

# Luis Ramirez Soria

Mobile: [REDACTED]

Email: [REDACTED]

## Core Competencies

- Educational and Organizational Leadership
- School Improvement and Accountability
- Data-informed Decision Making
- Strategic Planning
- Leadership Development
- Sustained Student Achievement
- Family and Community Engagement
- Community Partnership

## Leadership Philosophy

- Position students and families first
- Build strong, collaborative relationships
- Design curricula aligned to Standards
- Develop teacher leaders

## Professional Experience

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**Holyoke Public Schools** Holyoke, Massachusetts 08/2018-Present  
*Principal*

- Design, develop, and implement a systemic turnaround structure for a chronically underperforming school. As a result, chronic absenteeism reduced by 18%, decreased out-of-school suspension by 15%, increased K-2 academic achievement as measured by district-level formative and summative assessments, highest district student growth percentage on ACCESS for English Learners
- Devise, develop, and facilitate sustained professional learning for teachers and staff, including standards-driven instruction and assessment data analysis, in collaboration with the Instructional Leadership Team
- Facilitate and monitor Flipped Learning and Flipped Classroom during district closure for remote learning
- Cultivate and sustain family and community partnerships by strategically planning with key stakeholders, hosting events, creating meaningful volunteer opportunities, facilitating workshops, and initiating new community partnerships to further the school mission resulting in highest parent rating via Panorama Survey

**Holyoke Public Schools** Holyoke, Massachusetts 08/2016-08/2018  
*Assistant Superintendent/Chief Academic Officer*

- Create and implement a three-year strategic plan for curriculum, instruction, and assessment with a lens on sustained student achievement and school improvement
- Design, implement, and facilitate data analysis protocols to inform explicit strategies for systemic and systematic school and student improvement structures and processes
- Facilitate curriculum adoption process to align instruction to Massachusetts Curriculum Frameworks
- Develop the knowledge and capacity of Instructional Leadership Teams through quarterly District-wide professional learning sessions focused on Cycles of Continuous Improvement resulting in 99.99% of participants agreeing that the learning positively impacted instructional practice and leadership development
- Construct and monitor Academic Department - School Level Service Budget aligned to district priorities

**Chicago Public Schools** Chicago, Illinois 07/2012-08/2016  
*Chief of Schools: Network 8*

- Lead, coach, and develop 33 schools including primary, elementary, middle and high school administrators and staff within Chicago Public Schools in the Network with a population of 30,000 students, including the highest population of low-income, and English Learners in the District
- Conduct one-on-one and small group school Learning Walks with administrators to determine and implement strategic and sustained supports for teacher capacity growth
- Design and execute Network 8 Teacher Leader (N8TL) Initiative to develop teachers' capacity to write and implement high quality unit plans through quarterly professional learning sessions differentiated by content-area to 138 N8TLs resulting in 100% of participants agreeing that the professional learning had a positive impact on instructional planning and 98% agreeing that it had a positive impact on instructional practice
- Utilize goal-setting and data-focused decision-making to ensure grade-level standards instruction, resulting in 82% of Network 8 elementary schools showing an increase in the percentage of students at or above the 50th percentile in Mathematics and 57% demonstrating an increase in the percentage of students at or above the 50th percentile in Reading

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- Select, lead, coach, and develop Network Instructional Support Leaders, Instructional Effective Specialist, Family and Community Engagement Manager to enable them to provide differentiated support to schools
- Conduct monthly professional development including in-depth analysis of Common Core State Standards, Interim Assessments, Depths of Knowledge, and Understanding by Design

**Chicago Public Schools** Chicago, Illinois

3/2012-6/2012

*Deputy Chief of Schools*

- Co-lead, coach, and develop 26 elementary school administrators and staff with 17,000 students
- Review, analyze, and revise Continuous Improvement Work Plans including budget allocations with 26 school principals to align curriculum, instruction, and strategic planning
- Provide one-on-one conferring sessions with school administrators for data analysis and strategic planning

**Ellen Mitchell Elementary School** Chicago, Illinois

2006-2012

*Principal*

- Design, develop, and facilitate sustained professional development for teachers and staff, including Understanding by Design, Backward Mapping, in collaboration with the Instructional Leadership Team
- Mentor twelve teachers to pursue and achieve National Board Certification
- Design, develop, implement, and assess Curriculum Maps for each grade level, Prekindergarten-8
- Collaborate with teachers and staff to pursue and obtain over \$1M in competitive grants

## Additional Professional Experiences

Management Support Director	Chicago Public Schools	2005-2006
District Reading Coach	Chicago Public Schools	2003-2005
District Mathematics/Science Coach	Valley View School District	2002-2003
Educator	Chicago Public Schools	1992-2002

## Licensure

Massachusetts: Superintendent/Assistant Superintendent and Principal

Massachusetts: Sheltered English Immersion

Illinois: Administrative/Principal

Illinois: Master Teacher. National Board Certification. Middle Childhood Generalist

Illinois: Language Arts, Reading K-4, Social Studies, Bilingual Education, ESL, Bilingual Learning Disabilities

## Education

Boston College: Boston, Massachusetts	Ed.D., <i>Educational Leadership</i>
Benedictine University: Lisle, Illinois	Master of Education, <i>Instructional Leadership</i>
University of Illinois: Chicago, Illinois	Master of Education, <i>Curriculum and Instruction</i>
Loyola University: Chicago, Illinois	Bachelor of Science, <i>Education</i>

## Publications

Soria, L.R. (2020) Leadership Practices that Support Marginalized Students: District & School Leaders' Support for LGBTQ Youth. Boston College.

Soria, L.R. (2016) Questions That Lead to Action: Equity Audits Motivate Teachers to Focus on English Learners' Needs. *Journal of Staff Development*, v37.

## Awards

Oppy Award Recipient. Oppenheimer Family Foundation. Chicago, Illinois	2012
Crayola Grant Award. National Association of Elementary School Principals	2010
Kohl/McCormick. Early Childhood Teaching Award. Chicago, Illinois	2000

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## Presentations

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National Association for Bilingual Education: *Language Acquisition in a Dual Language Classroom*  
International Literacy Association: *Understanding by Design: A Framework in a Turnaround School*  
National Board for Professional Teaching Standards: *Big Ideas and Enduring Understandings*  
Illinois Reading Council: *Read Aloud Strategies for English Learners*  
National Council of Teachers of Mathematics: *Manipulate Your Mathematics*  
National Association for the Education of Young Children: *Early Childhood Read Aloud Response Strategies*  
Chicago Foundation for Education: *Bouncing Book Bag: Family Literacy Project*

## Affiliations

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Member. Massachusetts DESE Teacher & Principal Advisory Cabinet	2020
Vice President. Board of Directors. Enchanted Circle Theater. Holyoke, Massachusetts	2017-Present
Member. Board of Directors. Urban Gateways. Chicago, Illinois	2016
Member. Steering Committee. University of Chicago Consortium on School Research	2011-2016

## Research Review

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University of Chicago Consortium on School Research	
<i>Teacher Evaluation in Practice: Differences in Observation and Value-Added Scores</i>	2016
<i>by Teacher, Student, and School Characteristics</i>	
<i>Teacher Evaluation in Practice: Implementing Chicago's REACH Students</i>	2013
<i>What Matters for Staying On-Track and Graduating in Chicago Public Schools:</i>	2012
<i>A Focus on English Language Learners</i>	
<i>Turning Around Low-Performing Schools</i>	2012
The Chicago Public Education Fund	
<i>Voices from the Field: Strategies from School Leaders to Improve REACH.</i>	2015

## Languages

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English: Native Fluency  
Spanish: Reading & Oral Fluency

## Professional References

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