



CLEVELAND INDEPENDENT SCHOOL DISTRICT

Job Description

1901 E. HOUSTON STREET | CLEVELAND, TEXAS 77327 | WWW.CLEVELANDISD.ORG | 281.592.8717

TITLE:	Executive Principal	STATUS:	Exempt
REPORTS TO:	Chief Academic Officer	TERMS:	220 Days
DEPARTMENT:	Teaching and Learning	PAY GRADE:	AD8

PRIMARY FUNCTION

The Executive Principal is a senior leadership role responsible for supervising, coaching, and mentoring campus principals to ensure high levels of academic achievement, operational excellence, and leadership development across Cleveland ISD. This position provides strategic support, builds leadership capacity, and ensures alignment with district goals and instructional excellence. The Executive Principal serves as a key driver of school transformation by leading systemic improvement efforts, accelerating student outcomes, and implementing data-driven turnaround strategies for underperforming campuses. This role requires a strong instructional lens, the ability to lead change, and a relentless commitment to educational equity and excellence for all students. Positioned as a systems leader, the Executive Principal integrates academics, operations, and districtwide strategy to drive sustained school improvement. Collaborate with, and obtain approval from, the Chief Academic Officer and Superintendent of Schools to ensure that all leadership coaching, professional development, and school improvement initiatives align with district priorities and are implemented with fidelity.

QUALIFICATIONS

Education/Certification:

Master's degree in Educational Leadership or related field (required)

Valid Texas Principal Certification or Mid-Management Certification (required)

Special Knowledge/Skills:

Knowledge of transformational school leadership, instructional best practices, data-informed decision-making, and Texas accountability system

Ability to analyze data to inform decision-making and improve student outcomes

Proven effectiveness in coaching, mentoring, and developing school leaders to achieve rigorous academic goals

Strong leadership, communication, coaching, and interpersonal skills

Ability to manage multiple campuses and lead systemic school improvement efforts across diverse contexts

Ability to provide effective feedback and implement performance-based leadership practices to strengthen principal effectiveness

Knowledge of curriculum, instruction, professional development, and teacher evaluation frameworks

Deep understanding of instructional equity, inclusive practices, and strategies for accelerating learning for various student groups

Expertise in designing and facilitating professional development that builds leadership capacity and improves instructional practices.

Experience:

Minimum of five (5) years of successful experience as a campus principal

Demonstrated success in improving student achievement

Experience in leading campus turnarounds or improving school performance (preferred)

Experience coaching or supervising other administrators (preferred)

EVALUATION

Performance will be evaluated annually in accordance with provision of the Board's policy on evaluation of personnel.

ESSENTIAL JOB FUNCTIONS:

1. Serve as the direct supervisor and mentor to assigned campus principals and indirectly oversee all teachers.
2. Conduct regular campus visits and instructional leadership coaching sessions to build principal capacity and drive rapid school improvement.
3. Provide guidance on transformational instructional leadership, strategic campus operations, and adherence to state and district accountability standards.
4. Support principals in developing and executing Campus Improvement Plans with a focus on turnaround strategies, measurable goals, and high-leverage action steps aligned with district, federal, and state priorities.
5. Monitor student performance, campus climate, and leadership effectiveness through data analysis, progress monitoring tools, and stakeholder feedback.
6. Collaborate with principals to develop action plans for underperforming campuses, grounded in root cause analysis and aligned with the Effective Schools.
7. Ensure implementation of district initiatives with urgency, intentionality, and instructional coherence across all classrooms.
8. Assist in the implementation of principal performance appraisals, including goal setting, formative feedback, and summative evaluations with a focus on results-driven leadership and instructional outcomes.
9. Identify professional learning needs and recommend professional development opportunities for campus leaders that are aligned to transformational leadership, instructional rigor, and equity-focused practices.
10. Support the pipeline and succession planning for future school leaders by mentoring emerging leaders and fostering a culture of distributed leadership.
11. Work closely with district leadership to ensure alignment between campuses and district strategic priorities, with a focus on student achievement, operational excellence, and sustainable school turnaround. This includes budget advisement, operational alignment, strategic planning, and managing multiple initiatives.
12. Serve as a liaison between principals and central office departments to address needs, concerns, and resource allocation with a focus on removing barriers to learning and leadership.
13. Participate in district leadership meetings and contribute to short and long-term planning and systemic improvement efforts that advance instructional equity and excellence. The Executive Principal exercises significant strategic thinking and problem solving authority across campuses in alignment with district and campus goals with guidance and support of Chief Academic Officer.
14. Design, deliver, and evaluate targeted professional development aligned to district priorities, campus needs, and evidence-based instructional practices.

15. Provide ongoing coaching and training to principals and leadership teams to strengthen instructional leadership, data analysis, and implementation of turnaround strategies.
16. Facilitate professional learning communities among campus leaders to share best practices, monitor progress, and drive continuous improvement across schools.
17. Adhere to professional and ethical standards, in accordance with generally accepted community standards and the Texas Education Agency Code of Ethics.
18. Develop needed professional skills appropriate to job performance.
19. Maintain confidentiality.
20. Reliable attendance and punctuality.
21. Follow district safety protocols and emergency procedures.
22. Participate in staff development activities to improve job-related skills.
23. Comply with state, district, and school regulations and policies.
24. Attend and participate in staff meetings and serve on staff committees as required.
25. Comply with policies established by federal and state law, State Board of Education rule, and local board policy.
26. Collaborate closely with the Chief Academic Officer and Superintendent of Schools to ensure that all leadership coaching, professional development, and school improvement efforts align with district vision, strategy, and priorities.
27. Perform other duties as assigned by the Chief Academic Officer and the Superintendent of Schools.

WORK ENVIRONMENT

Mental Demands/Physical Demands/Environmental Factors:

Tools/Equipment Used: Standard office equipment including personal computer and peripherals

Posture: Prolonged sitting; occasional bending/stooping, pushing/pulling, and twisting

Motion: Repetitive hand motions, frequent keyboarding and use of mouse; occasional reaching

Lifting: Occasional light lifting and carrying (less than 25 pounds)

Environment: Frequent district wide travel; occasional statewide travel

Work Hours: Prolonged and irregular hours, including evenings and weekends, may be required to meet district needs and support campuses in crisis or high-stakes periods

Mental Demands: Work with frequent interruptions; maintain emotional control under stress; ability to manage multiple priorities, meet tight deadlines, and make high-impact decisions in a fast-paced, results-driven environment

Collaboration Demands: Requires consistent collaboration with principals, executive leadership, and central office departments, often on matters of urgent or strategic importance

The above statements are intended to describe major job functions of this position and are not intended to represent an exhaustive list of all responsibilities, duties, and skills required. The Superintendent or designee may assign additional duties when deemed appropriate.

Special Funding: If my position is funded by grants, federal funding, or other special funding, I understand that my employment is expressly conditioned on the availability of full funding for the position. If full funding becomes unavailable my employment is subject to termination or non-renewal, as applicable.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed to the job description are representative of the knowledge, skills, ability, and physical demands required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.

Employee Signature

Date