

JULIOUS LAWSON Ed.D.

OVERVIEW: Dynamic, dedicated and highly experienced educational administrator with a proven track record of 20 years' experience in administration and teaching roles. Oversee elementary educational operations for the third biggest school district in the US; manage all elementary school principals, monitoring school performance and implementing systems to consistently improve student experience and education. Seeking to utilize extensive skill set and expertise in a new educational administrator position within a progressive organization.

SKILLS & EXPERTISE:

- Educational Administration
- Budget & Fiscal Administration
- Policy Development
- Data-driven Decision-making
- Educational Leadership
- Community Outreach
- Regulatory Compliance
- Curriculum Development
- Data Analysis
- Relationship Management
- Written & Oral Communication
- Conflict Resolution
- Elementary Education
- Interdepartmental Coordination
- Public Speaking

EXPERIENCE: **CHICAGO PUBLIC SCHOOLS (CPS)** 2002 to Present
Chief of Schools (2018 to Present) *Chicago, IL*

Responsible for oversight and direction of 29 CPS schools including 8,000 students, 29 principals, 24 assistant principals, 19 instructional support staff, 600 teachers and 300 paraprofessionals with a \$64.1M operating budget. Schools are inclusive of Traditional, STEM, World Language and IB Models. Liaise between support centers, monitoring school performance, academic achievements and compliance, resolving open issues and ensuring principals provide best possible instructional leadership.

- Facilitates the system-wide implementation of school improvement strategies to optimize classroom management and academic achievement with a focus on equitable access for students.
- Maintains focus on the Gradual Release Model of Instruction to improve classroom instruction across all schools.
- Collaborates with networks and communities to create a seamless learning experience from pre-kindergarten to 12th grade; implement strategic plans to promote college and career readiness.
- Assesses individualized Leadership Development Plans (LDPs) to further promote best teaching practices.

Highlights

- ◊ *Integral in decreasing serious misconduct rate by 37% (9.03 to 5.84/100), decreasing referrals for expulsion by 65%, decreasing police notifications by 47% (94 to 49), decreasing out-of-school suspension rate by 39% (683 to 414) and out-of-school suspension rate for students with IEPs by 37% (242 to 151), each within one year.*
- ◊ *Maintained 91% attendance within the 2nd most impoverished community in Chicago during the COVID-19 pandemic.*

Deputy Chief of Schools (2017 to 2018)

Collaborated with the Chief of Schools on leadership, administration responsibilities and direction of CPS schools; integral in monitoring and overseeing 42 principals, 35 assistant principals responsible for more than 17,000 students.

- Identified, recruited and retained the most qualified principal candidates for CPS schools; consistently conducted both elementary and high school principal evaluations through traditional instruction and STEM education.
- Managed and developed Instructional Support Leaders (ISLs) and allocated ISL resources to further support academic achievement.
- Led critical initiatives to strengthen team dynamics and coordination within the CPS school systems.
- Ensured CPS school leadership complied with Federal, State and local education regulations through comprehensive evaluations on student performance and safety.

Highlights

- ◊ *Leader for implementation of school improvement strategy for 42 schools with a focus on improving curriculum fidelity and attendance.*
- ◊ *Designed network-wide professional learning opportunities focused on improving and optimizing instructional capabilities of CPS principals.*

Principal (2013 to 2017)

Pullman Elementary School

Served as principal for this 420-student elementary school; improved overall educational experiences of students by observing and coaching teachers through providing constructive feedback and motivation. Maintained a positive, inclusive and culturally diverse learning environment; collaborated with staff and student families to enhance social and emotional experiences for students.

**EXPERIENCE
(Continued):**

Principal (Continued)

- Promoted academic excellence through data-informed decisions on curriculum as well as leadership and teaching methods; utilized knowledge of best practices on classroom management and education.
- Implemented security and safety policies and systems, ensuring safety for the entire school community.
- Collaborated with student families to develop lasting community partnerships; maintained consistent visibility with students, staff and community to further improve community partnerships.

Highlights

- ◊ *Improved My Voice, My School Survey, 5Essentials Student Survey and 5Essentials Teacher Survey results from "Moderately Organized" to "Well Organized for Improvement" in two years.*
- ◊ *Increased teacher retention rate from 52.9% to 73.3% in three years.*
- ◊ *Increased student enrollment from 184 to 420 students in four years; improved student attendance from 90.5% to 96.5%; maintained more than 96% attendance for three consecutive years.*
- ◊ *Developed and implemented an arts program that earned a "Strong" CPS program designation.*
- ◊ *As measured by the Northwest Evaluation Association (NWEA), reading growth improved from 31st to 75th percentile and math growth improved from 1st to 91st percentile, both over four years; reading attainment improved from 50th to 73rd percentile and math attainment improved from 35th to 58th percentile, both over two years.*
- ◊ *Increased number of students "On-Track" in grades 3-8 35% to 70% over three years.*

Principal

(2010 to 2013)

Moses Montefiore Academy

Responsible for educational administration of this 85-student school. Developed and implemented continuous work improvement plans as well as a school-wide behavior management system, collaborating with staff to ensure optimal student learning experience.

- Maintained Response to Intervention model to consistently meet student needs.
- Devised special education programming to improve learning experience for special needs students; ensure compliance with all Federal, State and local special education regulations and laws.

Highlight

- ◊ *Improved reading growth by 18 percentile points in the 2011-2012 school year, as measured by the Illinois Standards Achievement Test (ISAT).*

Assistant Principal

(2008 to 2010)

Francis Parkman Elementary School

- Supported principal decisions and programs by facilitating staff coordination of programs and ensuring smooth daily operations.
- Managed all teacher assistants, secretaries and classroom volunteers, coaching them on best practices to optimize productivity student learning.
- Integral in curriculum development and implementation of CPS Student Code of Conduct for enhanced educational practices and regulatory compliance.
- Maintained accurate student, personnel and fiscal records.

Lead Science Teacher

(2005 to 2008)

Francis Parkman Elementary School

- Created lesson plans focused on project-based learning; devised creative learning strategies through experimentation, models and group projects; facilitated school-wide student participation in school and area science fairs.
- Collaborated with literacy and math teachers to implement interdisciplinary units incorporating writing, calculations and laboratory experiments.

Teacher

(2002 to 2005)

Donald L. Morrill Elementary School

- Cultivated and maintained a creative and engaging learning environment for students; further improved student education through addressing individual student needs/questions on lessons and assignments.
- Consistently assessed student progress through continuous evaluations and achievement reports.

EXPERIENCE (Continued):	<p>Teacher (Continued)</p> <ul style="list-style-type: none"> • Communicated with student families on best methods for continually improving academic development of students. • Partnered with various community-based organizations and staff members to foster a positive learning atmosphere. • Integral team member in devising staff development programs.
EDUCATION:	<p>ARGOSY UNIVERSITY Conferred 2015 Doctor of Education, Educational Leadership <i>Chicago, IL</i> • Dissertation: <i>“An Investigation of the Impact of Class Size on the Academic Achievement of Middle School African-American Boys at an Underperforming Elementary School in Chicago”</i></p> <hr/> <p>CHICAGO STATE UNIVERSITY Conferred 2008 Master of Education, Instructional Leadership <i>Chicago, IL</i></p> <hr/> <p>SOUTHERN ILLINOIS UNIVERSITY AT EDWARDSVILLE Conferred 1998 Bachelor of Science, Sociology <i>Edwardsville, IL</i></p>
AFFILIATIONS:	<ul style="list-style-type: none"> • Chief Schools Officer Advisory Committee, CPS 2019 to Present Member • College of Education Advisory Board, Chicago State University 2016 to Present Member • Chicago Principals and Administrators Association 2012 to 2016 Member • Full School Day Initiative, CPS 2012 Pioneer Principal • CEO Ron Huberman’s Social-Emotional Learning Task Force, CPS 2011 Member
RECOGNITION:	<ul style="list-style-type: none"> • 2021 Men of Excellence Award, Chicago Defender 2021 Recipient • Mayor Rahm Emmanuel’s Principal Achievement Award, CPS 2012 Recipient • ExxonMobil Science Award, Parkman Elementary 2008 and 2009 Grant Recipient
TECHNOLOGY:	<ul style="list-style-type: none"> • Proficient in Microsoft Office Suite, Google Workspace, Oracle Hyperion Planning, Aspen Student Information System and various proprietary educational software.
CERTIFICATIONS:	<ul style="list-style-type: none"> • Professional Educator License, Illinois State Board of Education To Be Renewed 2025 ◇ Superintendent ◇ Principal as Instructional Leader, K-12; Teacher Evaluator ◇ Elementary Education, K-9; Social Science, 5-8; General Education, 5-8; Language Arts, 5-8 • Pathways to Leadership Principal Preparation Program, CPS 2009 Certification Completed
PRESENTATIONS:	<ul style="list-style-type: none"> • Lawson, J. (2020). <i>Plugging the Pipeline: Connecting Black Males through High Expectations and Aspirations.</i> Presented at the Summer Leadership Institute, Chicago Public Schools, Chicago, IL. • Lawson, J. (2020). <i>Creating a K-12 College Going Culture.</i> Presented at the School Counselor Leadership Network Conference, Riverside, CA. • Lawson, J. (2020). <i>Early Engagement to Motivate Post-Secondary Aspirations: K-5.</i> Presented at the School Counselor Leadership Network Conference, Riverside, CA. • Lawson, J., Hougard, M., Phillips, E., Thomas, G. (2019). <i>Expanding College Pathways Through a K-12/Community College Partnership.</i> Panelist at the A Dream Deferred™: The Future of African American Education conference. Los Angeles, CA. • Lawson, J. (2017). <i>Building a Culture of Hope.</i> Keynote speaker at the Annual Leadership Conference sponsored by Chicago Public Schools, Chicago, IL.