

Brent T. Conway

Resume

Education

Fitchburg State College	M.Ed. – Educational Management and Leadership	Sep 1999 to May 2001
University of Rhode Island	B.A. – Elementary Education	Sep 1994 to Dec 1998
University of Rhode Island	B.A. – Communication Studies	Sep 1994 to May 1998

Experience

Melrose Public Schools Principal of Melrose Vet. Memorial Middle School - Melrose, MA Jul 2014 to Present

- Currently leading a 6-8 middle school with nearly 800 students, and 100 staff members
- Implemented a 7 day modified waterfall schedule that increased class time and aligned with the HS for shared resources and opportunities for students
- Established a PBIS as a foundation for expectations and supports for students to anchor Social and Emotional Learning
- Developed plan to further PBIS with Restorative Practices and Restorative Justice
- Received a Safe Schools planning grant from MA DESE
- Created opportunities for students leadership and voice with a Student Council, Gay-Straight Alliance, and Social Justice Club
- Working with Math Dept. Director, revised math course sequence to align with MA 2011 standards and allow for grade acceleration, compacted curriculum options and multiple pathways to calculus
- Developed a robust multi-tiered support system for math, ELA and Science with Intervention and Lab classes to support students based on a data review model
- Instituted common formative assessments and corresponding data team meetings to monitor the progress of all students and adjust instruction and support for those who are behind
- Created a structured and systematic approach for special education programming and supports resulting in improved SGP in ELA and Math for High Needs students
- Created the first Program of Studies that outlines all classes and opportunities for learning while also developing an online course request process
- Led the change to Google (GAPE) platform with a 3:1 chrome-book initiative
- Advanced the focus on Project Based Learning (PBL) in all content areas
- Led shift to UDL framework instructional practices for greater accessibility for all students.
- Oversaw the implementation and corrective actions for a multi-year O.C.R. agreement from the prior administration focusing on racial harassment
- Collaborated with community partners, to secure grant funding to bring the ADL Peer Trainer program for student leadership and work on prejudices and biases

Melrose Public Schools Principal of Lincoln Elementary - Melrose, MA Jul 2007 to Jun 2014

- Through professional collaboration and effective use of data, raised MCAS performance scores for Lincoln to be a Level 1 and Commendation School in 2013, 2014 & 2015 and honored as a 2015 National Blue Ribbon School.
 - Implemented inclusion co-taught classrooms to provide appropriate and effective levels of support for Special Education Students.
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- Established a tiered system of support through a comprehensive literacy plan with data teams, Title I programming and a structure for tier II & III intervention and progress monitoring.
- Created the school's first PBIS and common expectancy program called Lincoln C.A.R.E.S.
- Implemented a flexible grouping model of differentiating instruction to meet the needs of all learners.
- Oversaw the school's instructional shift to Guided Reading and Writer's Workshop by providing consistent PD and using a Writing Coach.
- Transitioned staff with integrating technology into instruction and communication, highlighted by SMART Boards in every classroom, principal's blog, teacher websites, online assessments and web-based tools.
- Established the Summer Institute to provide free academic tutoring for at-risk students.
- Initiated the ESL Magnet school development of Lincoln with staff ESI endorsed through RETELL or seeking ESL Licensure
- Reorganized the district's master schedule to provide consistent programmatic offerings to students while establishing common instructional and planning blocks for grade levels.
- Served as the district administrator on the Strategic Planning Committee, School Improvement Plan Working Group and Labor Management Committee
- Served on 5 principal searches and multiple other district search committees
- Developed and implemented a district wide Math Coaching model of PD
- Developed data tracking and transition system for 5th Graders transitioning to 6th Grade.
- Started Elementary Title I program

Town of Tyngsborough Assistant Principal Tyngsborough Elem. - Tyngsborough, MA Jul 2005 to Jun 2007

- Oversaw the day-to-day operations of the 350 student Upper Elementary (Grades 4-5) while collaborating on the overall supervision of the 900 student, 100 staff member school
- Special Education Team Chairperson (2006-2007)
- Guided the Upper Elementary grades into a semi-departmentalized program using researched based models.
- Initiated the alignment of the English Language Arts Curriculum based on the "The Six Effective Traits of Writing"
- Assisted with implementation of annual staff retreat luncheon to promote a Professional Learning Community and facilitated a "Challenging Behaviors" Study Group with staff and parents.
- Created the "Gold Star Bus" program to promote safe, respectful and responsible behavior on the buses through a reward system
- Instituted Monthly Academic Challenges for school-wide activities/competitions using topics identified as "needs of improvement" from MCAS results

Town of Chelmsford Middle School Teacher - Chelmsford, MA Sep 2001 to Jun 2005

- Grade 6 Science and Reading/Language Arts teacher 2003-2005
- Member of the Middle School Schedule and Programming Revision committee that created teaming and schedule improvements to maximize instructional time and effectiveness
- Created weekly parent information email and maintained team 6-3 website for enhanced communication
- Presented a Study Skills Seminar for parents and students
- Reviewed science text books for curriculum alignment as part of selection committee
- Revised Long Composition writing rubric based on "Six Effective Traits of Writing" and to reflect state scoring rubric
- Learning Strategies teacher for 7th and 8th grade students in 2002-03
- Designed and implemented Learning Strategies curriculum
- Awarded SPED PAC educator award 2005
- Grade 6 Math teacher in 2001-2002

Fitchburg State College Academic Monitor for Student Athletes & Assistant Baseball Coach – Fitchburg, MA Aug 1999 to Jun 2005

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Presentations/Speaker

- Massachusetts School Administrators Association – Middle School Series
Tiered Systems for Support in Middle School February 2018
- Massachusetts Association of School Superintendents Summer Executive Institute
Flexible and Inclusive Programming for Students with Social/Emotional Needs July 2017
- Massachusetts Department of Elementary and Secondary Education Profile
Enhancing Professional Development – Goals Driven, Results Oriented May 2015
- Guest Panelist for EEC and DESE Literacy Instruction Series with Sally Grimes
Data Driven Instruction for Early Literacy 2011

Certifications – MA

Superintendent/Assistant Superintendent	Initial MA
Principal 5-8	Initial MA
Principal Prek-6	Professional MA
Elementary Teacher 1-6	Professional MA
SEI Administrator	Endorsement MA

References

Cyndy Taymore	Superintendent	City of Melrose
Patti White-Lambright	Assistant Superintendent for PPS	City of Melrose
Rep. Paul Brodeur	MA House of Representatives	32 nd House District
Dr. Kerry Clery	Assistant Superintendent	Westford Public Schools
Joe Casey	Superintendent (retired)	City of Melrose
Joyce Schlenger	Director of Early Childhood	Arlington Public Schools
Dr. Curtis Bates	Superintendent (retired)	Boxboro Public Schools
Sally Grimes	National Reading Consultant	Grimes Institute

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Jennifer Bove
HR Admin
Reading Public Schools
82 Oakland Road
Reading, MA 01867

RE: Assistant Superintendent of Learning and Teaching Position

Dear Ms. Bove,

I am writing to express my interest in becoming the next Assistant Superintendent of Learning and Teaching for the Reading Public Schools. I have been a Principal in the Melrose Public Schools for the past eleven years, with the last four at Melrose Veterans Memorial Middle School and the first seven years as the Principal of Lincoln Elementary School. I have thoroughly enjoyed my experience with the staff, students and families in Melrose. Our work in Melrose has focused on using effective instructional strategies, creating high student engagement, data analysis and supporting student learning while establishing a trusting professional culture. The teams at the Middle School and Lincoln Elementary School have had great success and many accomplishments but I am excited for the possibilities that come with facing new challenges and working across an entire district to achieve similar success.

When I arrived at the Middle School, I replaced a principal who had been there for nearly twenty years. The initial work was on building trust but it was done by shifting the focus to a student centered building. In four years at the Middle School, we revised and implemented a new math sequence and programming. We have advanced our tiered support systems including social emotional learning and have established routines for professionals to use data in an inquiry cycle to improve student outcomes. The implementation of Project Based Learning with blended learning has taken off and given students opportunities to demonstrate their knowledge, skills and interests and more recently, introducing staff to the Universal Design for Learning framework, has altered how they plan and support all students. The staff has widely embraced the student centered approach which has also led to many student leadership opportunities such as the formation of a Student Council, Social Justice Club, and Gay-Straight Alliance.

In the previous seven years at Lincoln Elementary School, the school rose to new levels. In 2015, Lincoln Elementary was named a National Blue Ribbon School, earning Commendation status for closing achievement gaps three years in a row and has maintained a Level I performance rating by the MA Department of Education. These achievements are credited to the hard work of the staff, commitment by parents and students, and support of the district and community. Just a few years earlier, Lincoln Elementary was under-performing according to the former accountability system. The professional learning community I worked hard to instill continues to support the intense focus on data to improve student learning. I also guided our staff from a strictly pull-out model of special education to an inclusion model where core classes are co-taught, resulting in sharp performance gains for special education students. A tiered system of support was implemented and 100% of the staff became SEI endorsed. The High Needs students, which represent nearly 50% of the students, continue to narrow the performance gaps that previously existed and Lincoln Elementary remains an outstanding, diverse learning environment.

While I have loved working in Melrose, the prospect of joining the team in Reading is very exciting. I know my experiences in Melrose would help me support the work that is advancing in Reading. Educators need to be supported, yet challenged and engaged in the process. Using the Educator Evaluation System as a strategic tool to help align and coordinate work, while engaging staff in self-reflection and goal setting has worked for me and Melrose and I know it can work in

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Reading as well. The conversations around teaching and learning have resulted in highly driven staff members who are producing results and enjoying the work.

I started my education career at the middle school level, worked in higher education, have been an elementary school administrator for twelve years and a middle school principal for four years. This diverse experience has helped me to see all aspects of a district's responsibility to their students. I have been successful at creating focused professional development, using meaningful and real time student data, and building strong connections and trust among the professionals and the community. As a senior administrator in the district I have also been able to mentor four different principals, lead secondary department directors and take on a wide range of district leadership roles.

I am a thoughtful and experienced professional who understands the scope of a district's work to prepare students to be college and career ready. I see the Reading Public Schools as an outstanding opportunity for me professionally and personally. I hope you will find me to be the ideal candidate to be the next Assistant Superintendent for the Reading Public Schools and I look forward to discussing my candidacy further.

Sincerely,

Brent Conway
