

Dr. Presley L. Charles

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SUMMARY OF QUALIFICATION

An accomplished turnaround school principal with a proven track record in leadership development and instructional excellence. A resourceful and dynamic professional recognized for substantial achievements in instructional leadership, professional learning, and performance and organizational management. Adept at analyzing critical school-based issues, facilitating collaborative problem-solving with stakeholders, and leveraging strategic planning to develop and implement innovative programs and processes. Renowned for fostering a positive and inclusive environment that engages students, faculty, staff, and parents, and promotes a culture of high student achievement and continuous improvement.

EDUCATION

Nova Southeastern University, Davie, FL | 2012

Ed.D. | Human Service Administration

Dissertation: A Study of Middle School African American Males and the Effects of Self-Perception on Academic Outcomes

Florida A&M University, Tallahassee, FL | 2007

M.Ed. | Educational Leadership

Florida A&M University, Tallahassee, FL | 2004

B.S. | Sociology, Minor in Human Resource Management

LICENSES & CERTIFICATIONS

- Educational Leadership (Level 1, All Levels)
- School Principal (Level II, All Levels)
- Middle School Integrated Curriculum (5–9)
- Building Accountability into Your Culture
- The Three Pillars of Effective Leadership by Jeff Weiner
- Leading Effectively
- Lean Six Sigma Yellow Belt Certified by SDPBC
- 4 Disciplines of Execution

ADMINISTRATIVE/LEADERSHIP EXPERIENCE

Turnaround Principal | Howell L. Watkins Middle School,

The School District of Palm Beach County, Palm Beach Gardens

January 2022–Present

Instructional leader of an urban, Title I middle school, grades 6-8, student population of 814, 100% free and reduced lunch, 91% economically disadvantaged student population, 40% mobility rate, 496 African-American students, 139 Hispanic students, 50 Caucasian students, 3 Asian students, 173 English Language Learners, and 110 employees

Educational Leadership

- **Increased Math Achievement:** Achieved 72% proficiency in Algebra EOC and 100% proficiency in Geometry EOC, demonstrating significant growth in mathematics performance.
- **Decreased Discipline Referrals:** Reduced Office Discipline Referrals (ODRs) by 22%, from 626 in FY23 to 490 in FY24, contributing to a more positive school climate.
- **Improved Literacy Proficiency:** Increased ELA proficiency from 26% to 40% on PM3 performance, highlighting a strong focus on literacy improvement.
- **Civics Success:** Boosted Civics EOC proficiency from 37% to 49%, ensuring more students met state standards in social studies.
- **Science Performance Gains:** Raised proficiency in Science SSA EOC from 24% to 26%, reflecting steady progress in science education.
- **Academic Growth Across the Board:** Enhanced overall student proficiency in all subject areas, growing from 27% in FY23 to 34% in FY24 on PM3 assessments.
- **Achieved Platinum Model School Status** for HL Watkins through the Florida PBIS Project, recognizing excellence in implementing PBIS systems and practices at all three tiers—the highest honor available for PBIS schools.
- Teachers using Hero K-12 with fidelity (awarding at least 5 points per day) increased from 43% in SY22 to 83% in SY23
- Spearheaded academic improvement initiatives, resulting in an overall academic status increase from 40% to 50.1% within a year of SY24.
- We achieved a significant rise in English Language Arts proficiency, increasing student performance from 20% to 40% in SY23.
- We boosted Civics proficiency from 34% to 49% through targeted curriculum enhancements and student engagement strategies.
- Enhanced Science proficiency, raising student achievement from 24% to 26%.
- I have Implemented effective math instruction techniques, improving proficiency rates from 28% to 30%.
- We attained a remarkable 100% proficiency rate in Geometry, demonstrating exceptional instructional leadership and support.
- Elevated Algebra I proficiency to 72%, strongly emphasizing foundational math skills and comprehensive support systems.
- Classroom-Based Referrals decreased by 29% in SY23 compared to SY22
- Fighting decreased from 187 incidents in SY22 to just 61 incidents in SY23
- School-Wide Systems items on the SAS increased from an average of 31% positivity rating to 82% positivity rating
- Increased access to accelerated courses by offering advanced math to all 6th-grade students
- Math 6-8th grade: FY23 6th Grade Overall 5% to 31%. 26% Increase PM1 80% Level 1 to 47% Level 1 by PM3. PM1 4% of students showed proficiency by PM3 18% level 3, 10% level 4, and 1% level 5.

- 7th Grade Overall 2% to 16%. 14% Increase PM1 91% Level 1 to 56% level 1 by PM3. PM1 1% of students showed proficiency by PM3 16% reached proficiency. 7th grade level 2 increased so we saw learning gains but not proficiency.
- 8th Grade Overall 4% to 32%. 28% Increase PM1 81% level 1 to 43% level 1 by PM3. PM1 4% of students showed proficiency by PM3 32% reached proficiency. 8th grade we were able to increase the level of proficiency of students.

Human Capital Leadership

- Strategically replaced twenty-two faculty and staff members during the FY23 & FY24 school year with highly qualified employees to help create a student-centered culture for teaching and learning using the district's performance management system
- Coached and supported the promotion of our first-year assistant principal to complete the Preparing Future Principal's Program
- Redesigned the recruiting, screening, interviewing, and onboarding process for selecting and recommending employee candidates for hire
- Coached and supported eight employees
- Restructured our leadership team to develop teacher leaders to support the transformation of the culture of our school
- Created committees to implement Positive Behavior Interventions System (PBIS) and Personalized Learning
- Created and organized a "Run of Show" framework to strengthen interconnected systems framework on campus

Operational Leadership

- Successfully managed the school's cost center (\$8,914,679) and Title I (\$398,000) budgets.
- Worked to develop the Project Connect Fund, resulting in securing \$??
- Collaborated with stakeholders to reimagine our school's vision, mission, and value statements
- Implemented a plan to create a successful framework for the effective implementation of the Response To Intervention (RTI) Program
- Implementation of research-based methods on Morning Meeting and Community Circles to promote SEL and achieve SSC (Single School Culture) across the school campus.
- Implement a school-wide recognition system (Hero) for both students and faculty/staff achieving SSC
- Redesign the matrix of behavior expectations and increase signage and visibility of both the matrix and universal guidelines around campus
- Provide professional development and support to teachers in providing research-based early-stage interventions to support students prior to submitting an SBT referral

Manager | Department of Leadership Development,

The School District of Palm Beach County School District, West Palm Beach, FL 2019- Present

Goal: To define and promote the leadership development programs to be delivered and supported across The School District of Palm Beach County with a network of internally developed partnerships.

- Managed the identification, development and implementation of specific professional development programs and initiatives for the Assistant Principal Leadership Academy (APLA)
- Revamped the Aspiring Assistant Principal Program (AAPP) to include a focus on leading with equity
- Directs the implementation of leadership programs for leadership development
- Provide feedback, coaching, and recognition aimed at strengthening team members' capabilities
- Foster a positive work environment, driving empowerment and engagement to motivate and develop team performance
- Identify trends and opportunities for broader learning and development solutions.
- Provide leadership, direction, and support to training team members. Provides constructive feedback regularly
- Knowledge and abilities in the principles and practices of organizational development, change management, and process improvement methodologies
- Ensures leadership training programs support the changing needs of PBCSD and address new initiatives
- Develop and deliver creative programs for all levels of leadership
- Shares program survey feedback with the Assistant Superintendent of Professional Growth, with recommendations for improvement in support of making a positive impact on performance and meeting district needs
- Proven ability to lead organization effectiveness programs via in-person or virtual classroom training and by keeping aware of best practices
- Partner with the professional development team to develop internal leadership training programs and events that ensure we can motivate, develop, and retain talent through effective training & development, and performance management
- Analyze organizational data to gain insight into leadership progression, development, and opportunities for all races and genders in the district

Assistant Principal | Boynton Beach Community High School,

The School District of Palm Beach County, West Palm Beach County

2017–2019

Goal: To effectively serve as the Assistant Principal at BBCHS School, by providing instructional leadership to faculty and staff, implementing proactive academic and behavioral interventions to enhance student achievement, and directing efficient management of the school operations

- Provided strong instructional leadership for the Science Department **Results:** BBCHS increased 72 academic points
- Instructionally led the Biology Department **Results:** 34.2% in 2017 to 45.3% in 2018 (11 % increase) in 2019 54% (9% increase) proficiency.
- Instructional leader for choice programs on campus such as Dance, Marine JROTC, Band, and Theater
- Monitored and sustained academic growth through data-driven instruction, Professional Learning Communities (PLC), and grade-level data analysis and alternatives to suspension for secondary students

- Met with 9th grade ESE students, who failed one or more classes in the 1st quarter, and created a data chat/graduation summary form with the 9th-grade guidance counselor to help students get on track for the next three nine weeks marking period. Results: Constant contact and a system with my ESE 9th graders who fall behind
- Worked on master board with the Guidance Department to add ESE students with a strong instructional leader and an accelerated Biology course. **Results:** SWD- 9.2% in 2017 to 20.3% in 2018 (11% increase) to 37% in 2019 (16.7% increase)
- Utilized data-driven instruction, Supported the Biology team to align standards with instruction, managed resources, and provided effective feedback for various subgroups.
Results: Hispanic- 33% in 2017 to 50% in 2018 (17 % increase) in 2019 56% (9% increase) proficiency. Black- 28% in 2017 to 42% in 2018 (14% increase) in 2019 49% (7% increase) ELL- 10% in 2017 to 9.5% in 2018 (.5% decrease) in 2019 15% (5.5% increase) SWD- 9.2% in 2017 to 20.3% in 2018 (11% increase) to 37% in 2019 (16.7% increase) ECO. Disadvantage- 32% to 43% in 2018 (11% increase) to 50% in 2019 (7% increase)
- Developed a culture of encouragement, support, and shared responsibility
- Leveraged expertise to maximize the performance of content and teachers, instructional coaches, counselors and support staff through ongoing specific feedback
- Participated in Positive Behavior Intervention and Support (PBIS) Program
- Served as Instructional Leader for 9th Grade Tiger Academy Team
- Supported incoming ninth-grade students transition into high school with a personalized culture
- Directed, coordinated and supervised the student recognition and discipline through the Hero K12 system. **Result:** Significantly reduced disruptive classroom behavior; significantly reduced the number of student tardiness and dress code violations, thereby greatly increasing the overall single-school culture and social-emotional learning
- Created a progressive discipline plan that was not punitive in nature
- Decreased the number of office referrals and suspensions for Black males by 12% and the school's overall referral rate by 6%
- Utilizing the Hero K-12 system to decrease the tardiness rate and installing a progressive discipline matrix. **Results:** 314 tardiness per day to 98 tardiness per day. Reduced tardiness overall by 75%
- Utilized PBIS to increase teacher engagement by 80% based on the system of support and recognition provided

Specialist | Prevention/Intervention Programs

Martin County School District, Stuart, FL

2015- 2016

Goal: To coach administrators, teachers and staff using a problem-solving framework to improve lifelong academic and behavioral outcomes for students.

- District Coordinator of Positive Behavior Intervention Support (PBIS)
- Coordinated and supervised the Multi-Tier Support System (MTSS) process with all three tiers
- Coordinator of the Tier 3 re-design workgroup
- Integrated district plans to address disproportionate discipline within the district's existing plans to support multi-tiered behavioral frameworks in their schools. **Results:** Middle School "A" for example, ODR- African American/Black: School Risk ratio 1.94 to 1.37 (29% decrease) Risk 65.2 to 34.6% (47% decrease). In four of the five schools, decreases of 11%-47% were seen across all of the key metrics (student composition, referral ratio, risk ratio, and risk).
- Coordinator of the Disproportionate Discipline Workgroup, facilitated pilot schools to reduce the number of Black students who have at least one referral from 52% to 25%
Reduced the number of Hispanic students who have at least one referral from 25% to 13%

- District liaison and advisory board member of United Way CHARACTER COUNT
- Served as a committee member of the Martin County Shared Services Network: Emotional (Prevention) Steering Committee
- Increased emphasis (and greater clarity) on using the problem-solving process with fidelity.
- Communicated effectively with parents, caregivers, and community organizations about positive behavior supports and prevention programs for bullying and harassment.
- Assisted the school in the compilation of data to identify appropriate supports and evaluate program/intervention effectiveness
- Interpreted data for the purpose of program implementation and evaluation.
- Assisted in identifying school, community, and student needs, developing intervention plans, and determining methods for progress monitoring
- Responsible for ensuring we are conducting bullying prevention programs in schools

Assistant Principal of Curriculum | Matthew W. Gilbert Middle School,
Duval County Public Schools Jacksonville, FL

2014-2015

Goal: To collaborate with the district's support personnel and School Turnaround partners to promote teacher autonomy, professional growth and increased student achievement.

- Worked with teacher leader, guidance counselor, and dean to create an effective learning community, creating a personalized high-standard curriculum in partnership with families, community organizations, and business partners. **Result:** A broader understanding of the strategies needed to facilitate higher levels of student learning.
- Directed, coordinated and facilitated the implementation of instructional programs to ensure that all students have access to rigorous and relevant learning experiences
- Responsible for ensuring all staff development and training needs were provided based on data
- Provided leadership for the ongoing analysis and interpretation of student performance data to improve continuous instructional support to teachers during weekly PLCs with a focus on acceleration
- Provided professional development for teachers based on the needs as a school
- Attended meetings involving groups such as staff, other administrative personnel, etc., that are non-instructional in nature and content. instructional led the Science, History, and Math Departments
- Provided leadership and administrative support to promote and sustain high academic achievement for middle school learners

Assistant Principal | Fort Pierce Westwood High School,
St. Lucie School District, Fort Pierce, FL

2011–2014

Goal: Supervise a team of professionals including teachers, para-professionals, office staff, custodians, cafeteria, athletics and support staff. Supervised a student body of approximately 1450 learners. Devise and coordinate scheduling, and teacher evaluation, and provide support for teachers in instruction.

- Worked with teacher leader, guidance counselor, and dean to create an effective small learning community, creating a personalized high-standard curriculum in partnership with families, community organizations, and business partners
- School testing coordinator and served as the Advance Via Individual Determination (AVID) Coordinator (First year of Implementation) 2013-14
- Supported incoming ninth-grade transition into high school with a personalized culture. Results: 76% of the 9th graders had a positive experience
- Utilized data-driven management; the team aligned and managed resources, provided effective feedback and ongoing professional development, and encouraged shared responsibility. **Result:** Increased collaboration across content areas.
- Directed, coordinated, and facilitated student recognition and discipline **Result:** Significantly reduced disruptive classroom behavior; significantly reduced the number of violent behaviors, thereby greatly increasing the overall safety of the school
- Increased reading gains on FCAT for 9th graders by 12%
- Created and facilitated the Man I Am Male Leadership and Mentoring Program
- Maintained communication with stakeholders on the GBS SLC
- Directed, coordinated, and facilitated curriculum for the Reading and English department, culinary arts, hospitality and tourism, entrepreneurship, and English language learners (ELL). **Result:** Decrease in teacher-centered instruction in the Marzano growth model and an increase in students becoming responsible for their learning using scales and rubrics
- Provided guidance for the senior class as the administrator over 12th grade

Assistant Principal | Ghazvini Learning Center K-12 Alternative Center,
Leon County Schools, Tallahassee, FL

2010–2011

- Provided professional development on classroom management and differentiated instruction
- Responsible for school safety and security
- Assisted school principal in management and monitoring activities and helped maintain discipline
- Worked directly under the school principal to coordinate, direct, and plan academic and auxiliary activities, managing teachers, counselors, staff, and students daily
- Responsible for student disciplinary procedures, including parental conferences
- Leveraged expertise to maximize the performance of content and teachers, instructional coaches, counselors and support staff through ongoing specific feedback

Result: Significantly reduced disruptive classroom behavior by 10%; significantly reduced the number of violent behaviors by 20%, thereby greatly increasing the overall safety of the school

ADDITIONAL EXPERIENCE

Seventh-Grade Science Teacher , R. Frank Nims Middle School, Tallahassee, FL	2009–2010
Young Black Male Discovery Site Coordinator , <i>Tallahassee, FL</i> Brother of Leadership and Distinction (BOLD)	2008–2010
Seventh Grade Reading Teacher , R. Frank Nims Middle School, Tallahassee, FL	2008-2010
Sixth Grade Science Teacher , R. Frank Nims Middle School, Tallahassee, FL	2008-2010
Adult Instructor , Paxen Group (Forward March Program), Tallahassee, FL	2007–2008
Social Studies Teacher , R. Frank Nims Middle School, Tallahassee, FL	2005-2007

RELATED ACTIVITIES AND ACCOMPLISHMENTS

- State recipient of the 2021 Florida Governor’s Sterling Award (2021)
- Lean Six Sigma Yellow Belt Certified SDPBC | Green Belt Trained SDPBC (2019)
- Miami Media Group Inc. Legacy Magazine South Florida’s Top Black Educators of 2023
- Glenn-Howell Distinguished Minority Educator of the Year 2009-10 & 2010-11
- Featured as one of Essence magazine’s “Top 50 Do Right Men” (August 2006)
- Martin County School District liaison and advisory board member of United Way CHARACTER COUNT! Program
- Member, Alpha Phi Alpha Fraternity Inc.
- Founder of Man I Am Male Mentoring and Leadership Program

PROFESSIONAL AFFILIATION

National Alliance of Black School Educators (NABSE)
Association of Supervision and Curriculum Development (ASCD)
Secondary Reading Council of Florida (SRCF)
Harvard Center for Education Policy Research- Proving Ground
Men of Color in Educational Leadership (MCEL)
The Village for Leaders in Education: Transformative School Leader Cohort

REFERENCES

Dr. Joe Lee (Current Supervisor)
Instructional Superintendent | Principal Supervisor
The School District of Palm Beach County
joseph.lee@palmbeachschools.org
(561) 644-9958

Ms. Robin Brown, (Former Supervisor)
Instructional Superintendent | Principal Supervisor
The School District of Palm Beach County
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(954) 854-3393

Ms. Carlean Millen (Former Supervisor)
Assistant Superintendent | The Department of Professional Growth
The School District of Palm Beach County
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