collaborating with families, state agencies, community partners and stakeholders across the District to ensure these students and families are supported. Dr. Tutwiler provided the School Committee with clear and transparent updates with District operations.

• Ford School Neighborhood Community met with you and felt some promise for change. Has seen none with no response back from you.

• No improvement in Parent Information Center. No new ideas – parent workshops – no new family nights – Saturday or days. I understand you want to see them happen, but your message is not getting down to the principals, staff and families.

• Dr. Tutwiler has made a concerted effort to make every member of the school district feel wanted and secure. There is a segment that either does not desire to engage or are afraid to come forward. It is an on-going process.

• Dr. Tutwiler is working towards this goal and he does reach out with the community. I think his Deputies need to communicate better with him on the needs of teachers in both elementary and secondary education. People like Tony Seaforth and Kathy Cohen should not have to call him directly. Both deputies need to be more supportive to all community members.

• Dr. Tutwiler provided the Spanish-language version of the Lynn Educator and the School Council presentation to leadership. These are good examples. While I appreciate them both, I think they would be stronger if we had evidence that these steps were leading to successful family engagement. That is, evidence that Spanish-speaking families are reading and responding to the document. Evidence like that could
come, for example, in the form of parent event attendance data, which is something that the District has been discussing. Or for the leadership presentation, evidence that our School Councils are operating successfully.

- Another good example for this element is the Pre-K Community Based Learning Program.
- Dr. Tutwiler is a seasoned professional who understands the challenges of family engagement. His thoughtful and data-heavy decision-making demonstrates that as he monitors the efficacy of current engagement practices and as the objectives of the Strategic Plan are implemented, we continue to see family and community engagement continue to increase.

**III-B: COMMUNITY**

- I have seen Dr. Tutwiler engage with the community, deeply and tirelessly, countless times over the last year. His energy and enthusiasm, openness and curiosity, friendliness and strategic thinking, set him up to excel on this element. Other great examples include the partnership with One Mighty Mill, which enlisted a new, local business to supplement the District’s effort to improve school nutrition, and the new STEM Education District, which brings together an important group of educators and stakeholders for the City of Lynn.
- While I cannot say I have this frame of reference, it wouldn’t surprise me if Dr. Tutwiler could be considered a national model of performance on this element.
- Lynn Community Enrichment Program started offering Conversational Spanish for Educators – Basic Conversational SEL, which shared by the Administration on October 15, 2019, one week prior to the class starting. Originally, Dr. Torres-Rowe requested distribution of this important class to educators on October 10, 2019, but a response or approval was not provided by the Administration. The District must be open to all avenues provided to improve our resources and support for all personnel to communicate with all families in the District. I attended the first class of Conversational Spanish for Educators – Basic Conversational ESL and the Educators all want to feel comfortable in their classrooms and being able to communicate with students and families in their language and understand what these students and parents are saying is important. Superintendent’s Report that are now provided to the School Committee at each meeting, are uploaded via PDF to the District’s website, so it is not easily translatable. The District must upload documents that are either translated or translatable.
for effective communication. The District has been more engaging with families, including the push for better food for our students. Providing a constructive dialogue and platform for these parents. An area I have pushed this District to work on is the Community and Business Engagement. Data is key. I have brought up working with LEO, Gregg House and other providers, to gather data on students that eventually end up in Lynn Schools. This would be helpful in the transition of these students and be a helpful overview for teachers for them to set expectations for each student. This is not unusual, as colleges are provided transcripts (activities), applications and letter of recommendation. We need to do better with PTO/PTA and School Councils and that should increase engagement and bring new ideas to the table. Overall, the District is providing some resources and support and is establishing some ongoing relationships with community members, but we still need to improve.

- Dr. Tutwiler is a proactive and thoughtful communicator who welcomes parent involvement at all levels. His commitment and involvement in District events and to students and families goes beyond the day-to-day job. He engages with the community for social activity, organized sports, and attends many local school and non-school events. His work in the creation of the five-year Strategic Plan for LPS was nothing short of commendable. This effort resulted in a public living document that guides our District for the next five years. In addition, because this work is representative of input from parents, students, government, high education, union and numerous community organizations, it opened up lines of communication and established partnerships that had been dormant or non-existent in the past.

- Our District is engaged in evolving efforts to support parent engagement and to design a parent data method that can be used to promote and strengthen collaboration. Some of these efforts include identifying activities around student learning at home, understanding accountability and the school’s efforts to meet student needs, and wellness teams in every school designed to collaborate with families and community agencies around student attendance. Under Dr. Tutwiler’s leadership, we have instituted a Spanish Parent Advisory Committee and have begun the immense work of adding a dual language program. With the assistance of a grant writer, hired by Dr. Tutwiler, and the successful results of a 21st Century grant application, we have added a few afterschool programs at Cobbet and Washington STEM schools. The District works with the local media to distribute a program piece several times per year. One of Dr. Tutwiler’s first decisions was to ensure that this bi-annual publication be available in both English and Spanish to our District families. He ensures faculty professional development includes work on building family connections. The leadership retreat this past August included training on the how the
Strategic Plan integrates into the daily work and how broad representation on School Site Councils can assist in the work of putting diverse voices to the educational needs of students attending the school. He is known in the broader community as a willing partner who continues to work with outside organizations seeking partnerships that bring value to our District, support student learning experiences and family needs and maximizes community contributions in and out of the school day.
STANDARD IV: PROFESSIONAL CULTURE – COMMENTS

IV-A: COMMITMENT TO HIGH STANDARDS

- Dr. Tutwiler provided his leadership team with evidenced based professional development for the 21st century learning. Climate surveys were utilized to retrieve first-hand perspectives and feedback. I feel that Superintendent Tutwiler honestly listened to what his staff needs were. There were observed school climate shifts that occurred during reporting period. I received positive feedback from teachers, paras, social workers and administrators. They felt that the Superintendent was receptive of their ideas, needs and concerns for challenges in the workplace.

- Dr. Tutwiler aggressively pursues participation/support from all stakeholders. He holds himself to a very high standard and expects the same from all participants.

- There is not enough professional development for all teachers in our system.

- They continue to refuse to allow Salem State Collaborative even though we requested it; staff has asked me to have it provided.

- Where Dr. Tutwiler demonstrates high potential, he needs to remember this quote from his packet – “outcomes there is undoubtedly room for improvement, but there is a solid foundation for success.”

- Dr. Tutwiler provided the District Student Learning Goals and a summary of Principal Student Learning Goals. I agree that the goals that Dr. Tutwiler proposed for the District clearly indicated a commitment to high expectations for achievement for all. They were ambitious and important, and a great example of modeling this element.

- I would add as a comment under this element that Dr. Tutwiler holds himself to a high standard of leadership. There have been at least a couple examples of decisions that Dr. Tutwiler has made that the School Committee has given him feedback on. For example, the communication surrounding the rollout of the Discovery Academy plan. In these instances, Dr. Tutwiler has accepted the feedback and renewed his commitment, just as the rubric for this element suggests. I think that kind of accountability and openness to feedback is exactly the kind of modeling that this element calls for.
• Commitment to high standards was seen by the following: with the Attendance Initiative (Student Centered); the immediate teams and plans put forward by the schools that were in need of assistance based on the MCAS scores (School Centered); the implementation of the new Educator Evaluations that modernized our ability to evaluate and assist in the improvement of instructions our students receive from our educators (teacher centered; and the hiring of the administrator of Special Educator and about 30 direct staff SPED educators and staff (service centered). One area lacking is service. What are high expectations for comply with service (IEPs) and how are we doing with the backlog?

• Cultural diversity is the hallmark of our community and is celebrated by Dr. Tutwiler. He continues to put a voice to the importance of equity and inclusion within our professional culture through ongoing professional development and a philosophical approach of appreciation, listening, and understanding. He engaged his leadership team and the community in a well-developed, clearly defined substantial five-year Strategic Plan that has injected our District with a palpable excitement. Dr. Tutwiler takes immense pride in this District, in this City and in this extremely important work.

• It was clear from the get go that Dr. Tutwiler was going to be a change agent for LPS. He has a commanding presence, a big laugh, and an unending willingness to meet and come to consensus. He is a respected professional in the District and in the community as a leader, a colleague and a willing partner. Dr. Tutwiler makes public speaking appearances whereby high standards and collaboration has been the root of much of what he says. This message of high standards and collaboration is delivered to his leadership team and throughout our District through regular meetings, professional development and evaluation. Dr. Tutwiler frequently visits schools to see the vision and core values in action. Simply put, he walks his talk.

IV-E: SHARED VISION

• Dr. Tutwiler submitted the LPS Strategic Plan. While Dr. Tutwiler has made it clear that the final document is the result of the contributions of many, he led a strong process that really epitomizes shared-vision development. We were able to see this modeling in action at the beginning of the school year when he presented at City Hall to the entire LPS team.

• Shared Vision is improving, and concerns were addressed regarding the progress of our secondary schools. Neither Deputy Superintendents comes with an extensive secondary school background, nor do they work directly with these schools. We do have a diverse group of
educators in the Curriculum Department with secondary school backgrounds but is that enough? Data is key. The accountability summary clearly shows our secondary schools in the bottom 30 accountability percentile. However, shared vision is prominent with the District Plan. The Plan was created with the assistance of stakeholders and has been embraced by our administrators and educators, which was seen at the meeting held before school at City Hall.

- He has formed expansive relationships with seven institutions of higher learning and hopes to increase this number. He has partnered with our local community college to offer free college courses to our students, has expanded vocational opportunities, and has met with dozens of organizations over the past year. He sits on the executive board of several non-profits, he mentors young men at NSCC and he is a participant in many community efforts. He is both grand and humble and we are fortunate to have him setting high standards and leading the way for our students and faculty.