

Reflection of My Experience at Oswego High School and Paul V. Moore High School

Over the span of my leadership journey, I have had the opportunity to grow through two unique experiences, Oswego High School in 2004 and Paul V. Moore High School in Central Square during the summer of 2025. Though separated by time and context, both experiences deepened my understanding of collaborative leadership, operational management, and student-centered decision-making.

In 2024, I served as Assistant Principal during Oswego High School's summer school program. This program provided students with direct instruction, credit recovery, and Regents review leading up to the August Regents examinations. As an early-career leader, I had the opportunity to step into a supporting administrative role within a fully operational summer school. My responsibilities included assisting in the management of various school staff including monitors, security guards, cafeteria workers, maintenance staff, and instructional faculty.

I regularly collaborated with teachers to discuss instructional strategies, supported students in tracking their progress and achieving their summer goals, and worked with building-level staff to maintain a safe, orderly, and inclusive environment. This experience laid the foundation for my understanding of systems thinking and the importance of aligning all adult efforts toward a common purpose. I began to see firsthand how relationships, routines, and responsive leadership contribute to school-wide success.

In the summer of 2025 I took on the role of Summer School Principal at Paul V. Moore High School in the Central Square School District. Unlike the direct instruction

model I supported in 2024, this program centered around a computer-based credit recovery model. In this leadership capacity, I partnered with the building's Executive Principal to oversee every aspect of program implementation.

My responsibilities were comprehensive and strategic. I participated in interviewing and hiring external staff for instructional roles where district employees were unavailable, built the master schedule, and developed student course schedules. I also coordinated Regents review sessions, created proctoring and grading schedules, and facilitated faculty meetings and summer professional development.

Reflecting on both experiences, I recognize a common thread: the power of collective effort. In both settings, I saw how student achievement and school success are not the product of individual heroics but rather of a shared vision, mutual accountability, and collaboration. My leadership philosophy, rooted in the belief that "Many Hands Lighten the Load," has only been strengthened by these experiences. Schools thrive when students, staff, families, and community members all contribute to a common goal, and when leadership fosters inclusive participation and shared ownership.

I carry with me the lessons learned from both Oswego and Central Square: the importance of building strong relationships, the value of systems-level thinking, and the necessity of adaptive leadership in an ever-changing educational landscape. These experiences continue to inform the leader I strive to be, one who empowers others, leads with purpose, and places student success at the heart of every decision made each and every day.