

Stacie J. Chana

A transformational school leader with a focus on building teacher capacity, and establishing high-functioning teams aimed at improving the academic, social-emotional and cultural milieu of a school.

KEY ACCOMPLISHMENTS

- Led mathematics building-wide, building the instructional capacity of teachers resulting in students growing at a rate better than 80% of students nationally, with an anticipated increase in attainment from the 6th to the 47th percentile, for the population served as measured by the NWEA assessment.
- Co-led attendance committees at two separate schools resulting in an increase from 92.9% to 95.1% at the elementary level, and an increase from 89.0% to 91.6% at the high school level.
- Led the implementation of the Reading Apprenticeship disciplinary literacy initiative in collaboration with the Network for College Success. Designed and led professional development, assisted teachers in identifying appropriate levels of text and methods of scaffolding up to the text, allowing all readers to engage in reading and writing across the curriculum. For the grades levels involved, there was an average increase of 2.6 points on the MOY EPAS and 70% of students met growth targets on NWEA.

PROFESSIONAL EXPERIENCES

Academy of Urban School Leadership, Chicago II: July 2014-Present

Assistant Principal/Interim Principal

- Led professional learning community for numeracy, empowering teachers to align and plan instruction to CCSS for mathematics. Built the capacity of teachers to analyze student level data on a variety of formative assessments to identify areas of student need. Collaborated with teachers to utilize data to design instruction to improve student performance. As a result students grew at a rate better than 80% of all students nationally for the population served with an anticipated increase in attainment from the 6th to the 47th percentile. These practices were shared across our network and as a result, I was requested to serve as a member of the AUSL mathematics committee designing and providing professional development to school leaders around the CCSS in mathematics.
- Co-led attendance committee focused on identifying and remedying the root causes of student absences. Created and implemented school-wide and individual attendance remediation plans resulting in an increase in attendance from 92.9% to 95.1% in one academic year.
- Spearheaded parental involvement within the school via sponsoring multiple parent workshops facilitated by Stand Up Parent University, Math/Science and Literacy Nights and hosted a variety of parent advocate meetings aimed at increasing parental ability to assist their children with emotional and academic needs.
- Led team in the development of the CIWP, including an assessment of the schools strengths, weaknesses and determination of focused priority areas for the shared setting of goals and milestones. Aligned school budget with the identified priorities.
- Conducted evaluative (REACH) and weekly non-evaluative observations of teachers in conjunction with engaging in weekly feedback meetings with each teacher related to improvement of planning and instruction. Completed 100% of required observations per CTU guidelines.
- Assessed the state of the school, created plan for opening of school including but not limited to, realignment of budget based on school needs, identifying and staffing faculty, instillation of new CTE programs, master scheduling and student scheduling and emergency/crisis protocols.
- Led teams of teachers in creating and implementing a five day beginning of year professional development series focusing on disciplinary literacy, questioning and discourse across the content areas.

Kenwood Academy Middle/High School, Chicago II: Summer 2013-July 2014.

Resident Principal

- Sophomore administrative liaison, responsible for leading the sophomore grade-level team, including analyzing student academic data, identifying performance trends and initiating interventions; efforts successfully ensured 88% of Sophomore students remained on track for graduation for the first semester.
- Led efforts to ensure all students in need of credit recovery were identified, and registered for courses resulting in 91% of freshman and sophomore students needing support/intervention being enrolled in courses with the long term objective of increasing the graduation rate.
- Met weekly with a core group of potentially 90 off-track students to provide opportunities for success, goal setting and interventions based on their needs. Over 70% of students regained on-track status at the end of the semester.

- Developed the capacity of teacher leaders to lead their teams through cycles of inquiry including, setting appropriate goals, creating/implementing action plans, providing professional development and measuring the effectiveness of the implementation.
- Led the implementation of the Reading Apprenticeship disciplinary literacy initiative in collaboration with the Network for College Success. Designed and led professional development, assisted teachers in identifying appropriate levels of text and methods of scaffolding up to the text, allowing all readers to engage in reading and writing across the curriculum. For the grades levels involved, there was an average increase of 2.6 points on the MOY EPAS and 70% of students met growth targets on NWEA.
- Created systems to monitor attendance, identified students needing intensive interventions, met with parents and established attendance plans for students. As a result attendance increased to 91.6% YTD, in comparison to 89.0% from the previous year.
- Organized college tours in conjunction with College and Career Coaches to embed a college going culture as the norm beginning with students during the freshman year.

Daniel Hale Williams Medical Preparatory Middle/High School, Chicago IL: Fall 2011-Summer 2013.

Lead Teacher/Science Teacher

- Led departmental vertical and horizontal alignment of content and skills for Common Core, College Readiness and Next Generation standards, for mathematics and science, with support from the UIC Chicago Teacher Transformation Institute. ACT trend scores in science increased from 18.1 to 18.6 and in mathematics from 16.6 to 17.7 from the previous academic year.
- Led discussions with teacher teams related to using assessment data to drive instruction. Monitored curricular changes and practice through regular observations and review of student formative assessment data, resulting in a gain of .6 points on the science EPAS assessment within six weeks of implementation
- Created school-wide discipline plan in response to concerns from students, parents and teachers regarding the impact of behavioral issues on the academic culture of the school. Teachers reported a 75% decrease in disruptions and 93% of students report feeling safe within classrooms per the 5Essentials report.
- Creation of student mentoring and tutoring programs in collaboration with Family Focus, Black Star, Service Learning and the National Honor Society.

Richard T Crane High School, Chicago IL: Fall 2002- Fall 2011

Department Chair/Science Teacher

- Science department chair, led the department in the development of high-quality curriculum and instructional practices resulting in a gradual increase of average ACT scores two points.
- Led school-wide and dual network science fairs, charged with assembling committees of teachers from various schools across the network, facilitated the operations of the events in conjunction with Chicago City Colleges, recruiting judges from the surrounding community and communicating with students participants and their parents regarding requirements and expectations.

Robeson, Tilden, Kennedy, Marshall, Wells and Gage Park High Schools: Fall 2002- Spring 2013 Summer, Evening and Saturday School Teacher

- Mentored a total of 13 pre-service teachers over a period of three summers towards the successful completion of requirements for their Illinois Teaching Certification in Secondary Science Education. Collaborated with faculty from Chicago Teaching Fellows and Teach for America.

ACADEMIC BACKGROUND

- In Progress: Ed.D, Education Leadership and Policy Studies, University of Illinois, Chicago, Illinois, 2016
- M.A., Educational Leadership, Concordia University, River Forest, Illinois,
- Type 09 Certificate, Biology, Golden Apple GATE Program, Northwestern University, Evanston, Illinois,
- B.A., Biological Sciences/Pre-Medical, Augustana College, Rock Island, Illinois.

CERTIFICATIONS, AWARDS, RECOGNITIONS

- Chicago Leadership Collaborative: Cohort Two June 2014
- Chicago Public Schools Principal Eligibility
- University of Illinois Urban Education Leadership Program: Cohort 11
- Type 75 Administration
- Type 09 Biology
- Nominee, Golden Apple Award for Excellence in Teaching
- Recipient, A.I.M.S. Scholarship, Augustana College

References available upon request