

DR. CHERYL A. PROCTOR

- PROFILE -

Student-focused, results-driven, and innovative professional, equipped with a demonstrated track record of leading academic and schools work for large public-school systems with proven outcomes; Adept at supervising and training district and school leaders, faculty, and staff; developing and executing strategies to improve school efficiency; and providing academic leadership and support ensure increase in performance. Efficient at cultivating learning environments focused on high-quality instruction for all students; identifying leadership development programs and opportunities; as well as integrating evidence-based techniques to guarantee success of school and scale proven approaches. Effective at collaborating and maintaining relationships with students, parents, teachers, the community, and professionals of all levels.

-LEADERSHIP EXPERIENCE-

PORTLAND PUBLIC SCHOOLS – CENTRAL OFFICE, PORTLAND, OR (2021-PRESENT)

Portland Public Schools is a PK-12 urban school district in Portland Oregon. With more than 49,000 students in 97 schools, charter, community-based, alternative, and special service programs, it is the largest school district in the state and one of the largest in the Pacific Northwest. With highly trained teachers and staff; engaged parent community; strong partnerships, and a focus on closing the racial educational achievement gap, PPS has seen significant gains in its graduation rate and academic outcomes. PPS employs almost 9,000 caring employees working together with parents, families, volunteers, and community members to support the limitless potential of its students. The district is committed to providing rigorous, high quality academic learning experiences that are inclusive and joyful. We create vibrant environments for every student to demonstrate excellence. PPS high school seniors achieved an 85.7% graduation rate, the highest since 2010 and slightly higher than the 2021-2022 statewide rate of 81.3%. Currently, the district operates a \$2.3-billion budget.

Deputy Superintendent, *Instruction and School Communities*

2022–Present

- Partner with the Superintendent and other senior leadership to develop and implement the instructional systems and structures to close the achievement gap and raise academic achievement for all students in Portland Public Schools.
- Executive leader over the Office of Teaching and Learning, the Office of School Performance, and the Office of Student Support Services and the respective Chiefs (CAO, COS, COSSS).
- Sets vision for the division aligned to the district-wide strategic plan, Forward Together 2021-2025.
- Build leadership teams which reflect diverse perspectives; promote a positive, safe, and caring climate for learning; deal sensitively and fairly with persons from diverse cultural backgrounds; communicate effectively with students, staff, and parents.
- Lead the oversight and development of district improvement strategies, programs, and plans; review and track progress on school performance and student achievement objectives and academic excellence indicators to assure effective deployment of improvement strategies; direct implementation of revised or new strategies as required. Provide key leadership in the development of the district’s strategic plan.
- Review and realign organizational structures as they relate to providing educational services to the student population; lead efficient models which combine best practices with administrative goals; lead near-term and long-term strategies and goals to support the educational mission of the district; effectively support diverse student, teacher, and community stakeholder populations.
- Build collaborative and transparent relationship with district Board Chair, Vice Chair, and other Directors.
- Collaborate with community and parent groups to inform our district wide strategic plan.

Selected Accomplishments:

- ✓ Increase student proficiency in both ELA and Math on the Spring 2022 OSAS – state assessment representing a double digit increase over state average across grades 3-8.
- ✓ Increased the 4-year and 5-year graduation rate for the 2021-2022 school year
- ✓ Increased student achievement with the 15 schools exited from the State CSI / TSI identification
- ✓ Increased year over year student growth in grades 3-5 ELA and Math and grades 6-8 ELA on the NWEA MAP Assessments for the Winter and Spring 2022

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Chief Academic Officer, Office of Academics, Teaching and Learning

2021–2022

- Provide leadership and expertise to assess, identify, formulate, and implement the district's strategic plan aligned to board goals and objectives.
- Oversee the development of, and develop, curriculum and academic programs' student achievement targets and staff performance metrics.
- Serve as liaison and collaborate closely with the academic and school performance programs and the Superintendent of Schools, members of the governing board, community partners and other district stakeholders.
- Facilitate budgets for district schools for operating, Title, and special funding allocations
- Supervise school academic program implementation for all of schools aligned to the instructional core, standards alignment, effective instructional scaffolds, and curricular resources grounded in the district instructional frameworks.

Selected Accomplishments:

- ✓ Created and instituted the Instructional Framework aligned to district adopted curriculum
- ✓ Successfully build learning acceleration summer programs serving over 4500 students and increasing performance on Fall 2022 MAP assessments
- ✓ Developed cohort model for teacher professional learning to align Instructional Framework indicators with enacted curriculum

SCHOOL DISTRICT OF PHILADELPHIA – CENTRAL OFFICE, PHILADELPHIA, PA (2016–2021)

School District of Philadelphia is the eighth largest school district in the nation, located in an historic and culturally rich setting. It is a community of 19,000 caring employees working together with parents, families, volunteers, and community members to support the limitless potential of 203,225 students in 341 district, charter, cyber and alternative schools. The district is committed to educating and graduating generations of thought leaders, entrepreneurs, artists, government officials and change makers. The School District of Philadelphia aims to deliver on the civil right of every child in Philadelphia to an excellent public-school education and ensure all children graduate from high school ready to succeed, fully engaged as a citizen of our world. Currently, the student graduation rate is 79% based on 2017-2018 data. The district operates a \$4.1-billion budget.

Assistant Superintendent (2018-2021) & Deputy Chief of Schools (2018-2019), Office of Schools

2018–2021

- Supervise principals for 12 comprehensive high schools and career and technical high schools serving nearly 10,000 students and 860 school staff
- Recruit, hire, and sustain principals and assistant principals for a portfolio of elementary, middle, and high schools
- Facilitate budgets for district schools for operating, Title, and special funding allocations
- Supervise school operations for portfolio of schools including facilities, paint stabilization and asbestos abatement capital projects and school safety
- Institute data informed continuous improvement model – Data Wise across a network of schools as pilot for district wide implementation
- Formulate and establish professional growth plans including current and evidence-based practices to assigned principals, while assessing the effectiveness of professional development plans
- Lead principals in fostering learning environments with primary focused on high-quality instruction for all students, as well as in evaluating teachers' skills in delivering instruction to students through the structured monthly Instructional Rounds
- Lead the integration of evidence-based strategies to guarantee success of school and scale proven approaches
- Ensure alignment of instruction with core standards through supervision of instructional programs
- Partner with the chief of schools in implementing all actions related to operation of the Leadership Development and Evaluations Team
- Assume accountability in designing and modifying policies, programs, operations, and services models
- Expertly supervise the Leadership Development Team responsible for handling systems and processes to accurately evaluate the effectiveness of staff, teachers, assistant principals, and principals
- Conceptualize and analyze the effectiveness of school leadership pipelines through creation of leadership development programs and opportunities for identified future leaders and appointed leaders to meet the needs of the school district
- Employ keen attention to detail in reviewing principal survey, evaluation trend, and walkthrough data to determine any adjustments to leadership development programs

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Selected Accomplishments:

- ✓ Led school principals in accomplishing the following results improving outcomes for diverse student groups:
 - 71% increase on student achievement on Spring 2019 ELA High School Keystone Examination with one school earning an 8% increase; 71% on Spring 2019 Algebra I High School Keystone Examination; and 57% on Spring 2019 Science High School Keystone Examination with one school earning 16% increase; 71% achievement of standard for PA academic growth in Science
 - 42% attainment of standard for PA academic growth in ELA
 - 57% improvement on the District School Progress Report (SPR)

Executive Director, School Improvement Planning and Evidence-based Support Office 2016–2018

- Led district chiefs, assistant superintendents, and school principals in the development of state approved School Improvement Plans (SIP) for the districts 215 district schools serving over 131,000 students
- Conducted evaluation on the effectiveness of educational programs, test results, and student data to prepare and submit reports to site administrators and state and federal agencies
- Functioned as main point of contact for System of Great Schools (SGS) identified schools for high school initiatives and academic improvement plans for five high schools and three elementary schools regarding turnaround implementation with progress and performance monitoring
- Steered efforts in promoting school practices while guaranteeing consistent execution of practices across all schools, such as the use of performance management dashboard (QlikBAM) and data analytics to improve student skills
- Created and instituted school-based school-level comprehensive and district level plans in collaboration with the chief of school, assistant superintendents, and principals
- Produced and implemented School District of Philadelphia (SDP) school-level comprehensive plan based on Pennsylvania Department of Education (PDE) required guidelines
- Offered support to federal program managers in developing program plans; principals in establishing programs with school improvement plans (SIPs); and chief in ensuring program execution with fidelity
- Facilitated the development of procedures for approving school comprehensive plans for programmatic compliance with state and federal regulations and guidance
- Assessed the performance of eight staff members in the office
- Served as representative of the SDP and Philadelphia Intermediate Unit (IU)
- Directed principals in creating learning environments for students through targeted professional development during monthly benchmark, analytics, and management (BAM) and intensive focus (IF) sessions

Selected Accomplishments:

- ✓ Instituted quarterly school plan progress monitoring designed to support schools in using data to evaluate the effectiveness of the school improvement plan
- ✓ Brought a significant improvement in 43 schools by decreasing the number of state accountability system identified schools from 106 (Focus | Priority) state identified schools in 2016 to 63 (CSI | A-TSI) in 2018
- ✓ Increased student achievement on Pennsylvania State Assessment (PSSA) by 4% points in 2018 in ELA, 3% points in Math and 5% points in Science between the 2015-2016 and 2017-2018 school year
- ✓ Improved accountability School Progress Report (SPR) from 79 of 215 schools in Intervene status in 2016-2017 to 28 schools improving to the Model and Reinforce Categories in 2017-2018 decreasing to 45 of 215 schools in Intervene status

Director, School Improvement and Regional Data Support 2015–2016

- Supervised regional improvement and data specialists on district-wide SIP initiatives to guarantee proper monitoring of SIPs
- Directed staff in assisting principals, assistant superintendent, and directors in performing instructional leadership tasks, which included managing services and programs to determine, evaluate, and meet diverse student needs
- Analyzed findings and provided recommendations on short- and long-term planning and decision-making activities in partnership with district leadership and program administrators
- Introduced the district's SIP in accordance with state and federal guidelines which involved setting criteria, reviewing process, and monitoring implementation and results
- Developed short- and long-term plans, strategies, and annual budgets to ensure effective usage of district resources for education policy directive implementation
- Collaboratively worked with central, regional, and school-based leaders regarding current PDE and district SIP procedures and reporting guidelines

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BROWARD COUNTY PUBLIC SCHOOLS, FORT LAUDERDALE, FL (1998–2015)

Broward County Public Schools is six largest school district in the nation, the second largest system in Florida and the first fully accredited school system in Florida in 1962. Broward County Public Schools Serves a diverse population of more than 256,000 students and approximately 110,000 adult students in 241 schools, centers, and technical colleges, and 88 charter schools. The district's diverse students are from 170 countries who speak 147 languages. Our staff consists of 32,967 employees. 65.9% of students are on free or reduced lunch. 95.1% graduation rate and 97.9% promotion rate. The average expenditure per students is Basic K-12: \$6,589; ESOL: \$7,152; ESE: \$11,992 and Career Ed 9 - 12: \$6,220

Principal, *Dr. Martin Luther King, Jr. Montessori Academy* 2013–2015

- Cultivated and strengthened relationships with students, teachers, faculty staff, and parents
- Handled the school's administrative activities such as creating instructional resources and academic programs; observing student and teacher progress; and supervising all teachers and staff
- Assumed accountability for staffing requirements of academic staff, including teacher hiring, training, recruitment, and interview
- Ensured the alignment of school mission and goals with the district's mission and goals
- Prepared instructional framework based on state standards, student learning needs, and instructional practices in coordination with academic leadership and staff
- Mentored faculty and staff to boost performance and formulate individual professional development plans
- Visited classrooms to monitor teaching strategies and guarantee alignment with district and school guidelines
- Supervised school operations to ensure optimal utilization of resources while fostering a safe, efficient, and effective learning environments
- Managed operational budget and annual reporting functions

Selected Accomplishments:

- ✓ Received several awards, including the 2015 LEGACY South Florida's Top Black Educators by the Sun Sentinel Legacy Magazine
- ✓ Played the lead role in enabling the school to achieve the following results:
 - Improvement of reading achievement of all students by attaining 70% learning gains, as well as the lowest student quartile by attaining 65% learning gains
 - Leadership in the transition of the school from a traditional model to a Montessori Academy through the Student Success Opportunity School (SSOS) turnaround initiative
 - Cooperation with all stakeholders and parents to orient and align expectations of the Montessori philosophy
- ✓ Supervised the Leadership Team in overseeing the strategic planning and implementation of school goals based on a comprehensive needs' assessment, timely progress monitoring, and data and information analysis for strategic decision making
- ✓ Secured 80% new instructional staff and facilitated Montessori teacher training with the Summit Questa Teacher Training Institute with certifications from the American Montessori Society (AMS)
- ✓ Coordinated with Broward Virtual School (BVS) and feeder middle schools to implement the Pre-GEM program for Level 5 students in 4th and 5th grades, thus boosting mathematics skills and achieving "A" grade for all student participants

Intern Principal, *Martin Luther King; Lauderdale Manors; Village; and Banyan Elementary School* 2010–2013

Assistant Principal, *Banyan Elementary School* 2008–2013

Selected Accomplishments:

- ✓ Achieved distinction as the finalist for the 2013 CALIBER AWARDS ACCLAIM Assistant Principal of the Year Award
- ✓ Offered practical strategies for the implementation of differentiation growth plan (DGP) for each teacher, which resulted to 81% of 3rd grade students being proficient on the 2010 FCAT in reading and 86% of 3rd grade students being proficient on the 2010 FCAT in reading in mathematics
- ✓ Introduced a school-wide progress monitoring plan, thus enabling 76% of students to score at or above grade level in reading, 86% of students at level 3 or above grade level in mathematics, 90% of students scoring at or above grade level in writing, and 44% of students scoring at grade level in science
- ✓ Collaborated with all stakeholders for the opening of a new state-of-the-art library and media center

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- ✓ Employed a multi-tiered marketing campaign and an in-boundary non-attendance report from the Boundaries Department to successfully reenroll 24 students
- ✓ Partnered with the City of Sunrise, Business Partners, staff, and parents to coordinate the School Beautification Day Project
- ✓ Created a Banyan Best Program, which involved a daily student pledge and monthly celebration of improved behavior and academic performance
- ✓ Conducted teacher mentoring programs to support and retain teachers
- ✓ Led the integration of after-school learning activities for level 1 and 2 students to improve reading, mathematics, and writing skills, thus achieving 85% student participation and 33% skill master increase
- ✓ Implemented student and staff learning community groups to discuss school issues and goals, thus boosting communication and collaboration by 60%
- ✓ Performed as part of the Central Area AP Council, as well as the mentored Assistant Principals for the PROPEL Administrative Leader program

Earlier Position Held

Assistant Principal, *Miramar High School*

2004–2007

- EDUCATION -

Doctor of Philosophy in Educational Leadership and Research Methodology, Minor in Education Policy, 2017
Florida Atlantic University, Boca Raton, FL

Education Specialist in Educational Leadership, Minor in Organizational Leadership, 2000
Nova Southeastern University, Davie, FL

Master of Science in Special Education, Minor in Reading, 1997
Florida International University, Miami, FL
Graduate Assistant to Education Department Chair

Bachelor of Science in Communication, Minor in Advertising, 1994
New York Institute of Technology, Old Westbury, NY

- PROFESSIONAL AFFILIATIONS -

Council of Great City Schools (CGCS) Member District | American Association of School Administrators (AASA)
Leadership Broward Foundation | American Educational Research Association (AERA)
University Council for Educational Administration (UCEA) | American Montessori Society (AMS)