



Transformational Leadership Across America

*Turnaround Principals
in Action*

The following eight principals have been selected as Transformational Leaders to share their vision, incredible focus and successful practices at the 2010 NAESP Annual Convention in Houston, TX. They work in schools that range from rural to urban locations with diverse populations and unique challenges. These outstanding principals have used their knowledge, expertise, and training to make change in schools and to sustain that transformation to better serve all of their students and communities. We applaud each and every principal who demonstrates such focused commitment to their craft and to their profession.

Andrew J. Collins

Dayton's Bluff Achievement Plus Elementary School

262 Bates Avenue
Saint Paul, Minnesota 55106

Mr. Collins has been at Dayton's Bluff for five years with a population of 400 students in an urban school district. It is a pre-K-6 grade school. Dayton's Bluff Achievement Plus Elementary nurtures an environment of high standards, clear expectations and academic rigor. It melds five domains to generate a cohesive, collaborative, creative and ultimately highly constructive school. The five domains are academic coherence, focus on students, analysis and use of student data, partnerships, and targeted professional development. This school has over 50 percent mobility each school year and over 90 percent economically disadvantaged families.

Kevin Connelly

Colgate Elementary School

401 51st Street
Baltimore, MD 21224

Mr. Connelly assumed the role of leader in a school with 335 students that was one of the lowest performing schools in Baltimore. With a population of 66 percent free and reduced lunch eligibility and a designation of Title 1 school, the staff and leadership are currently outperforming their non-Title 1 peers across the district. Students scoring in the advanced range for reading increased from 7.9 percent (2004) to 19.2 percent (2009) and in the advanced range for math increased from 1.8 percent (2004) to 16.7 percent (2009). Colgate also achieved advanced scores in fifth grade reading which averaged a 30.1 percent increase over the last three years. Most impressively the school behavior referrals have decreased by 34 percent and English as a Second Language services have increased from 2.5 percent to 13 percent. Key factors and innovative approaches have led to Colgate's school improvements with a cutting edge approach to technology integration.

Brian James Dawes

Ferron Elementary School

100 West Mill Road
Ferron, Utah 84523

Mr. Dawes has been the principal at Ferron for seven years with a school enrollment of 279 students. It is a pre-K-6 school in a rural setting. Ferron is a Title 1 school with 65 percent of students from disadvantaged homes. After failing to make AYP for two years Ferron has achieved test scores well above the state average for 2008 and 2009. In 2009 test scores reached 95 percent in language arts and 92 percent in math. The most significant scores were seen with students with disabilities. For example, in 2008 the state average was 48 percent and the students at Ferron scored 74 percent in language arts. The school's strategic plans included the development of a shared vision, utilizing student data with application to direct instruction, and improved communication between all staff members serving the children at Ferron Elementary School. It is one of the few schools in Utah to receive a distinguished GreatSchools rating of 9 out of 10!

Melissa Glee-Woodard

Lewisdale Elementary School

2400 Banning Place
Hyattsville, Maryland 20607

Ms. Glee-Woodard has been at Lewisdale for four years with a population of 563 students. It is a pre-K-5 grade school in an urban setting. Of the 563 students 360 are enrolled in English as a Second Language classes and the school population is 80 percent is Hispanic. In the four years that Ms. Glee-Woodard has been the principal, Lewisdale has made AYP. Also in those four years test scores in grades 3, 4, and 5 have increased from 50 percent in reading to the highest grade level score of 89 percent in Grade 5 and from 49 percent in math to the highest grade level score of 98 percent in Grade 4. With a focus on data analysis and a strong belief that "All Children Can Learn" the cultural shift has made Lewisdale a very successful place of learning with a 96 percent attendance rate.

Cindy S. Goodman

Laurel Hill Elementary School

11340 Old Wire Road
Laurel Hill, North Carolina 28352

Ms. Goodman has been at Laurel Hill for eight years with a population of 491 students. It is a pre-K-5 school in a rural setting. The school is located in a county that ranks first in the state in unemployment. It is a Title 1 school and in 2006 was selected as a *No Child Left Behind-Blue Ribbon School*. It was one of only nine schools in the country chosen for a case study by the US Department of Education. It has received the North Carolina Association of School Administrators' *Trailblazer Award* for innovation and excellence and the 2008 Governor's *Real Deal Award* for being a great place to work. Since changing the

scheduling and better serving students' with disabilities, they have achieved AYP as well as improved attendance rates dramatically to 95 percent.

Theresa Mattison

Carstens Elementary School

2592 Coplin

Detroit, MI 48215

When Dr. Mattison became the principal of Carstens Elementary School with 285 pre-K-5 students, the test scores were below 10 percent. As she focused on staffing and building a strong instructional team, the test scores began to rise along with an improved school culture. She has consistently made AYP and been recognized by the Michigan Department of Education. Carstens has been recognized as one of the top five schools in the state and the number *one* elementary school. The Skillman Foundation has recognized Carstens as a "High Performing and Achieving School of Excellence" from 2007-2009. Dr. Mattison has focused on the elements of creating a positive school environment with improved student management, community agency coordination, and multi-disciplinary teams.

Muriel Thomas Summers

A.B. Combs Leadership Magnet Elementary School

4520 Gwynnebrook Circle

Raleigh, North Carolina 27606

Ms. Summers has been at Combs for 11 years with an enrollment of 824 students. It is a pre-K-5 grade school. Ten years ago A.B. Combs had 350 students that represented over 20 countries and 50 languages with a diverse community economically, academically, and culturally. Their mission, *To Develop Leaders, One Child at a Time*, with a focus on the demands students will face in the 21st century, has made it a school that now attracts nearly 900 students each year. The school has 40 percent of students from disadvantaged homes and has a 96 percent attendance rate. The school has received the North Carolina Department of Public Instruction "School of Progress, Expected Growth" and the "School of Distinction, High Growth" recognitions as test scores followed the strategic model that everyone is a leader – drawing from the *Seven Habits of Highly Successful Kids!* It has been visited by educators from over 25 countries and more than 150 schools have adopted the leadership emphasis and made it their own.

Greg Wiles

Lone Star Middle School

11055 Lone Star Road

Nampa, ID

Mr. Wiles opened Lone Star Middle School two years ago with 750 students in grades 6-8. It includes a population of 65 percent free and reduced lunch students. From the initial opening of the school to the second year, the number of socioeconomically qualifying children increased by 40 percent. Mr. Wiles' steady leadership has overcome the challenges associated with a new school and focused on the

opportunities to create a strong vision and a professional learning community that fosters collaboration among all staff. The focus on assessment and grading practices and the importance of quality formative and summative assessments have created an environment and sustained positive changes for the adolescents the school serves.

NAESP would also like to recognize the following outstanding principals for their leadership and commitment to school improvement and the many children and communities that they serve. We are proud of their knowledge, expertise, and enthusiasm for our profession! Those who attend the convention in Houston are invited to the Transformational Leaders panel discussion, to be introduced and participate as a small group facilitator. A Community of Practice will match up convention participants and these principals with similar demographics or school needs to share promising practices through NAESP!

Brent	Zessin	W.S. Harlan Elementary School	Lockhart	Alabama
Deborah	Bailey	Whittier Elementary School	Boise	Idaho
Beth	Olmstead	Lincoln Elementary School	Twin Falls	Idaho
Dave	Wheat	Mountain View Elementary School	McCammom	Idaho
Deborah	Emery	Henry L. Cottrell Elementary School	Monmouth	Maine
Angela	Faltz	Abbottston Elementary School #50	Baltimore	Maryland
Carol	Leveillee	Mary B. Neal Elementary School	Waldorf	Maryland
Kevin	Lindsey	McCormick Elementary	Baltimore	Maryland
Maria	Lowry	Chesapeake High School	Essex	Maryland
Pamela	Meyers	Robert Moton Elementary	Westminister	Maryland
Sandra	Woods	Nathan Hale Elementary School	Roxbury	Massachusetts
Darbi	Bauman	South Nodaway Elementary	Guilford	Missouri
Matt	Miller	Stanton Elementary	Fenton	Missouri
JoAnn	Scott	South Bay Elementary School	West Babylon	New York
Daniel	Shornstein	Titusville Intermediate School	Poughkeepsie	New York
DeAnna	Finger	Tuttle Elementary School	Maiden	North Carolina
Jeromey	Sheets	Cedar Heights Elementary	Lancaster City	Ohio
M. Lou	Robertson	Westside Elementary	Claremore	Oklahoma
Patrick	Graczyk	Grandview Elementary School	Tarentum	Pennsylvania
Jackie	McNamara	Cleveland Elementary	Sioux Falls	South Dakota
Susan	Bridges	A.G. Richardson Elementary School	Culpeper	Virginia
Alleta	Baltes	Ashgrove Elementary School	Riverton	Wyoming