



Orlando, Florida

Vice President for Academic Affairs and Student Life

Introduction

Located near downtown Orlando, Florida, on two beautiful campuses totaling 46 acres, Lake Highland Preparatory School (LHPS) is a leading coeducational day school serving approximately 1,940 students in Pre-Kindergarten through twelfth grade. Devoted to developing the intellect and character of its students, the school provides unparalleled academic, artistic, and athletic programs within an inspirational learning environment. Graduates are well-rounded, accomplished, intelligent leaders equipped with the knowledge and skills to be successful in college and beyond.

Mission Statement:

Within an atmosphere of love, concern and mutual respect, Lake Highland Preparatory School is committed to instilling Christian values, to inspiring patriotism, to developing future leaders, and to preparing students for college and lifetime learning through academically challenging programs and affirming competitive experiences.

Lake Highland is widely recognized for its exceptional students, faculty, and staff and its supportive families, all of whom have made the school a vibrant, exciting, and successful home of academic and personal growth. Students consistently share that LHPS maintains a small-school feel in spite of its big-school size, a perception that is driven in part by a deep sense of family, personal connection, and common purpose among various constituencies and ages. Students bond across grade levels through extracurricular, mentoring, and social activities; many current and former parents and several alumni teach at the school; and alumni increasingly return to LHPS for their own children's education. Known as a school rich with opportunities, Lake Highland has proven itself to be a distinctively joyful and affirming environment in which students can explore and achieve, enjoy the security to be themselves, and develop a sense of responsibility to use their strengths to serve others.

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A closer look at Lake Highland Preparatory School reveals how the four pillars of its mission statement—providing challenging college preparatory academics and programs, instilling Christian values, inspiring patriotism, and developing future leaders—are pursued every day by faculty, staff, and students to create an extraordinary community that nurtures the development of both children and teachers.

Challenging Academics and Programs

The 222 faculty members of Lake Highland strive to develop lifelong learners, and they lead by example with 51% holding advanced degrees, 38% having earned the Gifted Endorsement teaching credential, and many currently pursuing a reading endorsement and training in Responsive Classroom. Teachers inspire and challenge students with a demanding yet flexible program that accommodates the individuality and talents of each child. Every division provides the opportunity and support for students to grow in their love of learning, to acquire confidence in their abilities, and to develop strategies for success in their future endeavors.



The **Lower School** is housed on the main campus in a modern facility that serves 799 students in Pre-K through sixth grade. Faculty members design instruction that is differentiated and based on the workshop model. The broad-based curriculum includes all academic content areas, Spanish, physical education, and enrichment topics such as art, music, piano, drama, computer coding, video production, and science enrichment. The use of technology is intentionally planned to support student learning and promote wise digital citizenship. Chromebooks, iPads, and laptops are found within each classroom. Beginning in fourth grade, homerooms are 1:1, with students using Chromebooks for writing, research, and long-term projects. As early as Pre-K, students begin curating personal digital portfolios

LAKE HIGHLAND AT A GLANCE

Founded: 1970

Enrollment: 1,944

Upper School (9-12): 772

Middle School (7-8): 373

Lower School (PK-6): 799

Campuses:

Upper and Lower School (38 acres)

Middle School (3.5 acres)

Faculty:

222 full-time faculty

297 total full-time faculty & staff

Average Class Size: 16

Student-to-teacher ratio: 12 to 1

2017-2018 Tuition:

Upper and Middle: \$20,500

Lower: \$11,900-\$18,750

Annual Budget: \$44 million

Endowment and Reserves:

\$14.4 million

Annual Giving: \$882,000

Accreditation: Florida Council of Independent Schools, Florida Kindergarten Council, and Southern Association of Colleges and Schools

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on SeeSaw. Interactive postings between the students, teachers, and families provide current examples of student work and activities. The Innovation Lab is staffed by a team of enrichment teachers who work closely with teachers and students to plan and design projects. Teachers, staff, and administration have been trained and embrace the philosophy and practices of Responsive Classroom, an approach that blends social-emotional learning with academics. Interactive modeling, intentional teacher language, logical consequences, and interactive learning foster the development of academic and social-emotional competencies. A wide-range of afterschool opportunities offered through the Academy provide experiences for children to become well-rounded as they delve into topics of interest including zoology, chess, computers, music, dance, cooking, and soccer. Additional afterschool activities are sponsored by Highland Aquatics and the Athletic Department.

The **Middle School** campus, located just a few blocks from the main campus, allows Lake Highland to create a dynamic atmosphere uniquely suited to the 373 seventh and eighth grade students while remaining integrated with the main campus through a regular shuttle system. A variety of core curriculum offerings, including four different levels of mathematics options, meets the varying needs of students and builds a strong academic foundation for higher-level intellectual inquiry. Courses focused on the physical and emotional wellness of young adolescents foster metacognitive and decision-making skills and healthy habits. In addition, students meet three times a week with their mentor groups, led by Middle School faculty members, for character lessons, to discuss globalization, or simply to enjoy fellowship. An iPad initiative that begins in seventh grade and extends throughout the Upper School has transformed teaching and learning by optimizing communication among teachers and students, increasing access to information, and making practice and assessment more efficient.



The **Upper School** enrolls 772 students in grades nine through twelve on the main campus. Three levels of courses (College Preparatory, Honors, and Advanced Placement) allow students to customize their academic experience. In the 2016-2017 school year, 461 Upper School students took 1,023 AP exams, and 88% achieved passing scores, with 57% scoring 4 or 5. Each year, more than 200 students earn the designation of AP Scholar. In addition, the school had 8 National Merit Finalists, 9 National Merit

Semifinalists, 18 Commended Scholars, and 4 National Hispanic Scholars. The school is a member of the Global Online Academy, which provides students access to exciting courses and outstanding teachers while also allowing them to gain global awareness and exposure to online class formats increasingly used at the college level. ASPIRE, another distinguished program, pairs students who are motivated and talented in math and science with local M.D. and Ph.D. mentors through internships. ASPIRE students have participated in scientific

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discoveries, co-authored papers in professional journals, and made presentations to scientific panels. In the last several years, Lake Highland has produced three national finalists in the Intel Science Talent Search.

College counselors begin meeting with Upper School students in their freshman year, and the formal college process begins in the junior year. Counselors focus on helping students identify and apply to colleges that best fit their aspirations and skills. Lake Highland graduates go on to attend prestigious four-year universities and colleges across the country and throughout the world; a list of recent matriculations may be found [here](#). The 185 members of the class of 2017 were accepted to 180 colleges and universities, are attending 73 different institutions, and received more than \$11 million in scholarships.

As the “School of Opportunity,” Lake Highland believes that experiences outside of the classroom are as important to students’ development as challenging academics. A wide range of activities in arts, athletics, community service, and student clubs allows students to experiment, explore, and flourish at every grade level.

The Arts. Children take part in the fine and performing arts beginning in Pre-Kindergarten. By Middle and Upper School, students can choose from seemingly countless options, including, choral and instrumental music, drama, dance, digital media, ceramics, and photography. The Harriett Coleman Center for the Arts was built in 2008; featuring a 776-seat auditorium, a black box theater, a green room, and a stagecraft area, it supports the arts and other programs throughout the year. The LHPS Arts League, a parent organization, provides the arts at Lake Highland with invaluable volunteer support and inspirational leadership.



Athletics/Physical Education. Daily physical education classes are Movement Education based with a curriculum developed using NASPE standards. Middle School students continue in PE with activity classes and a semester of Health and Life Management Skills. Upper School students have offerings in Personal Fitness, Weight Lifting, and Athletic Training. The Athletics program has a history of success and was recognized by the FHSAA as the top athletics program in Florida in 1999, 2002 and 2014. Lake Highland has also been recognized as one of the top athletics programs in Central Florida, having received the Super Six Award by the Orlando Sentinel 15 years in a row (2002-2017.) Since



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1998, Lake Highland has won 23 team State Championships and has had 20 individual State Champions. The athletics department has a staff of more than 70 coaches, a full time strength coach and three full-time athletic trainers. Athletics facilities include the water polo pool from the 1996 Olympic Games, two gymnasiums, an artificial turf field with synthetic track, and baseball, softball and tennis facilities.

Community Service. All students are encouraged to participate in community service in order to connect the values they learn with real-world issues and to have a positive impact in the lives of others. Volunteer activities also give students a chance to network with area nonprofits while raising the profile of LHPS in the community. Students who complete specified community service hours are encouraged to apply to National Honor Society, Florida Bright Futures Scholarships, and the United States President's Volunteer Service Award, and individual students may be awarded Bronze, Silver, or Gold recognition awards by the school for completing more than 100 hours, 175 hours, or 250 hours respectively. Upper School students alone contributed more than 35,000 hours of service during the 2016-2017 school year with on-campus activities such as tutoring and with local organizations including Boys and Girls Clubs, Susan G. Komen, Habitat for Humanity, Coalition for the Homeless, Special Olympics, and many more.



Student Clubs and Activities. Over the years, students and faculty have taken advantage of Lake Highland's willingness to support their wide-ranging interests, and today a myriad of clubs and activities, many of which have been founded by students, enrich the LHPS experience. More than 100 clubs thrive in the Middle and Upper Schools, including Project Magic, Promising Young Writers, Future Problem Solving, Archery, Fellowship of Christian Athletes, the Culinary Club, the

Multicultural Club, and the Robotics Club. The school's speech and debate team has achieved national prominence over the last fifteen years and is consistently ranked in the top twenty teams in the country.

Instilling Christian Values

Promoting Christian values has been an important element of Lake Highland's mission since its founding. The school emphasizes these values in order to create an atmosphere and culture that promotes honorable, responsible, kind, and considerate behavior. Lake Highland is an inclusive community with Christian, Hindu, Jewish, and Muslim students, as well as students who practice no formal religion. The Christian values taught at Lake Highland are perhaps best represented through the school's Fruit of the Spirit program, which promotes the qualities of kindness, faithfulness, peace, gentleness, patience, love, self-control, goodness, and joy. These ideals are used as a framework for cultivating students' character through direct instruction, informal conversations, and modeling by adults throughout the community.

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Inspiring Patriotism

As part of its commitment to developing global citizens and future leaders, Lake Highland takes seriously its goal to impart both knowledge about America's history and respect for the men and women who have built and served the nation over the centuries. These themes are found throughout the curriculum, including a variety of United States history electives in the Upper School.

The school's commitment to instilling patriotism is perhaps best expressed in the Veterans Day Salute, a celebrated annual event open to the community and local veterans. Now in its twentieth year, the program's three standing-room-only performances feature more than 500 talented children and faculty performers in a stirring tribute to the country's veterans and their service and sacrifice. Spectacular band performances, vocal and dance numbers, and dramatic productions honor those who have served in each of the five branches of the armed services. School and community fundraising for a chosen Veterans organization often occurs alongside the annual Veterans Program.

Developing Future Leaders

Students at Lake Highland lead in the classroom, on the stage, in clubs, and on the playing field. A number of programs foster the skills and confidence necessary for students to fulfill their potential as leaders. The anti-bullying program Unity emphasizes tolerance and sensitivity among students of all genders and races and educates students about how to respond to potential bullying situations. A buddy program pairs new students with current Highlanders to welcome them and help them adjust to their new setting. Cross-age mentoring and volunteer programs give older students an opportunity to lead younger students by example and to model standards of behavior and involvement as students move into the Upper School. The Highlander Honor Code, well known by students in every grade, establishes the community's expectations of its students. Student Council, which begins in third grade, gives children and adolescents a way to lead within a class, in a division, or across the school.

One of Lake Highland's most notable programs is the Leadership Academy at Outdoor Odyssey, a summer camp in Pennsylvania. Over the week-long course, 120 rising juniors and seniors of diverse backgrounds and interests come together with attending faculty, staff, and trustees to participate in physical challenges—including rappelling, backpacking, and rafting—that help them discover their own potential and encourage character



development, team-building skills, and lifelong friendships. When they return to school in the fall, these students are excited not only about their newly realized capacity to achieve, but also about the strong bonds they developed with their peers. Leadership Academy alumni meet with faculty mentors throughout the following school year to continue honing their leadership skills

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and also to participate in peer mentoring by sharing the lessons learned at camp with a broad range of students.



The Opportunity

Lake Highland Preparatory School has undergone two important and exciting processes in the past three years. First, during the 2014-2015 school year, the school led a collaborative strategic planning process with the assistance of consultants from Independent School Management (ISM). The *School of Opportunity* strategic plan was released in January 2015 and articulates Lake Highland's top priorities in the coming years. In addition to its goals of marketing and financial stewardship, the plan emphasizes an investment in students through ongoing program development as well as the continued professional growth of faculty and staff. Lake Highland plans to adopt, progressive approaches to education, innovative programs that ignite students' passions, and new experiential and collaborative learning opportunities. Included in this endeavor will be more exposure to international cultures and global issues. To that end, Lake Highland will fund new programs as well as professional development to keep faculty and staff well trained in best practices in teaching and learning. The complete strategic plan can be viewed online [here](#).

Second, in concert with the publication of the strategic plan, the school launched a presidential search to identify the successor to fifteen-year President Warren Hudson. In 2016, Dr. B. David Rowe became President of Lake Highland Preparatory School. Dr. Rowe was previously President of Centenary College of Louisiana, and his earlier career included twenty years in advancement and admissions roles at LaGrange College, Wesleyan College, and Emory University.

During the 2014-2015 strategic planning process, Lake Highland began evaluating its optimal administrative structure, and this examination has continued through the presidential transition. To ensure the school continues to provide an unparalleled educational experience for its

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students and to further advance its success and sustainability, Lake Highland is creating a new senior administrative position, Vice President for Academic Affairs and Student Life, effective July 2018. This forward-looking individual will provide strategic leadership in advancing the school's academics, arts, and athletics across the PK-12 spectrum through continual refining of existing programs, integrating new approaches, and overseeing faculty and staff hiring and professional development.

Responsibilities

Reporting to the President, the Vice President for Academic Affairs and Student Life will be responsible for the continued success and progress of Lake Highland Preparatory School's educational program. By leading, empowering, and supporting faculty, staff, and key administrators, he or she will continually enrich the school's academic and co-curricular programs, refine pedagogical methods, and otherwise integrate new developments and opportunities in education to ensure that LHPS provides a first-rate educational experience. Direct reports will include the Directors of Lower, Middle, and Upper Schools; the Special Assistant to the President for Curriculum & Academics; the Arts Administrator; and the Athletic Director. Specific duties include the following:

- Exemplifying and upholding the Lake Highland Preparatory School mission statement and serving as a role model to all members of the school community.
- Being a positive, visible, and engaged presence in the daily life of the school, including regularly visiting classrooms and attending arts and athletic events.
- Supporting the execution of the *School of Opportunity*—in particular the commitments to invest in students and ensure exceptional leadership—and participating in the development of future strategic plans.
- Guiding the ongoing evaluation and enhancement of academics, arts, and athletics programs and instructional practices from pre-kindergarten through twelfth grade to foster consistency in quality and philosophy, to maintain vertical and horizontal alignment of learning outcomes, and to equip students with the knowledge and skills for success in the 21st century.
- Promoting innovation and creativity throughout the educational program in areas such as experiential and collaborative learning, global awareness and cultural competence, and educational technology.
- Overseeing the faculty hiring process to ensure school-wide consistency in hiring practices and expectations of faculty and staff, and attracting and retaining exceptional faculty and staff members locally and from across the country.
- Supporting professional development by identifying potential areas for growth. Establishing PK-12, division-wide, and departmental goals in alignment with the school's strategic plan and mission; creating or providing access to professional development

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programming; and implementing faculty and staff evaluation systems that are consistent, fair, meaningful, and growth-oriented.

- Ensuring programs, pedagogical practices, policies, and school schedules support the unique needs of individual students, including providing differentiated instruction, learning support and enrichment, and the flexibility necessary to take advantage of the myriad academic and co-curricular opportunities available at LHPS.
- Assisting with the creation and management of department, division, and school-wide budgets and maximizing opportunities for faculty, staff, and students while being mindful of long-term financial sustainability.
- Supporting the daily operations of Lake Highland by facilitating communication across divisions and departments and assisting with the establishment of daily schedules and the annual calendar.

Candidate Qualities

Leadership

- A servant leader who views his or her role as that of supporting and empowering others.
- A collaborative manager who values a high degree of teamwork, is comfortable guiding others through process rather than by mandate, delegates effectively, and is nonetheless able to make difficult decisions and ensure accountability.
- A visible, accessible, approachable person whose deep involvement in the daily life of the school informs his or her work and engenders the support of all stakeholders.

Experience

- At least fifteen years of related experience, with at least five years as a senior administrator in an independent school, ideally in a PK-12 or multi-divisional setting, with responsibility for managing both people and programs.
- Background hiring, supporting, coaching, and evaluating faculty and staff, including developing and implementing effective professional growth and evaluation programs across a division or school.
- A track record that demonstrates success in the continual examination, revision, development, and implementation of academic curricula and, ideally, co-curricular programs.

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- Demonstrated experience developing and managing a complex budget with specific experience in managing costs and balancing competing demands.
- Experience as a classroom teacher, ideally in multiple grade levels.

Skills and Knowledge

- Broad and deep knowledge of PK-12 curricula and programs, with an awareness of child and adolescent development, current research, educational technology, and best practices in teaching and learning.
- The ability to distinguish between passing trends and valuable educational advances that are in the best interest of students.
- A holistic view of education that includes academic, artistic, and athletic pursuit, and a corresponding understanding of how curricular and co-curricular programs complement each other to foster students' complete development.
- The strategic thinking and problem-solving capability necessary to move seamlessly between "the big picture" and day-to-day matters; to anticipate future needs and opportunities; to develop and execute plans; and to respond appropriately to competing priorities.
- Highly developed leadership skills that allow one to organize, motivate, and coach a team of experienced professionals; to set goals; to resolve conflict; and to evaluate and hold others accountable.
- The ability to work as part of a team in a collaborative environment, to invite and hear input from a variety of quarters, and to balance a desire for consensus with the need to make decisions to advance an institution.
- Adept at managing change, including assessing a program to identify both strengths and areas for growth, articulating compelling reasons for change when necessary, coaching faculty and staff in making refinements, and helping others understand how their work connects to the school's overarching vision and strategy.
- The ability to be innovative and identify emerging opportunities, the skill to set clear priorities in order to focus a community in pursuit of a shared vision, and a willingness to discontinue programs or approaches that are not serving students well.
- Skilled in supporting the identification, recruitment, retention, and professional growth of exceptional faculty and staff members and in maintaining a healthy balance between faculty autonomy and consistency in quality and programs.

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- An understanding of organizational dynamics that allows one to build or revise administrative systems in order to support collaboration, clear communication, organize decision-making, and effective delivery of daily operations.
- The ability to create and manage large and complex budgets, and an understanding of the relationship between educational aspirations and fiscal realities.

Personal Attributes

- A fair and straightforward person of the utmost honesty and integrity.
- An educator who is enthusiastic not only about nurturing students' development but also about supporting adults in their professional growth journeys and empowering them with opportunities to lead and excel.
- One who considers his or her work as stewardship of an already-impressive institution and thus blends a respect for tradition with a willingness to change and take prudent risks in pursuit of excellence.
- An educational visionary with an infectious excitement about the future of teaching and learning.
- A culturally competent leader whose embrace of diversity of thought, faith, race, and national origin promotes an inclusive community and a vibrant learning environment.
- A wise, mature, and self-aware person who exhibits the appropriate combination of confidence and humility.
- An emotionally intelligent individual who reads people and situations well.

Other Considerations

Compensation: Highly competitive with comparable schools in the region.

Education: Master's degree required; terminal degree preferred.

Website: www.lhps.org

For more information, contact:
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