

About the Schools:

This position encompasses five pilot schools (Kolbe Cathedral Preparatory High School and the four Catholic Academy of Bridgeport schools).

Catholic Academy of Bridgeport: We are one Pre-K through 8th grade school made up of four campuses conveniently located throughout the city of Bridgeport. We are committed to teaching the whole child – mind, body, and spirit – and provide a strong academic advantage in a faith-based and safe learning environment. Our campuses are a second home for our students – where diversity of all kinds is welcome and celebrated, where triumphs and challenges are shared and where joy is lived. Website: <https://www.catholicacademybridgeport.org/>

Kolbe Cathedral School: Kolbe Cathedral Preparatory School is a Catholic co-educational, four-year urban high school established by the Diocese of Bridgeport, and dedicated to serving a diverse, multicultural population. It currently has an enrollment of about 325 students. Our relatively small size, and excellent teacher/student ratio means that each student gets the support they need – whether academic, or in all aspects of building a successful, well-rounded life. Website: <https://kolbecaths.org/>

Mission:

The Gillis Literacy Education Program (GLEP) is a five-year, grant-funded initiative of the Diocese of Bridgeport Catholic Schools designed to close opportunity gaps in literacy by implementing evidence-based, Science of Reading–aligned instruction across grades PreK–12. Through the development of literacy centers, placement of literacy coaches, use of screening and diagnostic assessments, and targeted professional learning, the program seeks to build a sustainable, data-driven system that strengthens teaching practice, supports all students, and fosters a lifelong love of reading—advancing both academic excellence and the mission of Catholic education.



Job Title: Director of the Gillis Literacy Education Program

Reports To: Superintendent of Schools

FLSA Status: Exempt

Position Overview: This inaugural role offers the opportunity to lead the execution of a five-year plan to roll out evidence-based literacy programs across five schools, overseeing budget, timeline, and progress. The ideal candidate is an expert and a leader in the Literacy space, excited about advancing the mission of the program while promoting the values of the Catholic Church.

Overall Responsibility:

Under the direction of the Superintendent of Schools, the Director of the Gillis Literacy Education Program (GLEP) is responsible for supporting school(s) and the Diocese of Bridgeport in its mission. This is a full-time, grant-funded position with an anticipated end date of June 2030. The primary mandate is to directly lead and oversee the Gillis Literacy Education Program (GLEP) Initiative. He/she will guide a systemic, PreK-12 vision for teaching and learning of literacy skills within the pilot schools.

This role requires an established educational leader with deep expertise in curriculum design, data-driven intervention models (MTSS/SRBI), and district-level change management. The role serves as the primary liaison between the Gillis Foundation, the Superintendent's Office, and the school leadership teams to ensure a comprehensive, effective, and sustainable approach to academic excellence.

All educators engaged in a school conducted by the Roman Catholic Church are for the express purpose of education in the academic, social, moral and religious values promulgated by the Church.



**Carney
Sandoe**
& ASSOCIATES

Carney, Sandoe & Associates | The Search Group
: 617.542.0260 F: 617.933.3426 | search@carneysandoe.com
200 High St, Suite 610, Boston, MA 02110 | carneysandoe.com

Key Responsibilities

- Lead the execution of the 5-year GLEP Phased Rollout Plan (Phases I-V) across 5 pilot schools, ensuring fidelity to the timeline, budget, and stated objectives.
- Manage the program's budget, including the allocation of capital funds for the five Gillis Literacy Center buildouts (Kolbe Cathedral Preparatory High School and the four Catholic Academy of Bridgeport schools).
- Implement and monitor a robust Multi-Tiered System of Support (MTSS) for literacy across the schools, ensuring clear protocols for universal screening, targeted intervention, and progress monitoring.
- Lead the review, selection, and implementation of evidence-based reading programs (EBP) and diagnostic assessment tools, ensuring alignment with priority standards and vertical alignment across all grade levels (K-12).
- Conduct assessment of educational technology requirements to fully support the implementation of the program and oversee the acquisition of necessary additions and/or upgrades.
- Oversee the capital improvements necessary to support the program at Kolbe Cathedral Prep.
- In conjunction with the Office of the Superintendent, oversee the hiring, placement, and professional development plan for all Literacy Coaches and Reading Specialists needed to deliver the program with fidelity.
- Lead high-leverage professional development (PD) based on program fidelity data and student performance data, specifically addressing teacher capacity gaps.
- Establish and maintain robust data management systems to track student progress, program efficacy, and intervention outcomes. Lead the annual Program Efficacy and Fidelity Assessment (Phase III), utilizing qualitative and quantitative data to drive continuous improvement.
- Serve as the chief communicator of program status, efficacy, and budget management to the Superintendent, school leaders, and the Gillis Foundation. Create reports for stakeholders.
- Other duties as assigned.

Note: The above description is illustrative of tasks and responsibilities. It is not meant to be all inclusive of every task or responsibility.



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Basic Qualifications:

- Working knowledge of and a strong commitment to the mission of fostering lay leadership in the Catholic Church.
- If a baptized Catholic, must be a practicing Roman Catholic in good standing with the Church.
- If married, must be in a valid sacramental marriage. Those living with a partner must be in a valid sacramental marriage.
- Master's degree in Literacy, Educational Leadership, or a related field.
- Deep, demonstrated knowledge of the Science of Reading, evidence-based instructional practices, and developmental reading acquisition.
- Expertise in designing and managing multi-tiered system of support (MTSS/SRBI) frameworks.
- Exceptional ability to lead complex change initiatives across multiple school sites. Proven success in building consensus and fostering collaborative relationships with school leaders, teachers, and external partners.
- Experience managing major grants and categorical budgets. Demonstrated ability to track budget spending, forecast resource needs, and reallocate personnel/resources based on data.
- Project management expertise to oversee projects.
- High proficiency in utilizing and integrating educational assessment platforms (e.g., DIBELS, i-Ready) and Student Information Systems (SIS, specifically FACTS). Demonstrated ability to translate complex data analytics into actionable, accessible reports for classroom teachers.
- Excellent communications skills including written, verbal, public speaking and presentation skills.
- Excellent human relations and interpersonal skills; must be a self-starter and be well-organized; must be a team player.
- Be available for evening/weekend meetings/events as necessary.

Preferred Qualifications:

- Prior school leadership experience
- Doctorate Degree in Educational Administration • School Leader certification

Travel Requirements: Travels to school building and professional meetings as required.



How to Apply:

Interested candidates should submit:

- Current Résumé
- Cover Letter
- A statement describing your core beliefs about literacy learning in children. Please include how those beliefs are grounded in research, child development, and classroom practice and how you will bring your level of expertise to this role.

Please send materials to:

Maria Gustaferrero, Placement Associate

maria.gustaferrero@carneysandoe.com

And

Karson Baldwin, Placement Assistant

karson.baldwin@carneysandoe.com

Please do not contact the schools directly.