



**Position:** Principal

**Assignment:** Turnaround Campus Principal – MS

**Wage/Hour Status:** Exempt

**Reports to:** Chief of Schools

**Pay Grade:** AP685/240 Days

**Dept./School:** Assigned Campus

**Date Revised:** December 2025

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**Primary Purpose:**

Serve as the instructional leader and turnaround strategist for a year-round middle school campus. Drive rapid and sustainable improvements in student achievement by implementing the Texas Education Agency (TEA) Effective Schools Framework (ESF). Lead the development of a high-performing campus culture, strategic staffing, and rigorous data-driven instruction. Manage year-round operations, including intersession programming, to ensure continuous student growth and equity.

**Qualifications:**

**Minimum Education/Certification:**

- Master's degree in Educational Administration
- Valid Texas Principal or Mid-Management Certificate
- **T-PESS** (Texas Principal Evaluation and Support System) Certification (Strongly Preferred)
- TEA Effective Schools Framework (ESF) certification or training (Strongly Preferred)

**Special Knowledge/Skills/Experience:**

- Minimum of 5 years successful classroom teaching experience.
- Minimum of 3 years successful experience as an assistant principal.
- Minimum of 3 - 5 years success as a principal with demonstrated, documented success leading improvement in low-performing or at-risk campuses, preferably in a Turnaround or Improvement Required (IR) campus.
- Deep understanding of the TEA Effective Schools Framework, specifically Lever 1 (Leadership), Lever 2 (Strategic Staffing), and Lever 5 (Effective Instruction).
- Ability to lead weekly data meetings, analyze student work, and implement corrective instruction plans (DDI).
- Ability to manage complex year-round calendars, including the strategic design of intersession intervention and enrichment programs.
- Demonstrated strength in leading organizational change, creating urgency, and overcoming resistance in a turnaround environment.
- Proficiency in high-frequency observation and feedback cycles (e.g., Get Better Faster, Leverage Leadership).
- High emotional intelligence and physical/mental stamina to maintain energy and focus throughout a year-round instructional cycle without traditional summer breaks.

### **Major Responsibilities and Duties:**

- Establish and operationalize a vision for rapid school improvement; develop and monitor the Targeted Improvement Plan (TIP) in alignment with TEA requirements.
- Facilitate weekly PLCs and data meetings where teachers analyze student work, identify gaps, and plan reteach lessons. Ensure all instruction is aligned to the rigor of the TEKS.
- Conduct daily classroom walkthroughs and provide actionable, bite-sized feedback to teachers to improve instructional quality immediately.
- Monitor the fidelity of district curriculum implementation and ensure lesson plans are aligned with state standards and college readiness expectations.
- Aggressively recruit high-performing teachers with a track record of success with at-risk students. Implement retention strategies for top talent in a year-round context.
- Plan and deliver job-embedded professional development (PD) tailored to staff needs. Differentiate support for novice vs. veteran teachers.
- Conduct rigorous evaluation of staff using LISD LEAD evaluation process; recommend employment, renewal, or non-renewal based on clear evidence of student impact and professional growth.
- Implement school-wide behavioral expectations and routines that maximize instructional time and ensure a safe, orderly environment.
- Champion equity by analyzing discipline and academic data to close gaps for special populations (SpEd, EB, eco-dis).
- Proactively engage families as partners in the turnaround process, ensuring frequent communication regarding student progress and campus goals.
- Strategically plan "Intersession" weeks to provide targeted intervention for struggling students and enrichment for accelerated learners, preventing learning loss.
- Maximize instructional minutes within a year-round framework; ensure schedule flexibility to adapt to student data needs.
- Manage campus budget and grant funds (e.g., Title I, School Improvement Grants) to support turnaround priorities.
- Act as campus behavior coordinator in accordance with state laws and regulations.
- Comply with district policies, state and federal laws, and regulations affecting schools.

### **Mental Demands/Physical Demands/Environmental Factors:**

- Standard office equipment including personal computer and peripherals.
- Frequent sitting and standing; occasional bending/stooping, pushing/pulling, and twisting.
- Repetitive hand motions; frequent keyboarding and use of mouse; occasional reaching.
- Occasional light lifting and carrying (less than 15 pounds).
- Work inside and outside (exposure to sun, heat, cold, and inclement weather); exposure to noise; frequent district-wide travel.
- Work with frequent interruptions; maintain emotional control under high stress; ability to handle difficult conversations with staff and parents.
- High tolerance for irregular or prolonged hours; attendance at evening/weekend school and community events is required. This position follows a year-round calendar (240 days).

**OTHER:** All employees are to follow district safety protocols and emergency procedures.

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The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required. This position is an in-person job and is to be performed at the location specified. It does not qualify for remote work or work from home status.

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Signature

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Date

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Print Name