



LEADERSHIP PROFILE REPORT

Malverne Union Free School District
October 8, 2024

EXECUTIVE SUMMARY

This report presents the findings of the Leadership Profile Assessment conducted by Hazard, Young, Attea & Associates (HYA) during June, July, August, September and early October, 2024 for the new Superintendent of the Malverne Union Free School District. The data contained herein were obtained from input the HYA consultant received when she met with individuals and groups in either individual interviews or focus group settings and from the results of the ThoughtExchange completed by stakeholders. The surveys, interviews, and focus group meetings were structured to gather input to assist the Board in determining the primary characteristics desired in the new Superintendent. Additionally, the stakeholder interviews and focus groups collected information regarding the strengths of the District and some of the challenges that it will be facing in the coming years.

PARTICIPATION

The numbers of participants, by stakeholder group, in the two methods of data gathering are listed below: Not all focus groups were a group that was disaggregated for the ThoughtExchange.

Groups	Personal interviews or focus groups	Thought Exchange
Board of Education Members	5	-
Superintendent	1	-
Administrators	11	-
Faculty/Staff	15	25
Students	6	19
Community/Parents/Guardians	19	-
Parents/Guardians		88
Community	-	17
Total	57	149

A draft of the desired characteristics can be found at the end of this report. The results of the Thought Exchange are in a separate report.

It should be emphasized that the data are not a scientific sampling, nor should they necessarily be viewed as representing the majority opinion of the respective groups to which they are attributed. Items are included if, in the consultant's judgment, they warranted the Board's attention.

The HYA consultant interviewed 57 district and community constituents. Each of the individuals and groups were asked to share their thoughts regarding three questions:

- 1) How would you describe the strengths of the District?
- 2) What do you see as the greatest challenges facing the District in the next few years?
- 3) What characteristics and areas of expertise would you like to see in the next Superintendent?

What follows is a summary of the responses shared by the above persons. The first section provides a summary of the consistent responses. The second section provides response summaries from the various categories of individuals interviewed.

HYA and the Board intend to meet the challenge of finding an individual who possesses most of the skills and character traits required to meet the needs of the District. The consultant will seek a new superintendent who can work with the Malverne Board of Education to provide the leadership needed to continue to raise academic standards and student performance, while meeting the unique needs of each of its schools and the expectations of the community.

The consultant would like to thank all the participants who attended focus group meetings and/or completed the Thought Exchange and the Malverne District staff members who assisted with our meetings. In particular, Denise Lawlor, Personnel Manager, was especially helpful in organizing and scheduling focused group meetings.

Respectfully submitted:
Deborah Raizes

Oct. 8, 2024

SECTION 1: SUMMARY OF RESPONSES FROM INTERVIEWS AND FOCUS GROUP MEETINGS

CONSISTENT THEMES FROM THE FOCUS GROUPS

The following CONSISTENT comments were heard by the vast majority of participants with whom the consultants met. The comments are listed in alphabetical order.

Strengths of the District - Consistent Themes

The input from the various constituent groups suggests that the Malverne School District is characterized by the following strengths:

- Caring faculty, administrators and staff who are dedicated to their students' success
- Community supports the District's goals and budgetary needs
 - Pride in the District
- Diversity
- Involved and supportive PTA
- Portrait of the Graduate
- Regionally and nationally recognized
- Size of the District, family environment
- Stable, well functioning Board of Education
- Students
 - Motivated students encouraged to take risks
 - Provided many opportunities

Challenges and Issues Facing the District - Consistent Themes

The following are some key themes concerning the challenges facing the Malverne School District that emerged from the focus groups:

- Continued focus on literacy and math
- Diversity, equity and inclusion
 - Need for more professional development
- Enrollment/facilities
 - Increasing enrollment
 - Older buildings
 - Universal PreK
 - Filling the seats
 - Housing students in the District
- Fiscal issues: balancing programs and fiscal constraints
- Social and emotional needs of students
 - Need for increase staffing
 - Tools for students to help themselves
- Sports opportunities for girls and boys
- Staffing as enrollment increases

Desired Characteristics of the New Superintendent of Schools - Consistent Themes

The constituent groups CONSISTENTLY mentioned the following desired characteristics:

- Approachable, accessible, visible
- Embraces diversity
- Engaging, actively reaches out to students, staff, faculty and the community
- Is an experienced Central Office administrator with a proven track record of success
- Is a good communicator who will listen to parents, students, the faculty and staff, and the community, hear what they are saying and work collaboratively on solving problems
- Longevity
 - Commitment for many years
- Transparent
- Visionary
- Will continue to improve academics
 - Curricula expertise
 - Holds people accountable

SECTION 2: SUMMARY OF COMMENTS FROM FOCUS GROUPS AND INDIVIDUAL MEETINGS

The structure of the focus groups was open, allowing for participants to build upon each other's comments. Participants were asked to respond to the following questions:

- How would you describe the strengths of the District?
- What do you see as the greatest challenges facing the District in the next few years?
- What characteristics and areas of expertise would you like to see in the next Superintendent?

The responses are listed in alphabetical order. This is not a scientific sampling, nor should the comments be viewed as representing the majority opinion of the respective groups to which they are attributed. The items below are included if, in the consultant's judgment, they warranted the Board's attention.

BOARD OF EDUCATION (5)

Strengths

Academics, getting better every year

Board understands its role and boundaries

Board members have different strengths that add value to the Board

Board stability

Everyone is there for the right reasons

Supports the Superintendent

Branding

Community supports the District

Budgets have consistently passed

Communication with the community at large

Positive public attention

Pride in the District and the community

Transparent where money is going

Diversity

Faculty

Like family

Longevity

Supportive

Want to be here, commitment to the students

Finances are good

Mentoring administrators

Mindfulness/Mindful Center

Music/Arts/Sports

Valued, builds community

Offerings

Many opportunities for students

- Encouraged to take risks
- Open AP courses
- Students encouraged to be well rounded
- Portrait of a Graduate
- Provide a lot of joy
 - Celebrate joy of learning
- Raised Malverne's property values
- Regionally and nationally recognized
 - Academics
 - Arts, Music
 - Graduation rate
 - Number of students taking APs
 - Sports
- Scheduling and processes are adhered to
- Small size
 - Can affect change and see results, progress
 - Can form a community
 - Close knit community
 - Pride and commitment
- Social media page created by parents, respondents are parents
- Students rise to every challenge
- Values, mission

Challenges/Issues/Concerns

- Big shoes to fill
- Communication
 - More parents want to be involved
 - Teachers, administrators need to be accessible, visible, responsive
- DEI and SEL
 - Teachers asking for training
 - How well do we know our students
- Elementary schools
 - Need more rigorous learning
 - Not just work sheets
- Fiscal issues: balancing programs and fiscal constraints
 - Uncertain state aid
 - Will not go over the tax cap
- How to ensure that students and parents are aware of their academic progress
 - Where they need to get to and a plan of how to get there
- Literacy and math continues to be looked at
 - Elementary schools need to focus more on feedback on how the students are doing in literacy and math
 - Reliance on worksheets
 - Raising literacy standards
- Making sure the curriculum is cohesive across the board
- More diversified staff who look like the students
 - Competitive salary is an issue

More trade programs, rather than going to BOCES
Politics, push back
Small district
 Limits offerings
Social emotional, finding enough resources to provide for the needs of the students
 Do students have a person in the District they can go to
 Middle School
 Students who have moments of struggle
 Need a system to track students' emotional well being
 Need to give students tools to help themselves
 Restorative practice
 The District resorts to detention
 Understanding signs of depression
Special education
 Allow for more inclusivity
 Parents must be strong advocates
 Put children in preconceived boxes
 Update special education programs
Sports Program
 Girls are not treated equally
 Students going to private schools at high school levels to potentially have better opportunities for college scholarships
 Students leave for more sports opportunities
Teacher absentee problem
Untenured administrators

Desired Characteristics

Able to guide the District
Approachable, accessible and engaging
 Actively reaches out to students, staff and community
 Can have those hard discussions
 Make difficult decisions and articulate how that decision was made
 Genuinely enjoys being visible
 Nurturing
 Students can relate to the Superintendent
 Open lines of communication
Builds a staff and gives people autonomy
Can see our full potential
DEI background
Embraces diversity of the District
Experience with labor negotiations and contracts
Forward thinking
Good listener and communicates quickly to issues
Good relationship with Board members
 Keeps Board members informed
Grant writer
 Different opportunities for financial resources
Holds people accountable

Influences and motivates the community and staff
 How to get staff, parents to buy into vision
Keeps systems in order
Longevity
Organized
Strong leader, not a micromanager and mentors the administrative team
Strong when it comes to academics and curriculum
 Learning comes in different ways
 Responsive learning
Students have a voice
Superintendent experience, preferably years of experience
Takes Malverne to the next level
Transparent
Understands the importance of communication
Visible
 Celebrate the students' success
 Involved on all levels with the community

ADMINISTRATORS (11)

Strengths

Committed, caring staff, faculty, administrators
Diversity
Facilities
Finances strong
 Audits
 Reserves
Go outside regular school day to provide the resources for the students
Good community support
 Involved parents
 Band parents
 Generational History
 School district central to the community
 Stand with staff
 Very involved PTA
 Will provide resources
 Supports the budget (75-80%)
High expectations for all students
Longevity of staff
 Right people in the right seats
Music, athletics, academics
Open enrollment for APs
Opportunities for students
Partnership with the community, strongest it's ever been
Pride in the District
Recognized as Gap Closing District by the State
 Raised the bar, students meet us there
Resources to make sure each student will be successful

- Commitment to every child
 - Boutique district
 - Open after school hours
 - Homework center
- Retain very strong staff for years
 - Committed, caring
- Size, small district
 - Building relationships
 - Know the children and the children know the staff
 - Like a family
 - Princeton model
 - Staff knows each other
- Stability in administrators, faculty
 - Know the community
 - Trust each other
- Stable, well functioning Board
- Staff, admin, community
 - Commitment to the Maverne community
- Student centered
 - All decisions are made through the lens of what will benefit children
- Students have well rounded experience
- Strong leadership
 - Grants, PR
 - See Malverne in a positive light
- Strong, stable administrative team
- Thought Exchange
 - Cornerstones of Success
- Upgrading the grounds and the facilities

Challenges/ Issues/Concerns

- Avoiding burnout
 - Keeping teachers, staff motivated
- Budget
 - Budgeting will get tighter, navigating
 - Trying to maintain the staff
- Can do better with assessment rates
 - Constantly trying to improve this
 - Opt out rate
 - Students who fail a course
- Dedicated PR person
- DEI
 - Getting teachers on board and reflect on their practices
- Enrollment surges
 - Changing demographics
 - Less families going to private schools
 - On the edge of having to expand
 - Scores impressive

Facilities

Enrollment going up

Universal PreK - trying to get numbers up (using private providers)

Issues

Before and after daycare

No transportation

Trying to get word out

Will it be housed in the District?

Why can't we fill the seats?

Think about advertising, branding

Increase AP enrollment

Large population goes to private schools (over 300 students)

Looking at gaps in curriculum

Staffing issues

Same level of staff for a long time, enrollment growing but have not increased staff

Mental health issues

Need for more elementary counselors

Programs

Science of Reading

Smaller district

Multiple hats

Turnover of talented staff, need consistency in leadership

Desired Characteristic

Approachable, open

Poised under pressure

Attuned to human relationships

Empathetic

Understands what teachers are doing in their classrooms

Builds trust

Business acumen

Can unite buildings as a priority

Central office experience, not necessarily a sitting superintendent

Curriculum orientated

Holds people accountable

Data driven

Why are there curricular gaps

Doesn't micromanage

Hears what we are saying

Emotional intelligence

Can confide in

Family first

Get to know the community

Experience as a principal

Experienced, in a district like Malverne

Keeps things calm, moving forward

Fair

Familiar with the District
Focused on cultivating leadership within the District
Freedom and trust in the administrators
 A family, support each other
 People are comfortable being vulnerable
Fresh ideas
Genuine interest in all students
High emotional intelligence
Honest
Impartial
Informed, knowledgeable
 Welcoming
 Work together to enhance the vision
Involved at state level
Keeps momentum going
Knows administrative team with different needs
Knows Malverne
Leadership and charisma
 Brings people together
 Political expertise
 Staff and administration need to be part of any changes
Longevity, commitment to many years, desire to cultivate leadership from within
 Consistency
 Genuinely wants to be in Malverne
Receptive to recommendations
Recognizes the strengths of a smaller district
Respects staff and administrators self care
 Humane
 Inspires staff
 Respects their time
Respects what we have, learns from us
Small district
 People wearing multiple hats, no layers
Stability
 Shared vision and goals
Strong handle on data
 Informed decisions
Successful in current district
Supportive leadership
Transparent in decision making
Trustworthy
Understanding of technology
Visible
Vision, interested in finding out about Malverne
Well rounded

FACULTY (6)

Strengths

- Arts, starting in elementary schools
- Communication
- Diversity
 - Economics
 - Race
- Sense of community
 - Build trust with families
 - Parents and students voices are heard and listened to
 - Students nurtured
- Size of district
 - Can make changes
- Teachers
 - Great relationships with students and parents
- Test scores

Challenges/Issues/Concerns

- Communication
- Competition among buildings
 - Teachers and students put in the middle
- Literacy
 - Making a lot of steps in the right direction
 - Science of Reading
 - Needs to be continued to be addressed
 - Professional development
- Technology
 - Constantly changing staff
 - How things are rolled out
 - Need more uniformity
 - Who is in charge in terms of rolling out the technology
- Use science and data to improve instruction

Desired Characteristics

- Committed to longevity
 - Not a stepping stone
- Communicates well with the Union
 - Open communication, keeps the Union in the loop
- Get to know the staff
- Good manager
- Nurtures connection between buildings
 - Recognizes the needs at each level
 - Works toward a common visions and moves us forward
- Track record of working well with unions
- Upfront
- Understands the Science of Reading
- Visionary

SUPPORT STAFF (9)

Strengths

- Close knit community
 - Sense of community
 - Size is an advantage
- Community very supportive
- Many staff live in the community
- Music program
- Open communication
- People work together
 - Small district
 - Support each other
- Support the students
 - Mentoring, guidance
- Upward momentum

Challenges/Issues/Concerns

- Budget will get tighter
 - Aging infrastructure
 - Older buildings
 - Older buses
 - Health insurance
 - How to maintain a competitive salary for teachers
 - Where to allocate the money
 - Where to find the money to balance the students' needs
- Unchartered waters
 - Portrait of a Graduate
 - Preparing students for the future

Desired Characteristics

- Approachable, personable
 - Gets to know everyone
- Central Office experience
- Knowledgeable
- Knows the community
- Longevity
- New ideas, fresh eyes
- Puts students first
- Strong leader with empathy
- Supportive of the staff
- Visible, involved in the community

STUDENTS (6)

Strengths

Courses rigorous

Opening new opportunities to everyone's passions

Diversity

Caters to students' interests

Cultures shared throughout the schools

Embrace different cultures

Encourage students to be their best

Get out of comfort zone

"Pressure makes diamonds"

HS faculty/staff immersed in our lives

Excellent faculty

Very smart

Well versed in more than their subject, can go to the faculty for everything

Faculty/staff show up to events

Students can see the pride they have in their students

Make deep connections

STEM

Civil engineering

Well prepared for college

Challenges/Issues/Concerns

AP culture

How many APs should students take

Overloaded and overbooked

"Ridiculously" hard to drop a class

Mental health is a concern

Students burnout

Big divide between AP and regents classes

Push students to take APs and get college credit

Banning cell phones

Should have implemented consequences of original policy

Implementation of consequences not consistent

Since can't use cell phone, now need to check email but students don't check email and also emails need to be refreshed

Students should be encourage to learn self discipline about use of cell phones

Communication with parents and students is not consistent

Lack of communication

Parents don't read emails, should be sent to students as well

Parents don't know how to open the links

Concern of lack of phonetics in the lower grades

Curriculum needs to have more of a global perspective, more inclusive
Cultures that are present in the school are in the curriculum but not the groups that not well represented in the school
Non Ap courses are not as culturally aware

Double standard
Only treat us like adults when it works for the system

Discipline is not consistent
Detention is given out "like candy"
Students don't take detention seriously

ESL program
Haitian students not given Haitian translator
Some ESL students are still confused after

Girls sports versus boys sports
Discrepancy between what is provided for boys and girls sports
Boys sports have better facilities
For example, the baseball field versus the condition of the softball field

Marching band and choir costs money to pay for trips as well as sports and organized trips
Wish there was more ways for students to fundraise for themselves
Difficult and frustrating for many students because they can't afford these opportunities

Not prepared to take SATs and ACTs
Offer SAT prepare but it's costly and its not effective in terms of preparing students

Scheduling doesn't provide for many students to have lunch
Students don't find that acceptable
Students tried to have the schedule changes but there were a lot of bureaucratic hoops and it was difficult, if not impossible, to change

Spanish courses in middle school and lower grades not taught by native speakers and curriculum is touristy

Staff not as diverse as it should be

Technology, need to update research on how to use technology
Faculty needs to be more comfortable with technology and more knowledgeable
Students received laptops without training
Difficult going from Ipads to laptop
Writing on the laptops for science and math is difficult but important because students need how to adapt to the laptops

Should younger grades be using more pencil and paper
Too much reliance on devices

Desired Characteristics

Building foundational skills in lower grades
Connections that can help the students
Cultural awareness
Explore more opportunities
Focused on mental health and the psychology of high school students
 Recognize unhealthy habits encouraged by the school
Good public speaker, good communicator
Passionate and advocate for the students
Politically savvy
Relatable, empathetic, approachable
Supportive of the music department and funding for girls' sports
Technologically savvy
Visible, approachable
Well unite all the schools in the district
 Making connections between the schools

COMMUNITY/PARENTS (19)

Strengths

Attempt to diversify the staff
 Parents participate in panels
Community very supportive
 Pride in the District
Continued movement in getting a better understanding of the diverse student body
 Curriculum should be responsive to the community which should start with
 younger students
Diverse backgrounds enhances educational environment
Everyone has roots here
 Faculty, staff and community
Faculty/staff
 Committed, caring
 Level of concern
 Take interest in the students, not only academics
 Want the students to succeed
High School
 Expectation teachers will offer extra support
 Part of the culture
 Keep parents well informed
Improved academics, continuing to improve
 Data driven decisions
 Facilities
 See a need and allocates resources
Management of crises
 COVID
 Excellent communication, prepared
 Security of buildings and classrooms

Middle School allows students to take regents and advanced courses
 Multicultural, multilingual
 Music and the arts program
 Opportunities for all students who would like to participate
 One of most supportive special education districts
 Care is individualized
 Excellent communication
 Responsive
 Quick call backs
 Want to help the students grow in any area they can
 Supportive, caring staff
 Know the students strengths and areas in need of improvement
 Sense of voices of parents and PTAs being heard and listened to
 PTAs and parents have access to leadership
 Size of district
 Community feeling
 Everyone knows everyone
 More opportunities
 Know each child well
 See familiar, friendly faces
 STEM
 Thought Exchange
 Transparent about data that is received and acted upon
 U PreK
 Open to finding a way
 Well prepared for college

Challenges/Issues/Concerns

Activities inclusive of the diversity in Malverne
 District sponsored events
 Added opportunities
 Seeking parent input
 Advertising the strengths of the District
 Career and Technical Education
 Career courses that the High School should offer
 "Hard to become what you don't see"
 Need to expand opportunities
 Communication
 All parents need to feel informed
 Can communication be universal
 Community based organizations, faith based institutions can be helpful
 Infinite campus
 Some families feel they are not a part of the District
 More community advanced notice
 Need to trust the process
 Need to make sure they are invited, feel included
 Parent portal is problematic, technical issues

- Continue to encourage students to succeed
 - Celebrating the students' success
- Continue to provide consistent and regular professional development opportunities
 - Reaching all student learning
 - Writing
- DEI
 - Accessibility for all groups
 - Professional development not optional
- Dress code
- Fundraising
 - More transparency about which groups are doing what
 - Need to be centralized
- Hiring practices
 - Children need to see people who look like them
 - Better advertising for a diverse staff
 - Selection process needs to be more equitable
 - Interface with community, parents
 - Need more transparency
- Keeping taxes low, grants
- Look at advisory support in a homeroom in Middle School
 - Advisory curriculum
- Opportunities for growth
 - Outside of APs, what other opportunities are there for students
 - Need to give information about other opportunities to parents and students
 - Encouraging the "middle" students to succeed
- Need to bring the communities together
 - How does Malverne School District reach out to the communities people come from
 - The communities need to feel a part of the Malverne Schools
 - School district is comprised of several communities
- Revamp and revise the High School courses in conjunction with the needs of the future
 - Portrait of a Graduate
- Seeking out community partnerships
 - Newcomers
- SEL
 - Bullying
- Sports program needs to be stronger
 - Students leave for more competitive sports programs
- Students need help with executive functioning skills
 - Consequences of COVID
 - Meeting the needs of the whole child
- Technology
 - Research based guidance for a policy on use of technology
 - Cell phone in classrooms
- Want to make sure the funding for special education is continued
 - Do not want the opportunities limited in the future

Want to offer and expand opportunities within the confines of what the community can afford

- Perhaps partnerships with other districts

What's the next big vision

- Increasing enrollment

- Space

- Sports

- U PreK

Desired Characteristics

Accessible, approachable, reachable, visible

Advocates for the PTAs

Caring person

Clear vision

Commitment to longevity, intends to stay

Continues to improve academics

Established leader in State

- Strong relationship with elected officials

Good listener and communicator with follow through

Intentionally being connected to all groups of students

- Experience with different cultures

Interacts with the community

Knowledge of PK-12

Listens to parents, works collaboratively

People person

Prioritizes DEI

Proponent of professional development

Proponent of special education

- Listens to the parents and more importantly the students

Takes on role of leadership right from the beginning

Relates to the students

Resourceful with getting grants and other opportunities

Sensitive to the diversity of Malverne

Solution oriented

Strong interpersonal skills

Visionary

Understands Malverne's history

- What Malverne is and was

- Openminded, receptive to the concerns of various communities within the Malverne School District

Malverne Union Free School District Superintendent of Schools

DESIRED CHARACTERISTICS

After seeking input from its Board members, parents, staff, students and the community via focus groups, interviews, and Thought Exchange, the Malverne Board of Education seeks a strong strategic leader who:

- Demonstrates a sincere long-term commitment to the District
- Embraces diversity
- Engages and enjoys interacting and reaching out to students, staff, faculty and the community
- Is approachable, accessible, visible and transparent
- Is an experienced Central Office administrator with a proven track record of successful leadership
- Is a good communicator who will listen to parents, students, the faculty, staff and the community, will hear what they are saying and work collaboratively on solving problems and can navigate the politics of decision making
- Is a team player who empowers their staff
- Is a transformative leader with a vision for taking Malverne to the next level of excellence
- Is a visionary
- Will continue to improve academics

The successful candidate will:

- Be certified as a superintendent, or capable of gaining certification, in New York State