



FABBY WILLIAMS, Ed.D.

District Administrator



EDUCATION

- **AASA**, Urban Superintendent Academy, Howard University, 2019
- **Ed.D. in Educational Leadership**, Wingate University, 2017
- **Educational Specialist (Ed.S.)**, Wingate University, 2016
- **Educational Specialist/Curriculum & Instruction (Ed.S.)**, University of North Carolina at Greensboro, 2015
- **National Superintendent Academy**, Chicago, 2016
- **North Carolina Principals' Executive Program**, University of North Carolina at Chapel Hill, 2008
- **Educational Specialist (Ed.S.)**, University of North Carolina at Greensboro, 2007
- **M.Ed. in Administration and Supervision**, Winthrop University, 2004
- **M.Ed. in School Guidance Counseling**, Winthrop University, 2002
- **Bachelor of Social Work**, Winthrop University, 1998

PROFESSIONAL EXPERIENCE

School Support Officer, Guilford County Schools

2017 - Present

Serving as Learning Area Superintendent for schools and programs to include Early & Middle Colleges, High Schools, Middle Schools, Alternative Schools, and Elementary schools

- Supervise, evaluate, and coach principals in assigned learning area
- Recommend hiring and dismissal of principals to the Superintendent
- Developed collaborative groups with secondary school principals which resulted in increased student proficiency and student growth, while decreasing gap among all subgroups
- With a focus on equity and inclusion, each of my schools implemented specific strategies, as part of their School Improvement Plan to eradicate opportunity gaps
- Through coaching and mentoring high schools principals, student proficiency increased in all core subjects, while reducing overall out of school suspension by 30%
- Reduced student drop-out rate to the lowest in the state of North Carolina
- Several schools under my supervision achieved 100% graduation rate

Results Highlights

- 100% graduation rate
- Schools letter grade improvement
- Increased proficiency in Biology and Math
- Blue Ribbon School
- All middle schools improved proficiency scores
- Schools met and exceeded growth

- Achieved highest graduation rate as a district in North Carolina
- Under my leadership, my schools have achieved state and national recognition including National Blue Ribbon status
- Use school data to improve classroom instruction through school walkthroughs, review of assessments, and disaggregated state test scores
- Ensure the alignment of instructional resources with system's priorities and strategic plan
- Monitor implementation of safe schools' programs and resolve situations between schools, parents, families, and community
- Developed policies and strategies for the district for effective remote learning during Covid-19

Principal – Northeast Guilford High School, Greensboro, NC

2012 – 2017

Served as chief administrator of the school, responsible for developing and implementing policies, programs, curricular activities in a manner that promoted the educational development of each student and the professional development of each staff member

- Recognized by the District and the state of North Carolina for achieving 12.37 School Accountability Growth (1st in the District and 11th in the State of North Carolina)
- Steady increase in Graduation Rate over 3 years to 92.7%
- Moved school from not meeting expected growth in 2012 to exceeding expected growth in 2015, 2016, and 2017
- Overall EOC Proficiency increased 14.6 percentage points from 2012 to 2015
- Reduced achievement gaps between White and Black students by 11.6 percentage points on the English II EOC, by 4.7 percentage points on the Math I EOC, and by 14.9 percentage points on the Biology EOC in 2014-2015
- Demonstrated positive gains in 72 out of 83 areas on the 2016 Teacher Working Conditions Survey with "School Leadership" as the largest area of growth.
- With a focus on equity and inclusion, we achieved the following for black and brown students:
 - Consistently increased Advanced Placement enrollment resulting in a 12% rise in AP Proficiency
 - Increased enrollment in Career and Technical Educational pathway
 - Reduced overall discipline incidents by 40% from 2013 to 2016

Results Highlights

- Recognized by state for increasing student growth
- Met and exceeded growth 5 consecutive years
- Reduced opportunity and achievement gaps in all sub areas
- Focused on Equity for all students

Principal – Bolingbrook High School, Bolingbrook, IL

2011 – 2012

Served as chief administrator of the school, responsible for developing and implementing policies, programs, curricular activities in a manner that promoted the educational development of each student and the professional development of each staff member

- Improved student performance on ACT
- Improved graduation rate
- Improved student performance on state assessments
- Reduced out of school suspension 25%
- Established professional development opportunities for teachers
- Improved overall student attendance

Results Highlights

- Improved ACT performance
- Increased graduation rate.
- Improved school culture and attendance

Interim Principal – Austin PolyTech, Chicago, IL

2010 – 2011

Served as chief administrator of the school, responsible for developing and implementing policies, programs, curricular activities in a manner that promoted the educational development of each student and the professional development of each staff member

- School improved from a level 1 school on probation to a level 2 school. School was a level 1 school 3 years prior to the year I arrived
- Developed expectations for department common planning, use of common assessments, and data disaggregation
- First senior class to graduate 96% with a Chicago Public School diploma
- Increased daily attendance to 90% compared to 60% in previous years

Results Highlights

- Improved academic performance
- Increased graduation rate
- Improved student attendance

Principal – Garinger High School, Charlotte, NC

2008 – 2010

Served as chief administrator of the school, responsible for developing and implementing policies, programs, curricular activities in a manner that promoted the educational development of each student and the professional development of each staff member.

- Increased overall proficiency from 37% in 2008 to 77% in 2010
- Over 95% of seniors graduated with a CMS diploma
- Achieved high growth ratios for both school years
- Increased proficiency of all subgroups by 20% from 2008 to 2010
- Recognized as one of Charlotte Mecklenburg Schools high growth schools for 2010 school year
- Established the first ever financial institution on a school campus through a partnership with Charlotte Metro Credit Union, where students were trained by bank staff and worked as tellers on school site. Students opened savings accounts in total of \$22,000.

Results Highlights

- Improved academic performance by 40%
- Recognized for achieving high academic growth
- Developed financial literacy program

Area Administrator for Student Services, Charlotte Mecklenburg Schools

2007 - 2008

Administered research-based, practices proven to maintain safe and orderly environments conducive to learning for 3 high school, 7 middle schools, and 15 elementary schools and a total of 23,000 students

- Provided principals instructional and cultural coaching based on the individual school needs
- Routinely collected and interpreted student data (discipline, grades, attendance) and integrated technology to analyze the impact of student misconduct on achievement levels
- Planned, organized, scheduled, and facilitated professional development workshops.
- Conducted instructional audits / learning walks; then disseminated findings through oral or written reports
- Collaborated with Alternative Ed. Department, Dept. of Juvenile Justice, Dept. of Social Services, School Board Counsel, and local law enforcement agencies in response to the needs of students

Results Highlights

- Improved school culture
- Improved communication with stakeholders
- Decreased disciplinary referrals
- Decreased suspensions

Assistant Principal – Charlotte Mecklenburg Schools,

2004 - 2007

Served as support and coach for teachers and school staff. Represented principal at meetings and served as lead administrator in the absence of the principal.

- Increased school graduation rate by 15%
- Reduced out of school suspension and disciplinary referrals by 30%
- Increased number of parents participating in PTSA by 25%
- Recommended hiring of teachers and support staff to principal
- Conducted classroom observations and provided feedback to teachers
- Supervised extra-curricular activities

Results Highlights

- Improved academic performance
- Increased graduation rate
- Expanded PTSA 30%

Guidance Counselor – Charlotte Mecklenburg Schools

2003 – 2004

Served as a member of the school's leadership team to ensure that the academic, social, & emotional needs of students and families were being met by the school

- Developed, implemented, and managed school guidance programs
- Assisted students with creating an academic plan for their education
- Collaborated with school administration to develop master schedule for school
- Prepared students to plan for college and a successful career after graduation
- Supported students experiencing difficult situations, such as a divorce or death in the family
- Worked with students to develop critical life skills such as organization and time management

Results Highlights

- 100% of students scheduled prior to start of school
- Recognized for achieving high
- Developed financial literacy program for students

Special Education Teacher – Charlotte Mecklenburg Schools

1999 - 2003

Collaborated with school administrators, teachers, and parents to design and implement Individualized Education Plans (IEPs) that addressed each disabled student's specific learning capabilities

- Provided direct instruction for students based on IEPs
- Collaborated with general education teachers to ensure that students are educated in the least restrictive environment.
- Assisted students in developing life skills plan for post high school
- Ensured that students were successful in mainstream classrooms

Results Highlights

- 100% compliance with all students' Individual Education Plans
- 100% of students met or made substantial progress towards goals each year.