

SITO NARCISSE, Ed.D

[REDACTED], Beltsville, MD [REDACTED]

QUALIFICATIONS

Experienced School Administrator instrumental in cultivating high-performance academic environments through expert management of human and financial resources. Track record for enhancing curriculum by building strategic organizational partnerships. Adept at administering large-scale budgets, coordinating partnerships to support school systems, and guiding faculty leadership development. Strategic focus & data-driven decision maker. Exceptional leadership, communication, organizational, analytical, and problem-solving skills. Fluent in French and Creole.

EDUCATION AND TRAINING

UNIVERSITY OF PITTSBURGH, Pittsburgh, PA

Doctor of Education in Educational Leadership, April 2007

Dissertation: "Local and Global Capacity Building for a Sustainable School Community Partnership: Implications for Policy and Practice."

UNIVERSITY OF PITTSBURGH BUSINESS SCHOOL, Pittsburgh, PA

MBA Essentials Executive Education Certificate, April 2008

HARVARD UNIVERSITY BUSINESS SCHOOL, Cambridge, MA

Executive Education, Public Education Leadership Project (PELP) Certificate, July 2011

VANDERBILT UNIVERSITY, PEABODY COLLEGE, Nashville, TN

Master of Education, July 2002

KENNESAW STATE UNIVERSITY, Kennesaw, GA

Bachelor of Arts in French, May 2001

Study-abroad courses: French Culture, European Economics & French Civilization, Paris, France, Summer 2000

PROFESSIONAL EXPERIENCE

DISTRICT OF COLUMBIA PUBLIC SCHOOLS, Washington, DC

July 2019- Present

Chief of Secondary Schools

Directly responsible for the daily operation of all middle schools and high schools including college career programs and graduation accountability. Operations include instruction, professional development, operations, and accountability. DC Public Schools has a population size of 52,000 students. The district is a majority urban core with various neighborhoods which include multiple nationalities and over 100 languages. Communities are racially and ethnically diverse. The district's budget is \$701.3 million with 6,000 employees.

- ◆ Improved the education outcomes for students in the area of student performance, community engagement, as well as created policies specific to providing equity for children in the most challenging communities of Washington DC.
- ◆ Increase high school graduation rates from 65% to 69%.

- ◆ Increase on ANET benchmark assessment on grades 6 thru 9th in ELA by 2% or more. The ANET is unified benchmark assessment which measures children performance mastery of standards for each grade level.
- ◆ Increase passage rates on AP exams from 41.2 to 55.6 percentage points. Increase of 14% points.
- ◆ Created partnerships in the areas of College Career Programs with local universities to improve student certifications in CTE jobs in the area nursing and technology.
- ◆ Sit on the Bard Early College Advisory Board for the DC Public Schools. Support the implementation and development of the school. This school provides students with both high school and 2-year associates degree.
- ◆ Created a program which includes apprenticeship program in collaboration with a junior college for students to become certified with career jobs after completion of the 12th grade.
- ◆ Develop relationships with business partners for career academy expansions from 5 to 10 programs. These programs focus from fireman programs to health professionals.
- ◆ Co-led in the deployment of laptops and wireless devices for all middle and high school students. This also included the distribution of over 20,000 laptops and wireless devices to all middle and high schools during the COVID pandemic.
- ◆ Co-led in the creation of a lottery system to prioritize the most vulnerable children to return for in school return during the COVID pandemic. Priorities included, (1.) homeless, (2.) special education, and (3.) English Language Learners. For secondary schools worked with school principals to create student support centers which provide additional support for kids to work on various subjects while working online with teachers.
- ◆ Led and organized and implemented a system to deploy middle and high school staff to elementary schools to help most vulnerable children population return to school during the COVID pandemic.
- ◆ Redesign of schools in challenging neighborhoods to focus on a more career pathway in collaboration with community partners, local partners, business partners, and families.
- ◆ Worked various advisory groups such as parent, principal, and teacher groups to improve voice and choice in shaping policies and supporting students' experiences.

METRO NASHVILLE PUBLIC SCHOOLS, Nashville, TN

July 2016- June 2019

Chief of Schools

Directly responsible for the day-to-day operations of all 169 schools in the system with a population size of 85,000 students from prek-12. Team consists of 7 direct reports. The district has an urban core as well as suburban neighborhoods. The school district has a variation of schools in the system of all tiers including traditional and non-traditional schools. Metro Nashville Public Schools is the 2nd largest urban district in the state of Tennessee with a \$960 million budget with 6,000 employees.

- ◆ Worked directly with the Superintendent to create a strategic plan which focused on four main levers, student performance, people development, community engagement, and organizational effectiveness. This strategic blueprint created meaningful engagement to help improve student performance and community participation.
- ◆ Students' academic in literacy exceeding the state average resulting a composite score from 2 out 5 to 4 out 5 on the state scale.
- ◆ Students' academic growth in numeracy exceeded the state average resulting increase from 2 out of 5, to 5 out 5 on the state scale.
- ◆ Students' mastered the English Language Arts assessment scoring on track increased in elementary and high school with 2 to 3% at all grade levels.
- ◆ Tennessee's Ready (state assessment) scores for mathematics improved for elementary, middle, and high school by 3%.
- ◆ Developed Key Performance Indicators (data points) from Pre-k to 12th grade to help school focus on academic and social emotional learning targets.
- ◆ Created and implemented STEAM (Science, Technology, Engineering, Arts, and Mathematics) initiative as part of the Metro Nashville Public Schools middle school reform.

This consists of 24 middle schools. This work was done in partnership to provide students with more opportunities in the sciences.

- ◆ Increased the achievement performance of student in all sub groups (African American, Hispanic, Economically Disadvantaged, and Students with Disabilities).
- ◆ Increased the number of reward schools from 15 to 37 by the Tennessee Department of Education for performance. Reward schools are schools that have improved performance by the State of Tennessee standards.
- ◆ Improved the school districts status from needs improvement to satisfactory based on the Tennessee state accountability.
- ◆ Decrease chronic Absenteeism from 18.1 to 16.0 for students across the system.
- ◆ Provided Equity and Access for academic programming to secondary schools for ACT performance – an important college readiness indicator. ACT scores increased by 1%.
- ◆ Led the partnership in establishing Early College High School with Nashville State Community College. Students received both high school and 2-year associate degrees.
- ◆ Developed relationships with local business partners as well as the Nashville Chamber of Commerce to support schools with helping students receive industry certifications to help support the Nashville job market. Increased the number of students receiving industry certification by 30%. Over 500 students received industry certification through the Academies of Nashville.
- ◆ Created partnerships with various foundations to support schools in the area of literacy, principal development and leadership, school improvement initiatives, professional learning for teachers, social emotional learning. The foundations include but are not limited to the Wallace Foundation, Learning Forward, CASEL Foundation, and Panasonic Foundation.
- ◆ Worked with the Tennessee Department of Education on developing equity strategies for school improvement such as re-allocating resources, improving human capital, and supporting teachers to improve student performance.

PRINCE GEORGE’S COUNTY PUBLIC SCHOOLS, Upper Marlboro, MD Oct. 2013- June 2016
Associate Superintendent

Directly responsible for 78 schools in one region which included a portfolio of High Schools, Middle Schools and Elementary Schools in academic and operational capacity. My team included 6 direct reports. Population size of district 129,000 students with 208 schools. The district is separated into 3 regions. The districts overall budget is \$2 billion with 19,000 employees.

- ◆ Worked to support the development of the district’s strategic plan. Supported the measurements and improvement of high school reform.
- ◆ Created multiple school networks and accountability systems for measuring high school performance as well as middle school development.
- ◆ Increased the number of students taking advance placement courses by reallocating dollars to provide students in grades 11 and 12 free access for courses. Improved the number of students scoring a 3 or above from 500 students to 1123 students.
- ◆ Managed \$30 million in grants focusing specifically for additional supports in Special Education and English Language Learners.
- ◆ Worked on designing new high schools with specific focuses such as ELL and Newcomers design with the Carnegie Foundation and International Network. School has one of the highest retentions for ELL students in the state of Maryland and improved student performance.
- ◆ Created and designed school support and improvement model for principal supervisors to provide supports to principals. This model has provided shown increase in high school graduation rate by 2% per-year as well as increased family engagement. This was done in collaboration with the Maryland Department of Education.
- ◆ Worked with foundations such as Bill and Melinda Gates Foundation and Carnegie Foundations to help enhance school improvement.
- ◆ Established district professional development and leadership development for school leaders.

ADDITIONAL EXPERIENCE

MONTGOMERY COUNTY PUBLIC SCHOOLS, Rockville, MD May 2013 – October 2013

Acting Chief School Improvement Officer

Worked with the school district Innovation schools and Intervention schools in the area of school improvement and elevation of best practices and support. Population size of school district 165,380 students with 208 schools. Budget \$2.2 billion and 24,246 employees.

MONTGOMERY COUNTY PUBLIC SCHOOLS, Rockville, MD July 2012- May 2013

Director of School Performance/ Director of School Support and Improvement, Downcounty Consortium

Performance Director for the Montgomery County Public Schools. Supervised 30 schools within the Downcounty Consortium which is a region in the Montgomery County Public Schools. Population size of school district 165,380 students with 208 schools. Budget \$2.2 billion and 24,246 employees.

BOSTON PUBLIC SCHOOLS, Boston, MA July 2009- June 2012

Principal, English High School Grades 9-12

Lead 1 of 12 Turnaround Schools in the Boston Public Schools as designated by the Massachusetts Department of Education with a total budget of \$5million.

PITTSBURGH PUBLIC SCHOOLS, Pittsburgh, PA May 2008- June 2009

Principal, Pittsburgh University Prep @ Milliones Grades 6-12

Led and opened a new 6-12 high school. The school had an administrative site-based budget which included \$1.2 million from the Small Learning Community Grant from the US Department of Education.

WOODLAND HILLS SCHOOL DISTRICT, Pittsburgh, PA 2007-2008

Assistant High School Principal

RAVENWOOD HIGH SCHOOL, Williamson County, TN 2002-2005

French, Teacher

ACADEMIC ENGAGEMENTS

BOSTON COLLEGE, Boston, MA.	July 2011
HARVARD UNIVERSITY, Cambridge, MA	February 2011
UNIVERSITY OF PITTSBURGH, Pittsburgh, PA	2005-2007
VANDERBILT UNIVERSITY, Nashville, TN	2001-2002
KENNESAW STATE UNIVERSITY, Kennesaw, GA	1999-2001

AWARDS, HONORS & FELLOWSHIPS

- ◆ Graduation Speaker for the University of Pittsburgh School of Education (2017).
- ◆ University of Pittsburgh Legacy Laurent
- ◆ University Scholar Kennesaw State University
- ◆ Golden Key National Honor Society
- ◆ International Student Association Honor
- ◆ Recipient of Georgia Regents Study Abroad Scholarship-France
- ◆ David L. Clark Fellow-University Council of Educational Administration (UCEA)
- ◆ Richard Wallace Fellow-South Western Pennsylvania Superintendent's Forum
- ◆ William Yeager Fellow University of Pittsburgh
- ◆ Honored by the City of Boston for Outstanding Minority Leadership
- ◆ Received recognition from the State Senate of Massachusetts for work with Boston Public Schools