

Executive Director/Principal

The Executive Director/Principal is responsible for providing the instructional, operational, and administrative leadership necessary to ensure the academic and operational success of the school. Also, to lead a school that is committed to the ongoing development and well-being of its students, teachers and staff. The Executive Director/Principal will provide strategic and instructional leadership and will oversee management of the day-to-day operations of the school.

The Executive Director/Principal will fulfill the following responsibilities:

- Complete the charter award process and maintain the charter status of the school;
- Recruit and select an outstanding, diverse and committed Board of Trustees;
- Demonstrate professional, ethical, and responsible behavior, and serve as a role model for all school staff;
Articulate the school's mission to the community and solicit support in accomplishing the mission;
- Serve as a spokesperson for the school in the community and elsewhere;
- Engage parents and community in planning and implementing programs, including community use of the school site;
- Build and maintain relationships between the local, state, and federal (when appropriate) governmental agencies;
- Ensure a safe and orderly environment;
- Continually monitor and record progress of school performance;
- Create an effective team of people jointly responsible for the attainment of school goals and committed to achieving excellence;
- Provide instructional leadership to Assistant Principal/Curriculum Supervisor in advancing proven teaching and learning practices;
Ensure that continuous academic achievement is guided by academic standards; and concrete data from state, and local assessments;
- Ensure the school is compliant with the charter and state requirements;
- Maintain frequent and accurate communication with the school's board;
- Manage the budget and maximize use of funding sources from governmental agencies;
- Raise funds from private foundation and individuals as necessary to supplement the school's funding from public sources;
- Ensure that continuous improvement of facility and Educational processes that address the achievement of all students.

The Executive Director/Principal is the Instructional Leader of the school and is accountable for:

- Providing strategic leadership for school improvement and development
- Ensuring high standards of achievement for all students
- Ensuring an orderly, motivational and inspirational culture and a strong school community where teaching, learning and healthy relationships can thrive
- Ensuring responsive and effective systems and management of people and systems such that all students, parents, teachers and staff are well supported

Area of Responsibility Descriptions:

1. Oversee School Development

- Strategic Management of the school, including:
 - Annual school review, including analysis of student achievement data
 - Annual school development plan consistent with the school's charter contract and Network objectives
 - Monthly reporting to the governing board
- Ethical and motivational leadership appropriate to the cultural and political context in which the school operates
- Development and implementation of school policies and advice to the board in analyzing policy options
- Professional internal and external relations with the board, donors and local and national community, demonstrating the school is well managed and in legal compliance with the charter contract
- Reporting to the State of Louisiana, as required, and overseeing the charter school monitoring and charter renewal process
- Ensuring that the board is aware of any potential legal issues

2. Learning, Teaching & Observations (With Assistant Principal Support)

- Observe and monitor for high levels of student achievement and learning through rigorous and engaging classes.
- A shared vision among all teachers of skillful instruction through Professional Development.
- On-going improvement of teaching for all staff through a variety of strategies, including:
 - Lesson observations/Walk-Thrus
 - Regular use of data- Data Driven Instruction

- Collaborative planning and enquiry(Planning and Compliance)
- Regular program of training (Curriculum PD/Instructional PD)
- Informal support strategies, including coaching and mentoring (Coaching Plans/Intensive Assistance Plans)
- 504/SPED/CBT Services (oversee implementation)
- Testing, Testing Coordination and Implementation.
- Systematic use of formative assessment data to guide learning support, and drive instruction, curriculum, and professional development
- Curriculum that is: (Tier 1)
 - aligned with the Louisiana state standards (Grade Level Expectations) structured in a manner designed to help the school and students achieve the required objectives of the Louisiana School Accountability Program (Louisiana Educational Assessment Program) and the federal "No Child Left Behind Program"
 - rich and engaging
- Creating the Master Schedule to ensure the appropriate academic paths and curriculum need to meet state requirements.
- A program of responsive support in English and Math for students who are below expected levels in these subjects
- Strong and responsive special education programming to ensure success in school for students with special needs, including compliance with special education laws
- A school day and extra-curricular enrichment program that provides a rich and high-quality offering in team sports, the arts, and required electives.

3. School Culture and Behavior-(With Assistant Principal Support)

- High expectations for student achievement and behavior
- Alignment of students, teachers, staff, and parents around the school's values and approach
- Data driven behavior management systems and practices that ensure consistent norms of orderly, respectful behavior throughout the school and preserve the sanctity of teaching and learning in the classroom
- Experiences that methodically cultivate an aspirational identity for all students through:
 - a constant theme of on-going collective and self-improvement
 - an emphasis on preparing students for success in high school and college
 - an exposure to life's opportunities
- A culture that motivates students through:
 - transformative relationships between students and teachers
 - student success in achieving worthwhile and challenging goals

- a strong sense of community in the school
- a variety of activities and student cultural production through the arts, music, sports, and outdoor activities
- Consistent strategies for managing students with the most challenging behaviors in a deterring and therapeutic manner that does not allow disruption of the norms of the school and the learning of other students
- Student support system that addresses students' academic and behavioral struggles holistically and involves parents, teachers and all relevant staff as appropriate.

4. Student Recruitment and Admissions

- Oversee the marketing plan to recruit students to the school
- Oversee the school admissions process - ensuring compliance with the state charter law and school contract

5. Parent and Community Relations

- Mutually supportive relationships with parents, characterized by good communication strategies and involving parents where possible in the life of the school
- Partnerships with external organizations that enrich the culture of the school through service opportunities, life and cultural experiences, educational and support programs, and other resources
- Engender public support for the school's academic and extracurricular programs and consult with the Executive Director on all public relations activities
- Maintain effective and strong working relationships with the charter authorizers and the board - as well as with the greater Baton Rouge community
- Serve as ambassador and advocate of the school's mission, representing the organization and school at local, state, and national events
- Inform the school community about the unique qualities of the school's learning environment

6. Management and Development of People, Systems and Resources

- **Talent Management in conjunction with the School Support Network (Human Resources Office)** to insure effective and aligned talent management practices, including:
 - Job design with clarity of responsibilities and lines of accountability
 - Recruiting that attracts and selects talented teachers and staff

- Professional development, including a strong, collaborative professional community, regular training opportunities, and a summer planning and professional development experience
- Performance management system that is both developmental and establishes a culture of accountability
- Recognition strategies for teachers and staff
- Retention strategies for teachers and staff
- **Financial Management in conjunction with the Business Office:**
 - Develop and manage the annual school budget, with input from staff and the finance committee of the board
 - Analyze and control expenditures with an understanding of the relationship between school objectives and the budget process, and use cost benefit analyses for budgetary decisions
 - Presentation of monthly financial reports to the board
 - Ensure proper financial controls
- **Operations in conjunction with the provided School Operations Manager,** to ensure effective systems and manage ongoing process of improvement in the following areas:
 - Catering
 - Transportation
 - Facilities and fixed assets management, including capital improvements
 - Student data management
 - Personnel data management
 - Information technology
 - Contracted services
 - LDOE Management of State Requirements
- **Health and Safety**
 - Maintain and expand relationship with School Based Health Clinic to provide services to students
 - Manage safety risks with sensitivity to liability issues; Consulting with the board and other senior Network staff in times of uncertainty

Education and Experience

- 3-5 years experience as a school leader (Instructional Coach, Master Teacher, Principal or Assistant Principal preferred) with significant areas of responsibility in day-to-day school operations, discipline, professional development and observations/evaluations.

- Demonstrated record of success raising/improving test scores in a non-selective urban school for core-content.
- 3-5 years experience teaching at-risk middle school and/or elementary school students.
- Masters Degree (preferred)

Current Louisiana or transferable School Administrator/Principal certification.

Terms of Employment

Placement in this position is conditioned upon satisfactory completion of criminal background and criminal history check.