

ANTONIO D. ROSS, M.ED.

Dynamic Educator Dedicated to Pioneering Academic Excellence in Visionary Leadership Development, as well as Creating Ground-Breaking Programs to Improve Instruction and Build a Stellar Scholastic Community

- **Highly Accomplished M.Ed. in Educational Leadership** who champions systemic and sustainable change by building, coaching, mentoring, and developing top-performing teachers, administrators, and staff to align with a district's mission, vision, and values.
- **Transformative Self-Starter** who fosters a student-centered and collaborative workplace dedicated to empowering team leaders and administrators through a culture of forward-thinking optimization – advocating for and securing key resources.
- **Influential Change Agent** who has served in progressive leadership roles throughout career (e.g., Lead Teacher, Dean of Students, Assistant Principal, Principal, Mentor) recognizing the importance of building capacity in individuals to lead to institutional growth.
- **DEI-Driven Educator** who interfaces among individuals of various ethnic, cultural, and socioeconomic backgrounds to develop a comprehensive leadership pipeline, ensuring a steady influx of talented educators ready to assume leadership roles.
- **Experienced Principal** who has developed 20+ teachers and / or staff throughout urban school district career, and who leads peers by example and with ethics and integrity to build trust and respect impacting students' lives and serving the greater community.

CAREER HIGHLIGHTS

- Recognized as a New Principal Mentor educating them on school-specific systems and needs.
- Built a dedicated team retaining 95% of staff despite high turnover rates in the school system, and achieved 100% staffing throughout tenure – a rare and commendable CPS achievement.
- Recognized within the district's "Top Five" for freshmen and sophomores on track to graduate.
- Noted as the *only* neighborhood high school to implement key competency-based education.
- Increased college enrollment for 100% of graduating seniors with tailored post-secondary plans.
- Successfully transitioned the Academy from "Unorganized" to "Well Organized" per results gained from the University of Chicago's 5Essentials Survey of students, staff, and parents.
- Pioneered the establishment of a popular "Becoming a Man" program in 2013, including partnering with Youth Guidance to provide boys in 9th – 12th Grades with the tools to become positive members of the school and community and improve their academic profile; this ultimately inspired the conceptualization of President Obama's My Brother's Keeper program.
- Collaborated with the Obama Foundation to create the Future Series for underserved students.
- Drove a \$40-million renovation project from 2018 to 2022 in close collaboration with contractors.
- Coordinated a network of 28 schools as a network representative and "go-to" principal contact.
- Sustained 80th+ percentile for PSAT10 annual growth percentile for two (2) years, doubled PSAT10 annual growth percentile for Math, and tripled the PSAT9 cohort growth percentile.
- Increased the number of students meeting college readiness benchmarks, increased college enrollment and persistence, and an increase from 58% to 82% in four (4)-year cohort graduation rate.
- Reduced discipline infractions from 2,874 in 2013 to 650 in 2017, and created a positive school environment.
- Reduced high-risk students from 85% to nearly 0% and sustained a below 2% drop-out rate.
- Restored the school's stellar reputation to achieve record-breaking high enrollment rates in the 2021-2022 academic year, indicating key success over the years due to stellar leadership.
- Improved the athletic program by hiring dedicated coaches and implementing the "More Than a Game" program to provide additional support and training for coaches and students.
- Continually achieved 300+ incoming students annually with ongoing year-over-year growth.
- Launched a Y High School program, including working to improve the learning landscape.
- Created the Freshman Academy to ensure students had appropriate support transitioning into high school; freshman on track to increase from 63% to over 95% annually.

PROFESSIONAL SYNOPSIS

CONNECTING THE DOTS, CHICAGO, IL

2018 – PRESENT

CEO

- Deliver excellence in educational leadership development via this personally launched organization supporting schools in proactively addressing pressing issues within the ever-evolving academic landscape.
- Collaborate with educational institutions as Subject Matter Experts (SMEs) and partners offering synergistic consulting services to catalyze meaningful change with a targeted core mission of Leadership Coaching.
- Build intuitive partnerships with school leaders for CDT's coaches to foster the development of skills, knowledge, and behaviors to enhance organizational capacity and facilitate systemic and sustainable change.

CHICAGO PUBLIC SCHOOLS (CPS), CHICAGO, IL

2007 – PRESENT

*Hyde Park Academy High School, Chicago, IL***Principal** (2013 – Present)

- Capitalize on the opportunity foster a culture of inclusivity, cooperation, and empowerment within this 800-student school via strategic recruitment, retention-boosting talent management, and program development.
- Build a strong culture fostering movement from one of the highest discipline infraction rates to one of the lowest discipline infractions in the district despite being identified as a high needs neighborhood high school.
- Serve on the Principal Advisory Council working with district office staff to create professional development and learning opportunities for the entire district, including ensuring that Principals have a continued voice.
- Create a Parent Advisory Council to discuss efforts to improve learning outcomes, as well as create a Student Advisory Council to collaborate with students regarding ideas for potential education initiatives.
- Provide engaging input and / or creative feedback on presentations for district leaders. Communicate with stakeholders (e.g., universities) to ensure high school-level learning set students up for collegiate success.
- Cost-effectively handle budgetary planning, fiscal management, resource allocation while developing and implementing innovative new programs, systems, initiatives, and metrics to measure academic effectiveness.
- Achieve year-over-year improvements while leading the school through the transition to online learning during the COVID-19 pandemic, and further provide support and engagement to exceed key expectations.
- Participate on a COVID-19 re-integration committee creating safety plans for student re-integration, and participate on a Competency-Based Education Committee to roll out education at underperforming schools.
- Restructure post-secondary programming to provide students with pathways to college, work, military, and trade opportunities. Achieve excellent results on 5Essentials Survey for optimal student connectedness.
- Expand course offerings (e.g., Science, Math, Art, English, Computer Science). Offer three (3) new summer acceleration courses (e.g., Honors Computer Science, Honors Algebra I, Honors Geometry) for students.
- Launch efforts to provide equal opportunities to students and influence lasting impact. Implement a computer science program and expanding catalog to include college courses and 20+ new extracurricular activities.
- Adopt a campus-wide digital 1:1 learning environment. Implement 9th – 12th Grades Computer Science Learning Pathway. Open new College Board AP courses on Science Principles and Computer Science.
- Serve as Athletic Advisory Council Co-Chair responsible for advising Office of Sports Administration on interscholastic athletics at CPS. Create processes to review appeals per Article VII Section 2 of bylaws.
- Co-develop training for Athletic Directors and Coaches for 100% district-wide compliance with ADs and Coaches. Achieve a 35% increase in students participating in sports and other activities.
- Drive development of an intramural program for high school students who did not make athletic teams; the program allowed students an opportunity to participate and create a deeper connection to the school.

PROFESSIONAL SYNOPSIS (CONTINUED)

CHICAGO PUBLIC SCHOOLS (CPS), CHICAGO, IL

(CONTINUED)

Hyde Park Academy High School, Chicago, IL

Assistant Principal (2007 – 2013)

- Excelled in developing incentives to encourage student attendance and engagement while administering a \$1-million budget to introduce new programs in close collaboration with dynamic faculty, staff, and students.
- Recognized as the “go-to” administrator for an International Baccalaureate Diploma and Middle Years Program, including training teachers, as well as developing synergistic programs for college preparedness.
- Rapidly addressed and resolved critical issues impacting 180 staff members and 2,200 students, including rebuilding teacher and staff morale, establishing supportive systems, and creating resource-centric programs.
- Introduced teacher professional development programs to identify and retain talented staff members who share the school’s vision and objectives while driving collective efforts to improve the school’s infrastructure.
- Strategically steered the development of a restorative justice model encouraging students to engage in conversations about behavior and learn conflict resolution skills to reduce misconduct and suspensions.
- Achieved significant improvements in first-year academics by assembling a team of experience teachers to provide ongoing multi-subject academic assistance for newly incoming Freshman students.

Additional Professional Roles Held:

South Shore High School

Dean | Lead Teacher

Colman Elementary School

Physical Education Teacher | Remedial Math & Science Teacher

EDUCATION

NORTH DAKOTA STATE UNIVERSITY

Master of Education in Educational Leadership

NORTH DAKOTA STATE UNIVERSITY

Bachelor of Science in Physical Education and Recreation & Health