LYNCH LEADERSHIP ACADEMY

Year in Review

2022–2023
A MESSAGE FROM EXECUTIVE DIRECTOR JENNE COLASACCO

Lynch Leadership Academy’s mission is to develop a powerful and sustainable network of highly effective leaders at schools, within systems, and in communities, who will disrupt inequity and dramatically increase the opportunities and outcomes for all students.

As we reflect back on School Year 2022-2023, I continually land on three sentiments to encapsulate the experiences of the year: gratitude, drive, and optimism. I will start with gratitude. Schools exist to ensure that the next generation of citizens are informed, empowered, and equipped to continually improve society and the human condition—some of the most important work there is. In particular over the last few years, I have been filled with gratitude for the educators who tirelessly commit to doing this work every day. I am also deeply humbled by and appreciative of the trust that educators place in Lynch Leadership Academy, as partners in this endeavor. And I am grateful for the generosity of our philanthropic supporters who increase our ability to impact students, schools, and leaders.

The drive that I witness every day in schools is inspiring. The leaders with whom we partner are relentless in their pursuit of ensuring students receive the education and opportunities they all deserve. Every LLA team member commits to matching that level of dedication and effort. This commitment is fueling the launch of our regional and national expansion efforts. By partnering with schools in more communities, we can exponentially increase our impact.

I close the 2022-2023 school year, and look to the 2023-2024 school year with optimism. While educational leadership brings challenges, at the end of the day, it is within all of our power to effect change. I believe in the potential of LLA to grow our footprint and impact. I believe in the school leaders across all of our communities, who lead with a dedication to equity and excellence. I believe in the students we serve.
Guiding Principles

A DEEP BELIEF IN THE INTELLECTUAL GENIUS OF EVERY CHILD

A CULTURE OF ACHIEVEMENT AND A COUNTER-NARRATIVE

ANTI-RACIST PRACTICES

EQUITY THROUGH INSTRUCTION AND CULTURE THROUGH THE CLASSROOM

CULTURALLY SUSTAINING PRACTICES AND CRITICALITY

LEADERSHIP AS A KEY LEVER
Cohort XII SY 2022-23

Tyrell Adeyemi
Principal Fellow, Bates Elementary School

Christopher Audette
Principal, James Tansey Elementary School

John Braga
Principal, Lynn English High School

Kari Buckley
Assistant Principal, Reading Memorial High School

Gregg Chambers
Asst. Principal & Dir. of Middle School, St. Catherine of Siena School

Karl Danso
Vice Principal, Catholic Memorial

Hilary Filkins
Dean of Teaching & Learning, Atlantic Charter School

Fred Gozo
Principal, Lynn Vocational Technical High School

Jessica Graham Cronin
Principal, Dante Alighieri Montessori School

Meghan Harrington
Principal Fellow, Conley Elementary School

Benjamin Hoad
Head of School, Boston Adult Technical Academy

Lianne Hughes-Odom
Principal Fellows, Boston Latin Academy

Christina Jusino
Assistant Principal, APR Charter School

Raquel Martinez
Head of School, Snowden International HS

Zachary Meisner
School Leader, KIPP Academy Boston K-8

Nadiya Monestime
Principal, Boston Collegiate High School

Adrianna Montgomery
Gr. 7/8 Team Lead & Co-Lead of Math Department, Coolman Academy

Karina Montes
Dir. Enrollment and Faculty Support, The Mountain School of Milton Academy

Denise Moriarty
Assistant Principal, South Boston Catholic Academy

Dinorah Peralta
Assistant Principal, Haverhill High School

Brian Radley
Principal, Winship Elementary School

Daniel Rasanen
Principal, RISE Academy

Blanca Restrepo
Principal, William A. Berkowitz Elementary School

Edward Reynoso
Principal, Lawrence HS-Upper School Academy

Heela Roshan
Principal, Michael J. Perkins Elementary School

Marycruz Sones
Dual Language Coach, Bentley Academy Innovation School

Yaraiz Soto
Expert Teacher, William C. Morgan Elementary School

Min-jen Taylor
Principal, Baldwin Early Learning Pilot Academy

Lindsay Thornquist
Principal Fellow, South Boston Catholic Academy

By the Numbers....

29 Fellows

62% Identify as BIPOC Leaders

11 Cities and Towns Represented
By the Numbers....

94% of participants rated Leadership Coaches as Excellent or Very Good for each Professional Development Session.

100% gave a favorable rating for the Micro-Academy effectiveness, including 96% rating Micro-Academy as Excellent or Very Good.

100% of participants reported that the Micro-Academy supported their leadership development by increasing their knowledge, leadership skills, and confidence in their ability to lead.

LLA partnered with 12 school districts to provide a Micro-Academy experience for over 234 participants during the 2022-23 school year. The specific Micro-Academies were: Catholic Schools Leaders Academy (partnership with the Archdiocese of Boston), North Central School Leadership Pipeline (partnership with Gardner, Leominster, and Winchendon school districts), Lynn, Fall River, New Bedford, Boston, KIPP Massachusetts Public Charter Schools, Catholic Memorial, the Diocese of Fall River, and Northeast Ohio.

The three major aspects of the Micro-Academy experience are professional development sessions, individualized coaching, and an opportunity to collaborate with other school leaders.

“I appreciated the reflective work with Carmen and her coaching during key moments of my transition. Observations and walkthroughs within my coaching sessions early on in the year also supported my own professional growth through a different walking partners lens. Each PD session was amazing in its own way. The ongoing exposure to scholarly and intellectually challenging literature is always appreciated and where I learn how much there still is to learn and be exposed to.”

–Aimee Bronhard, Fall River Micro-Academy
At the start of the 2022-2023 school year, and in partnership with both the Cleveland Metropolitan School District and the Diocese of Cleveland, Lynch Leadership Academy expanded its work throughout Northeast Ohio. Through this expansion, two pilot Micro-Academies were implemented, and will continue to serve leaders in NE Ohio in the upcoming school year.

The purpose of both NE Ohio Micro-Academies is to support school leaders in creating, implementing, and maintaining a strong system of instructional improvement that is centered on a clear vision of excellent instruction. The work with our NE Ohio school leaders considers instructional materials, Instructional Leadership Team members, professional development, teacher collaboration, and teacher coaching. Both LLA Ohio Micro-Academies will continue to provide participants with focused, application-based professional development and a series of integrated and individualized coaching sessions with a Leadership Coach.

“Reading and intellectualism, school walk through (individual coaching session), vision for excellent instruction map – working through it.”

–NE Ohio Micro-Academy Participant when asked what were the best aspects of the Micro-Academy.

23 Leaders served through our NE Ohio expansion, impacting 10,600 students

96% of participants rated their NE Ohio Leadership Coach as Excellent or Very Good for each Professional Development Session.

95% of participants gave the entire Micro-academy an overall Rating of Excellent or Very Good.
Honoring Scholars and Alumni Who Collaborated with LLA during the 2022-23 School Year

Fellowship and Alumni Webinar Facilitators

- Mary Antón, Learning-Leading-Becoming
- Julia Bott, Cohort VII, Boston Public schools
- Dr. Tatiana M.F. Cruz, Simmons University
- Ethan d’Ablemont Burnes, Cohort III
- Dr. Shammah Daniels, Cohort XI, Boston Public Schools
- Natalie Diaz Ake, Cohort V, Boston Public Schools
- Jennifer Eddington, Cohort XI, Boston Public Schools
- Inspiring Educators
- Shakera Ford Walker, Boston Public Schools
- Dr. Jarvis Givens, Harvard University
- Dr. Jill Harrison-Berg, Jill Harrison Berg Consulting, LLC
- Maia Heyck-Merlin, The Together Group
- Imani Hines-Coombs, Cohort IX, The Academy at Kylie School
- Dr. Carlos Hoyt, Licensed Independent Clinical Social Worker
- Karla Jenkins, Boston Public Schools
- Dr. Francesca López, Penn State College of Education
- Melissa Melendez, Cohort XI, Lawrence Public Schools
- Michelle Morrissey, Cohort VI, Boston Public Schools
- Dr. Gholdy Muhammad, University of Illinois at Chicago
- Dr. Brendan O’Day, Meristem Group
- Dr. Theresa Perry, Simmons University
- Tiffany Sawyer, Cohort VIII, St. Dominic School (Los Angeles, CA)
- Dr. Scott Seider, Boston College
- Michelle Simon, Cohort X, Boston Public Schools
- Gavin Smith, Cohort VIII, Boston Public Schools
- Shigehto Tanaka, Cohort VIII, Lowell Public Schools
- Dr. Angela Valenzuela, University of Texas at Austin
Schools led by our alumni outperform peer schools in meeting or exceeding their state-assigned targets. Our leaders show measurable growth in equity-centered leadership, and in creating and sustaining a culture of achievement in their schools. LLA alumni persist in their roles significantly longer than the national average of three years.

To date, 88% of alumni are either in school leadership roles or have moved into broader impact roles, such as the superintendency.

“Lynch Leadership Academy empowered me to use data to create standards-driven action plans. It also helped me work more intentionally with my Instructional Leadership Team to plan and facilitate professional development that met the needs of our teachers, resulting in an increase in growth and in proficiency in our reading scores.”

-Principal, Boston Public Schools
In 2023–2024 LLA will pursue national expansion and strive to deepen current partnerships throughout Massachusetts and Northeast Ohio.

Over the next 5 years, LLA will:
Establish partnerships in at least three new regions
Serve an additional 150+ leaders
Impact an additional 250,000+ students

Interested in learning more or partnering with us?
Contact Executive Director Jenne Colasacco at jenne.colasacco@bc.edu.
Thank you to our entire LLA community for your continued work, positively impacting outcomes for all students.