

## 2016 TERREL H. BELL RECIPIENT

### Judy Armstrong

St. Thomas More Catholic School  
Baton Rouge, LA



Dr. Judy Armstrong began her doctorate studies in leadership around the time *A Nation at Risk* was published, and that seminal report continues to have a strong influence on her leadership. As principal of St. Thomas More, Dr. Armstrong strives to develop and

implement a rigorous, engaging, and dynamic academic environment that fulfills the needs of her students while providing a supportive and nurturing school community. Guided by a strong belief in situational leadership and the importance of collaboration, she and the school have been able to adapt to a changing and unexpected world.

When Dr. Armstrong was hired as principal eleven years ago, St. Thomas More was dealing with shifting neighborhood demographics and major changes in the makeup of the student population. St. Thomas More was transitioning from a neighborhood school to one in which families traveled to attend. On top of that issue, just three weeks into Dr. Armstrong's administration, Hurricane Katrina struck the Gulf Coast and caused the evacuation of New Orleans. Dr. Armstrong and the St. Thomas More community embraced the challenge of educating displaced students. Approximately 440 students of varying socio-economic, ethnic, and academic backgrounds were granted admission to St. Thomas More, making it one of the largest K-8 schools in the region in less than one week. This unexpected influx intensified the need to grapple with both the immediate and ongoing population changes the school was facing.

In order to best serve a more diverse student body, Dr. Armstrong sought new ways to address students' varied interests and academic needs while empowering the faculty and guiding them to expand their teaching practices in support of differentiation. She fortified the performing arts curriculum and provided opportunities for students to share their talents, and she built in opportunities for engineering, math, and science enrichment. To further support student academic and social needs, Dr. Armstrong expanded the extended day learning opportunities such as robotics, Future City design teams, drama, and computer lab/homework

support. When test analyses indicated an inconsistency in the English/language arts scores of minority and displaced students, Dr. Armstrong formulated a plan to address the disparity. She worked with faculty to evaluate data, identify areas of weakness, and help students adapt through cooperative learning groups, peer tutoring, and variance in content presentation. To further enhance these efforts, Dr. Armstrong enlisted a team of two guidance counselors, a reading specialist, a resource specialist, a school nurse, and an Individual Needs Committee to offer support to students of all learning modalities by monitoring their progress and providing individualized and group instruction. Teaching assistants provided lower grade students with additional support. With differentiated instructional practices and focused reinforcement of the support staff, the variance in the test scores of St. Thomas More's minority and displaced students was no longer statistically significant at their graduation.

When Dr. Armstrong arrived, the student performance measures at St. Thomas More indicated the need for curriculum adjustments. To address them, she brought the faculty together to develop a cohesive, sequential curriculum designed to raise test scores through thoughtful planning, innovative teaching strategies, and technology integration. Teachers formed professional learning teams, and Dr. Armstrong designated days throughout the instructional year for weekly grade-level meetings, monthly faculty meetings, subject matter discussions, vertical subject area team meetings, and jigsaw discussions. Additionally, she implemented Summer Institute days where teachers received stipends to develop curriculum maps and instructional units. Teachers were invited to serve on school-based advisory teams (such as School Improvement Committee, Safety Committee, Individual Student Needs Committee, and/or Grade-level and Subject-area Curriculum Committees), empowering them to share professional opinions and embrace changes for St. Thomas More and individual student adjustment plans.

Under Dr. Armstrong's leadership, St. Thomas More students consistently score above diocesan, state, and national averages in all core subjects on standardized exams, and graduating eighth graders have enjoyed a 100% acceptance rate to the high school of their choice for the past several years.

Dr. Judy Armstrong: [St. Thomas Moore Catholic School](#), Baton Rouge, LA

## 2016 TERREL H. BELL RECIPIENT

**Berta Fogerson**

Margaret Talkington School For Young Women Leaders  
Lubbock, TX



Margaret Talkington School For Young Women Leaders is the highest performing school in its district and is ranked in the top 1% of schools in Texas. Graduating students, all 100% of them, can leave the school with up to 65 college credit hours, shattering stereotypes

that have traditionally depicted young women from disadvantaged backgrounds as incapable of academic excellence. However, this was not always the case. Five years ago, before Mrs. Berta Fogerson arrived at Talkington, enrollment from the middle school to the high school was on the decline. Planned as a magnet school designed to serve young women from diverse backgrounds and with a focus on first-generation, college-bound students, the school rating, based on state assessments, had fallen below what was expected. Although the school advertised an AP high school curriculum, it did not offer AP courses. Disillusioned by the school's lack of progress, district leaders in collaboration with the TSYWL Advisory Board members hired Mrs. Fogerson to transform the school.

A three-decade veteran of the education profession, Mrs. Fogerson approached her task at Talkington with the belief that high standards—for herself, her students, and her staff—were the key to achieving optimal results. She made it a priority to support teachers who believed that all children could learn, and she trained and worked with them to develop lessons that addressed a need to increase rigor and relevance.

During her first year, in an effort to find a process that would help teachers analyze their instructional practices, Mrs. Fogerson submitted a successful proposal to take a team of teachers to the Data Wise Institute at Harvard. Her core team received training on the research-based process. By implementing what they learned, teachers became involved in evaluating their own instruction, identifying problems of practice, and creating a school-wide plan for addressing instructional issues. Building on that success, Mrs. Fogerson continued to support teachers with resources to help them deliver a college readiness curriculum, such as providing College

Board Advanced Placement training, a move that led to a curriculum that includes all pre-AP and AP courses in both the high school and middle school. For students, this shift to high-expectations and advanced level learning was challenging. To meet this need, Mrs. Fogerson put in place extended day tutoring for all students, but specifically for those who entered Talkington lacking a strong academic foundation.

Beyond the basics of tutoring, Mrs. Fogerson worked to enhance the students' summer enrichment experiences, college trips, and community service and leadership opportunities that are critical components of the school's curriculum. The partnerships Ms. Fogerson has developed on behalf of the school with the Texas Tech Mathematics Department and the College of Engineering have enabled student to have access to equipment, resources, robotics demonstrations, training, and summer internships and have strengthened the STEM component of the school's curriculum. Other Texas Tech partnerships have resulted in opportunities for lectures and performances by renowned artists and speakers. In collaboration with the Junior League of Lubbock, she approved the implementation of the SPARK Program in an effort to develop self-confidence and leadership in 8th grade students, which resulted in a positive impact on the school and the community. Finally, under Mrs. Fogerson's leadership, the Mother-Daughter Program, sponsored by the American Association of University Women, came to fruition with the purpose of breaking down the myths and barriers for young women becoming first-generation college students.

In the five years of Mrs. Fogerson's leadership, Talkington has progressed markedly. In 2014, Talkington celebrated its first graduating class with 100% of students graduating and a 100% acceptance rate into four-year colleges. The following two graduating classes have sustained the same rate of college acceptance and have earned a cumulative total of 2.5 million dollars in scholarships. Mrs. Fogerson does not hesitate to share her life story with her students: the story of a girl who grew up in extreme poverty and who earned the privilege of becoming their principal by acquiring an education. She wants them to know she understands their challenges and issues, and she constantly reminds that they can persevere as long as they follow the school motto: "Reject Average, and Embrace Excellence."

Berta Fogerson: [Margaret Talkington School For Young Women Leaders](#), Lubbock, TX

## 2016 TERREL H. BELL RECIPIENT

Pamela Hogue

Weiner Elementary School  
Weiner, AR



Pamela Hogue came to Weiner Elementary School three years ago, excited by the opportunity to turn the school into a dynamic learning environment. At the time, school enrollment was dropping, as were test scores, and low crop

prices were reducing family incomes in the rural area. A former Weiner Elementary student herself, Mrs. Hogue took the job as principal guided by the belief that the climate and culture of a building affects every aspect of the lives of students and the staff, a belief that she put into action on her first day.

One of Mrs. Hogue's initial actions was to expand the school's Gifted and Talented program to include all students, providing skills that would prepare them for high school and beyond. Students participate weekly in C Seminar, a class taught by a veteran gifted and talented facilitator, addressing social skills, creativity, and ethics. Mrs. Hogue also initiated an activity called Club Cardinal in which, every Friday afternoon, students select a class taught by staff or community members on topics such as cooking, volleyball, sign language, drawing, or dance.

During the spring of Mrs. Hogue's first year, the Arkansas Department of Education released the guidelines for the new Arkansas Schools of Innovation (SOI), which she immediately homed in on as the perfect opportunity to make major changes to the school. After acquiring support from her leadership team, she and the faculty produced a wish list that included addressing the needs of the whole child, 21st century learning, and communication skills, Spanish for all children, technology as a tool, social skills, differentiated foundation skills, and culture studies. From that list, Mrs. Hogue and her team devised a SOI plan designed to connect the school's isolated children with the world's possibilities through technology and expand their cultural knowledge and appreciation through an emphasis on the arts.

After Weiner Elementary received SOI status in 2014, Mrs. Hogue worked with parents and teachers to

visit local businesses and civic groups to explain the new program. Those efforts resulted in the Weiner School Children's Endowment, a nonprofit organization through which the community and other supporters contribute financially. In the first year of the non-profit, over three hundred community members and businesses contributed, making it possible for the school to provide each student with either an iPad, ChromeBook, or a MacBook, and to provide training for teachers. Through the technology, Weiner students are involved in Google Classroom, Skyping, and blogging, creating digital projects, and taking virtual field trips.

Also through Weiner's SOI program, Mrs. Hogue ensured that every student in grades K-6 attends a daily Spanish class taught by a native Spanish speaker. Not only are Weiner Elementary students now excelling in Spanish, over 50% of eligible students elected to take Spanish I for high school credit during the past school year, and this year those students will be in Spanish II with a new group of fifth graders electing to take Spanish I.

In addition to the focus on academic opportunities, Mrs. Hogue works to make sure Weiner Elementary embodies the school's slogan: "Weiner Elementary, a great place to be a kid." She encourages the faculty to care for each child, not just educating them but infusing them with confidence, character, and a sense of well-being. Students are praised for good behavior, triumphs, and achievements, and Mrs. Hogue recognizes every student as a Student of the Day during the year.

In a testament to how Weiner Elementary has turned around under Mrs. Hogue's leadership, the average daily attendance rate has gone from 91% to 98% and the tardy rate has dropped by 90%. When asked for one word to describe the school community on an end-of-year survey, students, staff and parents overwhelmingly used the word "family."

## 2016 TERREL H. BELL RECIPIENT

**Robbie Holder**

L. Mendel Rivers Elementary School  
Altus, OK



As a school that serves mostly students from military families, L. Mendel Rivers Elementary faces a unique set of challenges. Student turnover at the school has been as high as 41%, and students may enter the school at any point in the year,

frequently with wildly disparate educational backgrounds. Besides their academic needs, students from military families often have additional social and emotional needs that must be addressed as well. Mrs. Robbie Holder rises to the challenge of serving this student population with a leadership philosophy that can be summed up in two words: respect and expectations. She must be respectful not just of her staff, students, and their families, but also of their ideas and differences and the practices that best serve them. Expectations should be high and clear, and they should focus on the success of students and the school.

The students at Rivers come from families where moving from state to state and even country to country is normal, as is having a parent leave for a deployment and living with the uncertainty of when they will return. For staff, it is normal to discover that their students must play catch-up because they transferred from districts that are behind Rivers academically, and it is normal to find their students crying in the middle of the school day because they miss their mom or dad. For all these reasons, Mrs. Holder has designed a school where the curriculum, instructional programs, and counseling services target student needs on an individual basis and the staff work closely with students and their families.

To meet academic goals, all students entering Rivers are assessed within their first week. Afterward, Mrs. Holder and her team meet with parents to facilitate a conversation about where each child is educationally. She reviews assessment data, explains what the expectations are, and finally brings everyone on board

with what the school and the family need to do to help that child meet Rivers' high expectations.

On an emotional and social level, Mrs. Holder's role is equally important. Students at Rivers are often under a lot of stress. It is important for them and their families to feel that they are a part of the school culture as soon as they enter the door—a welcoming atmosphere that Mrs. Holder strives to create. When students struggle, she works directly with parents to come up with a plan. As a result, parent engagement at Rivers is high. Mrs. Holder makes it a point to celebrate every child and their unique situations, whether by helping plan a special reunion for a deployed mom to surprise her children or coming into the classroom to check on students in need. For Mrs. Holder, it's all part of creating an environment where students feel safe and eager to learn.

Recently, Mrs. Holder also took on moving a school from good to great. Too many underperforming students were being left behind while others were not being challenged to reach their potential. Mrs. Holder began holding conferences with individual teachers, examining classroom and student data. From that exercise, she and her teachers devised a data-driven plan to move students in the bottom 25% to a higher level and enhance learning for above-level students. Students who were behind received extra help and resources, and class schedule adjustments and additional resources were made available for students who were above level.

Thanks to Mrs. Holder's efforts, Rivers has become an excellent school. The school recently received an A+ on the Oklahoma State Report Card, was named a High Performing School by the Oklahoma State Department of Education, and was named the fifth best school in the state of Oklahoma. But perhaps the work of Mrs. Holder is best summed up in a quote from one of her student's parents who was being deployed: "I knew that my girls would be taken care of at school and that whatever they needed emotionally would be given by this staff at Rivers."

## 2016 TERREL H. BELL RECIPIENT

### Stephen D. Marquis

Sea Road School  
Kennebunk, ME



Dr. Stephen Marquis understands the influence educators can have. As an energetic child and struggling student, his second grade teacher pressured the school administration to have him demoted, and he was

transferred from his neighborhood school to a school across town. For three years, he suffered the anxiety of being separated from his peers and endured a bus ride each morning instead of a walk across the street. Eventually, Dr. Marquis became the first person in his family to earn a college degree, but those feelings of confusion and sadness stuck with him and shaped the educator he is today. He sees it as his obligation to find innovative ways to inspire and challenge students and his responsibility to advocate for them and their families.

During his six years at Sea Road Elementary, Dr. Marquis has had a unique opportunity to shape the school through educator selection. In those years, nearly 75% of the staff have retired, advanced in their careers, or otherwise departed. Recognizing that teacher selection and induction is one of the most critical roles of a school leader, Dr. Marquis instituted a rigorous selection process. Every potential staff member is thoroughly reviewed by a committee that shifts with each new hire. Following the interview, nominees teach a lesson while being observed. Through this process, Dr. Marquis communicates his high expectations for all teachers, and new hires learn to embrace the high standards, creating a team that possesses the ability to collaborate, communicate, and excel in the classroom. To assist new hires, Dr. Marquis supports a mentoring process that pairs new and veteran teachers to help immerse the new teachers in the school's culture of healthy competition, professional inquiry, and dialogue. Dr. Marquis also works closely with the local university. In the last three years, he has mentored four of his teachers and supported their aspirations to become school administrators. His

mentoring allows educators to gain on-the-job experience as they think about school operations, how and why decisions are made, and how they might address situations differently as a school leader.

Another way Dr. Marquis has made his mark on Sea Road Elementary was with the creation of a nationally competitive robotics program. Dr. Marquis recruited parent volunteers to help run the program, arranged mentoring from the state robotics organization for coaches, asked the school maintenance team to build the necessary infrastructure, and worked tirelessly to obtain funding, including seeking grants to help with ongoing operational costs. In keeping with his philosophy of making sure each child has a sense of belonging, the program is open to all students regardless of social and academic functioning. Within a few years of the program's initiation, Sea Road fielded multiple state champion and runner-up teams, and has sent teams to the national championship. Dr. Marquis has continued to develop the program by bringing it into classrooms and training teachers to include robotics as a regular part of the curriculum. He has also implemented a student mentoring program in which several of the top robotic team members are encouraged to return to work with younger students and volunteer as summer teaching assistants at the town's new robotics camp.

All the while Dr. Marquis has worked to ensure a successful and welcoming learning environment for students, Sea Road Elementary has faced the threat of closure. Dr. Marquis tries to shelter the school community from these deliberations and has consistently reminded staff that their focus and circle of influence is on exceptional teaching and learning outcomes. As a result, Sea Road students continue to excel academically and socially. And just as unfortunate memories shaped Dr. Marquis's career, so have good ones in the form of a second grade teacher who believed in him and wanted him to succeed. It's the memory of this teacher that continues to inspire Dr. Marquis to be an educator to all who enter his school despite whatever challenges arise.

Stephen D. Marquis: [Sea Road School](#), Kennebunk, ME



Over 15 years ago, community members, the University of Pennsylvania, the Philadelphia Federation of Teachers, and the School District of Philadelphia came together with the idea of creating a new

neighborhood school in a historic public-private partnership. Expectations for Penn Alexander School were high, as was the risk of failure. The community was counting on the school to revive it, yet at the same time families were wary. They suspected the university's real intention was to create an urban school experiment, and they were scared to leave their current school even though children were not reading or doing math on grade level. In the face of these initial challenges, Ms. Sheila Sydnor's leadership formed the foundation of the school—its vision, its culture, its staff, and its curriculum. Immediately, she established expectations and built a culture that valued collaboration, student-centered education, academic achievement, respectful interpersonal relationships, and inclusive excellence. The students at Penn Alexander learned that Ms. Sydnor's aspirations for them were only bound by their capacity to learn, and under her tenure the school has closed the achievement gap.

Ms. Sydnor believes in distributed leadership, fostering trust, transparency, and mutual respect among Penn Alexander's many stakeholders. Guided by the belief that a principal alone cannot make a great school, especially in a resource-strapped district, her leadership team comprises the entire staff, divided into grade groups and voluntary subgroups of teachers. Student achievement and development drive all decisions. Ms. Sydnor motivates and sets high expectations for every individual involved—the university partners, the community partners and parents, the facilities team, and most importantly, the educators and students. Each member of the faculty is viewed as a vital, necessary component to the school's success, and all are motivated to do their best to create a place where children are

accepted and learning occurs at the highest levels. She demonstrates unwavering support of her team's professional development, and as a result, one third Penn Alexander's faculty are nationally certified.

Ms. Sydnor maintains an open door for her staff, as well as her partners, and conversely does not hesitate to ask for help when she sees that her students need something. Whether it means getting computers fixed on the weekends or working with teachers and parents to organize a fundraiser that is accessible to all families, student needs come first. In addition to the university partnership, Ms. Sydnor works with a Home and School Association and a School Advisory Council to further enhance the school's learning environment.

In order to teach the whole child, Ms. Sydnor works within a limited budget to equip staff with the resources to meet the demands of students with different learning styles and needs. Enrichment and remediation are offered to students before and after school to maximize instructional time. Teachers are encouraged to incorporate community service learning projects, gardening lessons, and field trips into their lessons, and an annual science fair and musical further extend student learning. As someone who strongly believes in the connection between the arts and intellectual growth, Ms. Sydnor instituted an annual theatre production where students produce and perform shows that range from *The Lion King* to *Fiddler on the Roof*. When the school district cut the visual arts, Ms. Sydnor made sure Penn Alexander maintained a full arts program, including the musical.

While 100% of Penn Alexander students are eligible for free or reduced-price meals, the school was recently recognized as the Philadelphia School District's highest performing K-8 school, and in the past year its students won numerous awards, including first place in the Scripps Regional Spelling Bee and the first Lego Regional Competition. Since its founding under Ms. Sydnor's leadership, Penn Alexander has not only provided an excellent education to its students, but has also been a powerful force for neighborhood renewal and a national model for how a racially, ethnically, and socio-economically diverse and high-achieving public elementary school can be created and thrive.



When Mr. Tarkan Topcuoglu was hired as a principal at Central Jersey College Prep Charter School (CJCPCS) in 2011, the Title I school faced a number of problems, including student discipline, student motivation, limited

facilities and resources, teacher turnover, and overall low academic achievement. State test scores showed fewer than 50% percent of 7th graders were reaching proficiency in ELA. On top of that, Mr. Topcuoglu had the additional challenge of working with a student population representing many socioeconomic, cultural, and academic backgrounds. Confronted with the task of improving the academic performance, school culture, and morale, he understood that his first need was to get the faculty working together.

At the first meeting he held with the faculty, Mr. Topcuoglu made it clear that they needed to become a team in order to prepare their students for the future. He sent a message intended to build trust: "If any of my teachers fails, I fail. If the TEAM succeeds, then I could say—I succeed." Teachers responded positively, and Mr. Topcuoglu still collaborates with them to design programs and projects. Faculty meetings, professional development opportunities, and discussions became environments in which everyone worked together to brainstorm ideas and discuss issues and conflicts. Once decisions were reached, teachers implemented them together regardless of their previous ideas. Mr. Topcuoglu maintains an open door policy and encourages teachers and students to share concerns, ideas, opinions, and projects, providing him with the pulse on everything going on in the school.

Besides team building, Mr. Topcuoglu instituted several other programs and strategies that have helped turn CJCPCS around. Strategic planning was key to all of them. After diagnosing student needs, he and his team designed a five-year improvement plan that included professional development, data-driven instruction

programs, improved instructional technologies in the classrooms, academic support programs, and strong parent communication coupled with home visits. He created a 1:1 Chromebook program and transferred students to using interactive textbooks, a step that increased student engagement and improved student achievement. He holds internal training sessions where teachers share their expertise on the use of virtual tools, integrated curricular projects, and cross-subject assessments that gauge student progress. He not only researches new online learning platforms, he frequently conducts instructional sessions to ensure that the new technologies are used throughout the school. Additionally, under Mr. Topcuoglu's guidance, academic support programs have been provided for students, including free after school tutoring programs and a Saturday academy, which meets from 9:00 am to 1:00 pm to help struggling students get one-on-one help from teachers. Students who have not met the proficiency requirements based on benchmark exams and class performance meet with another teacher two mornings a week for extra help. Additionally, this past year, the school began implementing the Response to Intervention program.

In the past several years, the turnaround at CJCPCS has been remarkable. The graduation and college admission rates have remained at 100% for the past two years. In the past five years, the school has been named a Top 10 School, awarded Silver status as one of America's Best High Schools by *US News and World Report*, and has been recognized as a Reward School by the New Jersey Department of Education. Whereas once large numbers of students were working to avoid remedial English in college, now 100% of students have passed the English portion of the NJ high school proficiency exam for three years in a row. The number of AP level classes offered has increased to 15, and the elective course curricula incorporate business versions of Cantonese, Spanish, Turkish, and more. Mr. Topcuoglu's goal of turning CJCPCS into a true college preparatory school is being realized.

## SPECIAL LIFETIME LEADERSHIP AWARD

Cynthia Kalogeropoulos

Grove Avenue Elementary School  
Barrington, IL



Under the leadership of Dr. Cynthia Kalogeropoulos, Grove Avenue Elementary has won three National Blue Ribbon School awards—in 1993, 2007, and most recently in 2016. In her 31-year tenure as principal, Dr. K, as she is affectionately known,

has made it her mission to teach students that they are “valued and valuable.” Her obvious love for her students and their families is evident on entering the school building: the main hall displays a portrait of every child and his or her family. She has also showed she values family time by eliminating homework this year so that students can spend time reading or interacting with their families unstressed by schoolwork obligations.

Dr. K’s personal approach is exemplified by her daily presence in the school cafeteria—setting up, clearing tables, urging students to eat healthy foods, convincing them to try a new vegetable from the school garden, and providing food for children in need. “You’re only as good as the next child you help,” she says. Her office is covered with pictures and notes given to her over the years by students who have grown under her wise and compassionate leadership. A mailbox outside her office welcomes dialogue with students and staff.

Her affection, undergirded by high standards and support, extends to faculty and staff as well. At the beginning of the school year, Dr. K makes room for staff members to share their personal stories and talents building on them throughout the year to encourage new ideas and higher expectations. She also encourages teachers and students to create clubs that will stretch students’ imaginations and skills; students need only to leave her a handwritten request to propose a new club. Students have initiated popular clubs such as an Environmental club, a Coding Club, and recently, as Maker-Breaker Club, where students repurpose materials to build new creations.

With a student body that is highly diverse culturally and linguistically, Dr. K has opened avenues to make these differences a source of pride. Thanks to her

belief that all children can learn, given the right ways to reach them, Grove Avenue has consistently ranked among the best schools in Illinois. Dr. K has worked tirelessly to provide teaching strategies and platforms that align with each student’s individual learning style and makes sure the school library and computer lab are open before school to provide students with technology and resources they may not have at home. Staff members and community volunteers continue the school day with students through Grove’s Homework Club, providing enrichment and support to students in need.

Dr. K’s emphasis on reading has earned Grove Avenue two Exemplary School of Reading Awards by the International Literary Association. Every January Grove hosts a five-week Family Reading Program designed to excite students and families about reading; all students leave for summer break with library books and reading calendars to record their summer reading accomplishments. An active participant in developing a Masters of Education in Literacy program at Judson University, she provides educators with ongoing study of modern literacy techniques; her impact has been felt beyond the building and district.

Dr. K believes children are powerful and can make a difference in the world and students have collected food each week for the local food pantry, spent time working at the Northern Illinois Food Depository, and donated vegetables from the school garden to the needy. Grove Avenue has also held a Kids’ Garage Sale where students contributed their own gently used toys and treasures, earning nearly \$20,000 for Heifer International.

Describing Grove Avenue as Dr. K’s “life’s work,” a teacher describes her as exemplifying innovative leadership, and “a transformational trailblazer who develops a vision to guide change through inspiration.” As one parent noted, “Dr. K. is in a class of her own. We feel so lucky that our son has had her show him the fun and importance of school.” Dr. K is retiring this year but her impact will be felt for a long time.