

To Whom It May Concern:

I am very interested in working as the Director of Diversity, Equity and Inclusion for Wellesley Public Schools. I am an experienced teacher and educational leader, having worked extensively with curriculum, instruction, school culture and improvement, staff and student development- particularly around diversity, equity and inclusion. Having focused on inclusion in my professional practice, as well as having conducted intensive research on the topic, I am certain that I will make positive and progressive contributions to the schools, children, staff, and families of Wellesley with enthusiasm and commitment.

Since 2017, I worked as the High School Principal in Oxford, MA. As the leader of the Districts' flagship school, I rewrote the Program of Studies, revised graduation requirements to reflect the rigor and readiness upheld at the Level 1 school, and established a culture of focus and community. Additionally, I was able to develop the schools International Educational Travel program- allowing students to experience a true school without walls.

Preceding my appointment as the Oxford High School Principal, I worked as an Assistant Principal in Springfield, MA. My time in Springfield included a focus on technology in the classroom, work with family engagement, culture and climate, managing and meeting students' unique needs, and school operations. Prior to joining Springfield Public Schools, I was an Assistant Principal in West Hartford, CT. While working with the State of Connecticut on my pending certification, I worked on several initiatives within the West Hartford Public School district; including projects with the Director of Continuing Education.

Previously, I was the School Improvement Specialist at Bloomfield High School (BHS). As such, I was on the Leadership Team, working with the Principal and Instructional Directors to ensure continuous growth and success. I was responsible for the implementation of a transformation model focusing on literacy instruction. While cooperatively gathering and analyzing data, and compiling comprehensive reports, I was an active facilitator and participant on school wide data teams and instructional level data teams. I have been able to actively employ my experience as a staff developer- spearheading the school's inaugural inclusion work; identifying and training teachers in a "train the trainer" model; facilitating and/or modeling classroom pedagogy; with a proven track record of increasing student achievement across a variety of levels and content areas.

Prior to BHS, I was the 6th grade ELA Teacher at Brennan-Rogers Magnet School in New Haven, CT. I worked as a Lead/Model Teacher on School Improvement Plan Initiatives- including Curriculum Design and Implementation, Culture and Diversity, Parent Engagement, Behavior and Classroom Management, Climate and Culture, and School Events. One need only look at the success in my classroom instruction, and the impact made in past leadership roles, as perfect examples of my commitment to students and devotion to constructing and reinforcing an environment conducive to achievement and exceeding expectations. I was able to elevate my students from performing at 22% proficiency or higher in September to 76% by the end of the 2011-2012 academic year. Shortly thereafter, my instructional strength was acknowledged with the announcement of the 2012 Connecticut Mastery Test scores. I had the highest test scores in our district- 92% of my students were proficient or higher in English Language Arts. This achievement was shadowed, the following year, when 100% of my students scored proficient or higher. Successes such as this are indicative of the value, passion and results I add to whatever endeavor with which I am involved.

Before moving to New Haven, I was the City-Wide Program Manager for the Community Schools in Cambridge, MA. In this position, I built relationships with city and state agencies that provided services to

Kimberlee Henry

the at-risk citizens, I aligned program offerings with the Massachusetts Curriculum Frameworks, and introduced programming to the city that promoted a comprehensive experience for all residents- meeting them, and their needs, where they were and supporting them as they moved forward.

I am committed to providing children with a solid academic foundation, upon which they can build their future. I am invested in the personal success of those who may see their challenges as insurmountable; recognizing that excellence in education opens the doors to boundless opportunity. As the Director of Diversity, Equity and Inclusion for Wellesley Public Schools, I will be able to maximize the use of my expertise to make a distinctive and significant contribution to system at large, school based educational teams, and in the lives of the young people that I will impact through my service. I welcome an opportunity to work as a part of your team, and I appreciate your consideration.

Sincerely,
Kimberlee Henry, Ed.D

Kimberlee Henry

Education

Central Connecticut State University

New Britain, Connecticut
Doctor of Education
Major: Educational Leadership
GPA: 4.000
Credit Hours: 73
Attended until August 2016
Degree conferred August 2016

Simmons College

Boston, Massachusetts
Bachelor of Arts
Major: Sociology
Graduated, dates not provided

Simmons College

Boston, Massachusetts
Master of Science
Major: Education
Graduated, dates not provided

Experience

Oxford High School

Jul 2017 - Nov 2018

Principal
Oxford, MA

- Develop and implement the schools' multi-year strategic plan with focused, efficient, and effective action steps.
- Monitor instructional and managerial processes to ensure that program activities are related to program outcomes and use these findings for corrective action and improvement, as well as for recognition of success.
- Work with respective stakeholders to plan, implement, and evaluate the curriculum on a systematic basis
- Assess and plan improvement of the school; Identify, analyze, and apply research findings
- Through the use of effective communication skills, foster collegiality and team building among staff; encourage their active involvement in the decision process.
- Provide for two-way communications with superintendent, staff, students, parents, and community.
- Develop, maintain, and use appropriate information systems and records necessary for attainment of campus performance objectives addressing each academic excellence indicator.
- Hiring and evaluation of all faculty and staff.
- Uphold/enforce with district policies, as well as state and federal laws and regulations affecting the schools.
- Develop budgets based upon documented program needs, staff input, estimated enrollment, personnel, and other fiscal needs; implement programs within budget limits; maintain fiscal control;

accurately report fiscal information.

- Work with faculty and encourage student understanding of the student management system that results in positive student behavior and enhances the school climate.
- Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable.
- Serve on the Committee for District Wide Professional Development
- Oxford Public School District- District Wide Civil Rights Coordinator: Title VI of the Civil Rights Act and Title IX of the Education Amendments

Supervisor:

Experience Type: Public School, Full-time

It is OK to contact this employer

Springfield Public Schools

Aug 2015 - Jun 2017

Assistant Principal

Springfield, MA

- Supported principal, providing assistance with administrative functions; performed assigned duties to ensure school efficiency.
- Supervised school personnel; monitoring performance, providing for professional growth and achieving overall objectives of curricula.
- Evaluate assigned personnel, ensuring that standards are achieved and performance is maximized.
- Management of school administrative functions (ie. student disciplinary policy, school schedule, assigned personnel, etc.) to enforce school, district and state policy and maintaining safety and efficiency of school operations.
- Intervened in occurrences of inappropriate behavior of students; assisting students in modifying behavior and developing student success plans.
- Chair meetings, coordinating activities and ensuring that outcomes achieve school, district and/or state objectives.
- Facilitated communication between personnel, students and/or parents for evaluating situations, solving problems and resolving conflicts.
- Facilitated the development, communication implementation and evaluation of quality learning to enhance excellence, equality and equity for staff and students.
- Participated in and facilitated meetings, workshops and professional development, gathering information required to perform functions.
- Presented information (ie. student data, school activities, budget overviews, accounting processes, distribution formulas, etc.) in order to communicate information, gain feedback and ensure adherence to established internal controls.
- Represented the school at community forums to maintaining ongoing community support for educational goals and student support.

istrict.

Supervisor:

Experience Type: Public School, Full-time

Please do not contact this employer

West Hartford Public Schools- Hall High School

Jul 2014 - Oct 2014

Assistant Principal

West Hartford, Connecticut

- Supported principal, providing assistance with administrative functions; act as a department liaison; performed assigned duties to ensure school efficiency.
- Supervised school personnel; monitoring performance, providing for professional growth and achieving overall objectives of curricula.
- Evaluate assigned personnel, ensuring that standards are achieved and performance is maximized.
- Schoolwide assessment administrator (ie. PSAT, State Assessments)
- Management of school administrative functions (ie. student disciplinary policy, school schedule, assigned personnel, etc.) to enforce school, district and state policy and maintaining safety and efficiency of school operations.
- Intervened in occurrences of inappropriate behavior of students; assisting students in modifying behavior and developing student success plans.
- Chair meetings, coordinating activities and ensuring that outcomes achieve school, district and/or state objectives.
- Facilitated communication between personnel, students and/or parents for evaluating situations, solving problems and resolving conflicts.
- Facilitated the development, communication implementation and evaluation of quality learning to enhance excellence, equality and equity for staff and students.
- Participated in and facilitated meetings, workshops and professional development, gathering information required to perform functions.
- Presented information (ie. student data, school activities, budget overviews, accounting processes, distribution formulas, etc.) in order to communicate information, gain feedback and ensure adherence to established internal controls.
- Represented the school at community forums to maintaining ongoing community support for educational goals and student support.

..... out of state

Supervisor:

Experience Type: Public School, Full-time

It is OK to contact this employer

Bloomfield Public School

Aug 2013 - Jun 2014

School Improvement Specialist

Bloomfield, Connecticut

- Supported the implementation of a school transformation model, focusing on interdisciplinary literacy instruction
- Assisted the district administrator and school principal in providing technical assistance to teachers and designated staff in the area of professional development, instruction, classroom management and curriculum
- Assisted teachers and staff in implementing research based professional development in the areas of prioritizing standards, unwrapping and understanding Common Core State Standards, data driven decision making and effective teaching strategies
- Facilitated school wide data teams and instructional level data teams
- Gathered and analyzed data, compiled reports and gave presentations as it pertains to school improvement planning
- Worked to coach, mentor and support new staff
- Worked with individuals and small groups in a collegial team approach
- Worked as a staff developer, facilitator and modeled classroom pedagogy
- Worked to increase student achievement across grades and departments
- Communicated and enforced relevant policies and procedures with regard to student discipline, conduct, and attendance to students, staff, and parents
- Worked with and assisted faculty in the development of effective classroom management discipline and organization

- Assisted in curriculum development to meet the needs of all students
- Assisted in the selection and mentoring of staff
- Assisted in the planning, implementation, and supervision of special events
- Assisted in the care and management of the building and grounds, furniture, equipment, apparatus, books, and supplies
- Performed other duties as assigned by the Building Principal or District Administrator

led.

Experience Type: Public School, Full-time
It is OK to contact this employer

New Haven Public Schools

Sep 2010 - Aug 2013

Teacher

New Haven, Connecticut

- Collect and analyze student data for students.
- Create and deliver daily, data driven, lesson plans for multiple academic sections.
- Develop personalized intervention plans for each student.
- Implement reading intervention for students, grade 6-8.
- Create and implement differentiated instruction plans for students with varying learning levels.
- Support students in emotional and social growth; teaching problem solving and life skills.
- Prepare and motivate all students for successful completion of the Connecticut Mastery Tests.
- Engage all parents and guardians in the students'™ learning process.
- Oversee and ensure positive classroom and behavior management.
- Work to support the establishment and sustainability of positive school culture and climate.
- Coordinate all aspects of the afterschool/extended day program.
- Provide staff development for colleagues around district and magnet curriculum, technology, and behavior management.
- Support the efforts and initiatives of school and district administration, leading to a cohesive learning environment.

Experience Type: Public School, Full-time
It is OK to contact this employer

Cambridge Community Schools

Jun 2008 - Aug 2010

Program Manager

Cambridge, Massachusetts

- Ensure that all children and families receive academically sound and holistic programming.
- Supervise Community School Directors, support their supervisory development and work with them to recruit, select and train qualified teaching staff.
- Working with program staff, establish developmentally appropriate goals for curriculum to enhance the social, physical and intellectual well being of children and promote project-based learning supporting Department Of Education curriculum frameworks.
- Collaborate with Agenda for Children Out of School Time Initiative to support professional development for staff, enhance program quality, support program self-assessment and cross program data collection.
- Work with Inclusion Specialist and other resources to support the inclusion of children with special needs in all programs.
- Work with Division Head and Community School Directors to establish and strengthen collaboration

with School Principals, faculty and Extended Learning program staff to support the needs of individual children.

- Work with Principals to ensure that all educational supports and accommodations we met.
- Manage \$500,000 budget and work with Community School Directors to develop systems for fiscal management, program development and evaluation.
- Facilitate the connection between at-risk constituents and the appropriate resources.
- Assist Community School Directors in working with families to support family engagement to address issues that arise within programs.
- Work with Community School Directors to develop systems for fiscal management, program development and evaluation, program promotion and council development.
- Work to develop annual orientation and appropriate trainings throughout the year to support programs.
- Oversee State Licensing application process and work to ensure all licensing requirements are met.
- Provide strategic oversight and supports to efforts to improve collaboration and share resources among Community Schools programs and across the city.

Experience Type: Public School, Full-time
It is OK to contact this employer

B.E.L.L.- Building Educated Leaders for Life
Site and Operations Manager, Math Specialist
Dorchester, Massachusetts

Sep 1998 - Jun 2006

- Managed 30 person teaching and tutorial staff for an Accelerated Summer Learning Program.
- Interviewed teachers and teaching assistants for the Accelerated Summer Learning Program and After School Program.
- Facilitate all aspects of staff training and orientation. Provided test prep for various exams including MCAS.
- Implement and maintain high quality curriculum and programming.
- Ensured that the curriculum and instruction methods were in agreement with academic frameworks and standards.
- Outreached to neighborhood, local schools, and Public school officials to build strong collaborations.
- Annual strategic planning around program expansion.
- Ensure that site(s) met grant/funding requirements.
- Recruit students, notifying parents and processing student enrollment forms.
- Maximize student enrollment; Managed scholar payments.
- Prepared and worked within line item budget reports.
- Taught a 5-week music fundamentals and appreciation course for 5-14 year olds.
- Wrote and taught Math lesson plans for grades 1-6.
- Created and implemented differentiated instruction math plans for students with varying levels of ability.
- Observed and assessed the pre- and post- ability levels of all students in Math.
- Managed 10-person tutorial staff for an after-school educational enrichment program.
- Interviewed teachers and teaching assistants for the Accelerated Summer Learning Program.
- Created and implemented the programs data and filing system.

Supervisor:

Experience Type: Other, Full-time
It is OK to contact this employer

Research and Dissertation Focus

I have conducted intensive research focus on the experiences of marginalized groups in the field of education. Specifically in my doctoral dissertation- "A World Apart: A Case Study of Black Female Administrators in Predominantly White School Districts"- I provided a series of recommendations that are likely to contribute to the success of schools, districts, administrators, and educator preparation programs.

Based on my research, professional, and personal experiences, I have been able to plan and facilitate training sessions that developed faculty and staff. I also provided workshops for families and students, helping them to identify ways to be allies in inclusion.