



## **District Coordinator of School Improvement Role Description 2023-2024**

The District Coordinator of School Improvement (DCSI) oversees school improvement efforts in collaboration with the Division of School Improvement during the 2023-2024 school year. The DCSI leads and participates in the improvement planning, and monitoring processes, and ensures interventions and submissions are completed on time. DCSIs are principal supervisors or other district-level leaders with direct responsibility for campuses that are engaged the continuous improvement process. The DCSI also works with appropriate district staff to ensure the regular draw down and alignment of grant funds to the Prioritized Essentials Actions, in alignment with the Effective Schools Framework and the improvement plan developed by the campus.

The DCSI serves as an advocate for the campus implementation of best practices and creates intentional connections and alignment between campus and district initiatives. Additionally, the DCSI understands the district commitments in the ESF and supports campuses in creating the foundations upon which school-based best practices are built. The DCSI is intended to be in a position to impact and influence the district commitments (listed below) aligned to campus needs. In larger districts, the DCSI may coordinate the work of a team of district personnel charged with improvement efforts. These team members should exhibit the same qualities and requirements as the DCSI and work together to provide a systemic and sustainable approach to school improvement efforts.

### **Lever 1: Strong School Leadership and Planning**

The district places its most effective school leaders in its highest- need schools.

The district recognizes the unique needs of low-performing schools and provides the flexibility to address those needs.

The district provides opportunities for ongoing support and coaching of the campus leader.

The district provides the campus with adequate funding and sufficient control over its budget to ensure access to necessary resources for the implementation of the school's improvement plan and high-quality instruction to meet students' learning needs.

The district supports principals by protecting their time dedicated to school instructional leadership.

The district ensures that principal supervisors have the necessary authority to create conditions for school success (e.g., remove barriers).

The district policies and practices prioritize principal and principal supervisor instructional leadership (e.g., manageable span of control, time dedicated to instructional practices).

The district has support systems in place to collaborate with school leaders to share the district's vision and mission and establish clear expectations for the district's community to help the school reach common goals.

### **Lever 2: Strategic Staffing**

The district provides the campus with sufficient control over teacher hiring and placement.

The district provides incentives for the strongest teachers to work in the lowest-performing schools.

The district effectively recruits adequate numbers of qualified candidates.

The district has timely, efficient, and responsive hiring processes.

The district makes it possible for high-needs schools to be fully staffed by July 1st.

The district provides efficient organizational structures, processes, and supports to ensure opportunities for induction.

The district provides an evaluation system that identifies low and high performers and allows for opportunities to remove low performing staff.

District policies and practices ensure that campuses have effective, well-supported teachers.

### **Lever 3: Positive School Culture**

The district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures).

The district provides data systems to track pertinent school culture data (e.g., discipline referrals, attendance, campus climate).

The district provides campuses with access to external student support services.

The district ensures that campus buildings are well maintained, safe, and conducive to learning.

District policies, practices, and support align with and promote positive school culture.

### **Lever 4: High-Quality Instructional Materials and Assessments**

District policies support the effective use of standards-aligned, high quality instructional materials and assessments.

The district provides access to interim assessments aligned to the standards and the expected level of rigor.

When instructional materials are adopted, the district provides the campus with standards-aligned, high quality instructional materials that include the full unit and daily lesson plans, aligned assessments,

scope and sequence, integrated supports to meet the needs of all students including special populations, and all necessary materials for implementation with fidelity.

When instructional materials are developed, the district provides tools and resources to support the development of unit and daily lesson plans, aligned assessments, integrated supports to meet the needs of all students including special populations, and all necessary materials for implementation.

The district ensures campuses have an assessment calendar aligned to the scope and sequence.

#### **Lever 5: Effective Instruction**

The district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, leading effective professional development, and observation and feedback).

District policies, practices, and provided resources support effective instruction in schools.

For assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days.

The district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical).

The district has effective systems for identifying and supporting struggling learners.

The district provides an interim data assessment platform to capture assessment data by item and student level.

The district's annual academic calendar includes days for school based professional development activities that align with the assessment calendar and allow for data-driven reflection.