



District Coordinator of School Improvement Role Description 2023-2024

u) # ' o @ ') #o@ 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 ap alignment of grant funds to the Prioritized Essentials Actions, in alignment with the - tive 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 o campus needs. In larger districts, the DCSI

u team members should exhibit the same qualities and requirements as the DCSI and work together to provide a systemic

Lever 1: Strong School Leadership and Planning

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

The district recognizes the unique needs of low-performing schools and p address those needs.

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

u 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

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

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)