

June 28, 2019

Dear Salem High School Community,

Recently a process to inform the selection of an interim principal for Salem High School was completed. The process included stakeholder engagement as detailed below.

June 10-June 21	Online survey available on website— <i>What characteristics/attributes are most important for an interim principal at SHS next year?</i>
June 10-June 21	Interim principal job posted
June 10-June 14	Review Team formed—2 students, 2 parents, 2 staff, 2 School Committee members
June 20-25	Review Team <ul style="list-style-type: none">• First meeting is June 20th 5:30-6:30PM• Members interviewed candidates on June 24 and 25• Review team provided feedback to the Acting Superintendent
June 26-28	Acting Superintendent conducted interviews and checked references

We were fortunate to have a strong response to the interim job posting as we received a total of thirteen applications. Six candidates were interviewed by the Review Team, and four finalists met with me. After careful review of the candidates' materials, survey data, feedback provided from the Review Team, and notes from my own interviews, I am pleased to announce the appointment of Dr. Samantha Meier as the interim principal for Salem High School for the 2019-20 school year.

Dr. Meier has significant urban public school experience having worked in the Revere Public Schools for the last 19 years. Her teaching and leadership experience is impressive and spans several key roles.


- Deputy Principal—Revere High School—2018-present
- Principal—Garfield Middle School (Revere)—2015-2018
- Vice Principal—Revere High School—2006-2015
- Science teacher—Revere High School—2000-2006

A skilled and passionate leader, Dr. Meier puts all students at the center of her decision making. Throughout her career she has demonstrated the ability to authentically engage students, teachers, and parents as partners in the work. In addition, Dr. Meier has shown she is capable of establishing strong routines particularly as they relate to shaping a positive school culture.

Dr. Meier graduated with a Bachelor of Science degree from Cornell University and has Master of Education and Doctor of Education degrees from the University of Massachusetts (Boston).

We are excited for Dr. Meier to join the SHS team. She will begin as interim principal on July 8th. A "Meet & Greet" will be hosted at Collins Middle School in the Mary Manning Learning Commons at 6:00-7:00 PM prior to the regular scheduled School Committee meeting on July 15th. Students, staff and parents are encouraged to attend the "Meet & Greet".

Sincerely,


M. Kate Carbone
Acting Superintendent

Samantha Meier, Ed.D

Summary of Qualifications

Experienced urban educator with a demonstrated history of working at the middle and high school levels as well as higher education. Skilled in secondary education instruction and assessment, supervision and evaluation, classroom management, educational technology, curriculum development, written communication and public speaking. Self-directed with proven ability to rapidly integrate new knowledge, skills, and information. Adept in managing multiple workflows and competing priorities.

Skills & Abilities

CURRICULUM DESIGN

- Design targeted, year-long and multi-year professional development for faculty using principles of Adult Learning Theory.
- Supervise alignment of existing middle and high school curricula with Next Generation Science Standards, Project-Based Learning, and Competency Based Teaching and Learning.
- Evaluate effectiveness of established curricula.
- Design new curricula for Earth Science and Meteorology.
- Align departmental Physics curriculum with existing Massachusetts Curriculum Framework Standards to ensure consistency across classrooms.

INSTRUCTION AND ASSESSMENT

- Implement a variety of pedagogic techniques to provide instruction for:
 - Professional staff as part of targeted, ongoing professional development.
 - Graduate students seeking Masters' degrees or Certificates of Advanced Graduate Studies (Supervision and Evaluation; Organizational Design; Organizational Change; Research Design).
 - Graduate students seeking Doctoral degrees (Leadership Workshop: Introduction to Leadership).
 - High school upperclassmen of a range of ability and interest levels (Chemistry, Physics, Advanced Placement Physics, Earth Science, Meteorology)
- Apply formative and summative assessment methods to evaluate student progress and make adjustments to practice.
- Incorporate technology and online resources to create blended learning environment.

SUPERVISION AND EVALUATION

- Evaluate performance of personnel, including administrative and non-instructional support staff, for 30 staff members and per year as lead evaluator.
- Provide supplemental evaluation for 140 staff, including non-instructional support staff, as part of building leadership team.
- Identify and communicate areas of strength and areas of growth for staff.
- Develop and monitor support plans for low performing staff.

LEADERSHIP

- Develop, communicate, and support school and district vision and mission.
- Facilitate and guide work of school-based leadership structures (Instructional Leadership Team, Building Leadership Team, School Improvement Council, Parent-Teacher Association).
- Increase district leadership capacity by identifying and mentoring potential administrators and teacher leaders.
- Provide oversight and mentoring for all competencies for Assistant Principals, including guidance on high-level or challenging disciplinary cases.
- Guide work toward school initiatives (grade-level teaming, block scheduling, competency-based student portfolios, Nellie Mae grant for Student Centered Learning).

COLLABORATION

- Extensive experience functioning as an effective member of teams of varying stakeholder composition working to develop and accomplish school and district goals.
- Work with Director of Guidance and Testing to facilitate school-wide testing cycles on both paper and computer-based platforms (state-mandated MCAS and PARCC testing, ACCESS for English Language Learners, quarterly departmental exams, Advanced Placement Testing).

RESOURCE MANAGEMENT

- Extensive experience managing personnel, including:
 - Screening and interviewing candidates for hire.
 - Providing induction and mentoring programs.
 - Identifying, implementing, and monitoring resources for student academic, social, and behavioral interventions and remediations.
 - Identifying, implementing, and monitoring resources to support low-performing teachers.
- Direct building custodians and lunch staff; collaborate with district facilities manager to ensure safe, orderly, and welcoming environment for up to 2000 students and 200 staff.
- Develop and monitor systems for effective collaboration and instruction, including:
 - Creation of master schedules that support grade level teacher teams, content area planning time, student advisory period, and extended instructional blocks.
 - Design of daily routines and procedures that maximize student learning opportunities while working within constraints of shared facilities.
- Experience with fiscal management including:
 - Develop and monitor of annual \$800,000 building budget.
 - Manage annual \$630,000 Extended Learning Time Grant.
 - Obtain and manage \$125,000 Student Centered Learning Grant.

DATA ANALYSIS

- Synthesize and analyze data from a variety of sources in order to:
 - Identify areas of opportunity, including at-risk students, low-performing teachers, standards-specific deficiencies in curriculum and instruction, and trends in student discipline.
 - Evaluate effectiveness of established policies, practices, and interventions.
 - Develop school improvement plans.

TECHNICAL SKILLS

- Extensive experience with Microsoft Office applications including Word, Excel, Access, PowerPoint, and Publisher.
- Extensive experience with G Suite applications including Docs, Sheets, Forms, Slides, Sites, and Classroom.
- Extensive experience utilizing Learning Management System platforms including Schoology, Google Classroom, and Blackboard.
- Extensive experience utilizing Student Management System platforms including Edwin Analytics, Pearson PowerSchool, and Pearson Gradebook.
- Extensive experience utilizing online testing platforms including Pearson Access Next and Mastery Connect.

Experience

DEPUTY PRINCIPAL|REVERE HIGH SCHOOL|2018-PRESENT

- Work collaboratively with Building Leadership Team to promote district mission, vision, and strategic goals, as well as establish and implement school-specific goals and objectives.
- Work collaboratively with Instructional Leadership Team to ensure high quality teaching and learning.

- Supervise and evaluate work of building Assistant Principals in supporting student progress toward graduation.
- Ensure smooth daily operation of building of over 2000 students and staff.
- Facilitate school-wide testing cycles.

PRINCIPAL|GARFIELD MIDDLE SCHOOL|2015- 2018

- Lead Building Leadership Team to promote district mission, vision, and strategic goals, as well as establish and implement school-specific goals and objectives.
- Lead Instructional Leadership Team to ensure high quality teaching and learning.
- Supervise and evaluate work of building Assistant Principals in supporting student progress toward middle school completion.
- Manage building budget and Extended Learning Time Grant.
- Obtain and manage Student Centered Learning Grant.
- Ensure smooth daily operation of building of over 600 students and staff, including collaborating with elementary school principal in shared building.
- Facilitate school-wide testing cycles.

ADJUNCT PROFESSOR|UNIVERSITY OF MASSACHUSETTS, BOSTON|2015-2017

- Taught graduate-level classes to Masters' and Doctoral students.

VICE PRINCIPAL|REVERE HIGH SCHOOL|2006-2015

- Work collaboratively with Building Leadership Team to promote district mission, vision, and strategic goals, as well as establish and implement school-specific goals and objectives.
- Work collaboratively with Instructional Leadership Team to ensure high quality teaching and learning.
- Support student progress toward graduation for up to 500 students.
- Resolve conflicts between a range of stakeholders.
- Manage student behavior through implementation of variety of disciplinary strategies.
- Ensure smooth daily operation of building of over 2000 students and staff.

SCIENCE TEACHER|REVERE HIGH SCHOOL|2000-2006

PETTY OFFICER|UNITED STATES COAST GUARD|1995-2000

Education

DOCTOR OF EDUCATION|2014|UNIVERSITY OF MASSACHUSETTS, BOSTON

MASTER OF EDUCATION|2005|UNIVERSITY OF MASSACHUSETTS, BOSTON

BACHELOR OF SCIENCE|1994|CORNELL UNIVERSITY