

ELK GROVE UNIFIED SCHOOL DISTRICT

CLASS TITLE: CONTINUOUS IMPROVEMENT SUPPORT LEADER

BASIC FUNCTION:

Under the direction of the Director of School Improvement Support or designee, assist in planning, organizing, monitoring and directing school improvement actions and services at assigned PreK-12 schools; serve as school improvement support expert and coach for assigned site administrators; collaborate with other district administrators in developing and supporting schools' and the district's strategic goals and LCAP development processes; coordinate with site administrators and other district personnel to support students' academic, social emotional and behavioral development; and develop new and use existing program development evaluation tools to monitor school improvement progress.

ESSENTIAL FUNCTIONS:

Direct, support and supervise site LCAP development processes and procedures.

Train site administrators and site leadership teams to deeply understand, and use with fidelity, evidence-based continuous improvement practices including systems thinking and strategic decision making.

Collaborate with other departments in the design and development of program continuum measures for the purpose of programmatic evaluation.

Lead an improvement team in designing, developing, implementing and evaluating school progress monitoring and reporting systems.

Support site administrators in the development, implementation and evaluation of progress communication strategies.

Provide reports and progress updates to the Superintendent's Cabinet, and other District administrative teams.

Collaborate with the administrators from other divisions in designing, developing, implementing, and evaluating professional learning and professional development.

Supervise and evaluate the performance of assigned personnel.

Assist in the coordination of business and community partnerships at school sites; provide support in planning and implementing partnership programs and projects.

Prepare and maintain a variety of narrative and data reports, records, and files related to assigned activities and personnel.

Communicate with other administrators, personnel, and outside organizations to coordinate activities and programs, and exchange information.

Attend and conduct a variety of meetings as assigned; serve on a variety of District-wide committees.

Perform related duties as assigned.

DEMONSTRATED KNOWLEDGE AND ABILITIES:**KNOWLEDGE OF:**

Child developmental theory.

California standards-based curriculum.

High-quality instruction.

Comprehensive and balanced student assessment including formative, interim, summative and diagnostic modalities.

Multi-Tiered Systems of Support.

Culturally competent and relevant teaching.

Program evaluation science methodologies.

Systems thinking.

Continuous improvement practices including data analysis, gap and cause analyses, program design and evaluation.

Change management.

PreK-12 and District organization, operations, policies and procedures.

Principles and practices of administration, supervision and training.

Applicable laws, codes, regulations, policies and procedures.

ABILITY TO:

Serve as academic coach for an assigned group of site principals and vice principals.

Collaborate with other administrators in developing and implementing curriculum and professional development activities related to improving student achievement.

Supervise and evaluate the performance of assigned personnel.

Communicate effectively, both orally and in writing.

Interpret, apply, and explain rules, regulations, policies and procedures.

Meet schedules and timelines.

Work independently with little direction.

Maintain consistent, punctual and regular attendance.

Be highly responsive, flexible, culturally responsive, empathetic, team-oriented, perceptive, self-aware, creative, curious, resourceful, imaginative, adaptable, connected, persistent, resilient, and optimistic.

Take initiative.

Have an awareness of mindset and director goals.

Use systems thinking and critical thinking.

EDUCATION AND EXPERIENCE REQUIRED:

Bachelor's degree; minimum of 10 years of any individual or combination of the following: Administrative, teaching, counseling, or related service provider experience.

Minimum of 5 years of site-based educational leadership success resulting in sustained school improvement.

LICENSES AND OTHER REQUIREMENTS:

Valid Administrative Services Credential.

Teaching Credential or other appropriate credential.

WORKING CONDITIONS:

ENVIRONMENT:

Office environment.

School Site Environment.

Driving a vehicle to conduct work.

BOARD APPROVED: