Agenda

Bond Update
Boundaries/Attendance Zone
Principal Profile Creation
Next Steps
Q&A
Our mission is to educate all students for success.

- 153,000+ students
- 220+ schools
- 380+ square miles

<table>
<thead>
<tr>
<th>Demographics</th>
<th>2018-19</th>
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<tr>
<td>Total Students</td>
<td>155,119</td>
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<tr>
<td>African American</td>
<td>22%</td>
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<tr>
<td>Hispanic</td>
<td>70%</td>
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<tr>
<td>White</td>
<td>5%</td>
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<tr>
<td>Economically Disadvantaged</td>
<td>87%</td>
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<td>English Learners</td>
<td>44%</td>
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To fulfill its mission of educating all students for success, Dallas ISD must offer **access** to quality programs in quality schools, staffed by quality teachers throughout the district.
Bond Project Update
Project Highlights

November 14, 2018
Meeting to “reboot” Project with Community Members
   Held at TR Hoover Community Development Center.
   Design Charette to discuss concept plans

January 29, 2019
Review Architectural progress through Schematic Design
   Outlined subsequent design phases with Community Stakeholders
   Design Development, Construction Documents, Bidding and Negotiating

April 4, 2019
“Static Presentation” held at J.J. Rhoads Building.
   Design update as part of larger Dallas ISD community meeting
   highlighting Educational Opportunities for students

June 24, 2019
Meeting at J.J. Rhoads Building with Trustee to engage Community on Construction expectations.
Project Highlights

Primary interior spaces include:
- Core Curriculum Classrooms
- Science classrooms
- Library with Maker Space
- Gymnasium
- Cafeterium
- Art, Music and Dance Rooms

Exterior improvements include:
- Two playground areas
- Basketball court, four-square courts, hopscotch, life-sized chess court and tetherball court
- Vehicular drop off drives, parking lots
Project Highlights

- New, two-story, 73,763 Square foot Elementary
- The Project has a construction value of $23.5 Million
- The proposed General Contractor is Construction Zone, LLC
- Award set for November 2019 Board Meeting
- Construction is expected to begin in January 2020
- Expected Construction Substantial Completion date is December 2020
- School Opens January 2021
Attendance Boundary Determination Timeline

- **September**
  - Preliminary zone recommendations prepared by Dallas ISD demographers

- **November**
  - Attendance Boundary Advisory Committee meets and seeks input from community.

- **January**
  - School Board votes to approve the identified boundaries

- **March**
  - Parents of students affected by the zone changes are notified.
Attendance
Boundary
Upcoming Dates

November 12\textsuperscript{th}
Boundary Advisory Committee Meeting #1

November 19\textsuperscript{th}
Community Meeting to Share Proposals

December 10\textsuperscript{th}
Boundary Advisory Committee Meeting #2

January 20\textsuperscript{th}
Board Briefing Presentation
Today's Meeting:

- Review Research on effective principal leadership.
- Stakeholder input for principal profile creation to use for screening.
All children can and will learn with the right support.

Schools should be held accountable for student achievement.

Schools must use data frequently to inform teaching and learning.

The internal and external stakeholders feedback is critical.

“There may be schools out there that have strong instructional leaders, but are not yet effective; however, we have never yet found an effective school that did not have a strong instructional leader as the principal.” Ron Edmonds
In groups:

1. Read each research-based trait and rate it a “+” if it is going well at your school, or a “-” if it is an area that needs improvement.
2. Highlight or circle the top three priorities for your campus.
3. Be prepared to share your top three priorities and your group’s rationale.

<table>
<thead>
<tr>
<th>GROUP 1</th>
<th>Edmond's - Effective School Correlates</th>
<th>GROUP 2</th>
<th>Marzano - What Works In Schools - School Level Factors</th>
<th>GROUP 3</th>
<th>Paul Bambrick-Santoyo - Leverage Leadership</th>
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<tr>
<td><strong>Strategic Leadership:</strong> The effective school understands and articulates its mission. The staff accepts responsibility and accountability for promoting and achieving the mission of learning for all students.</td>
<td><strong>Guaranteed and Visible Curriculum:</strong> Faculty knows what is &quot;essential&quot; for students to learn and guarantees access to a clear, organized delivery of aligned content. School leaders ensure minimal interruptions to learning time, so time is spent on what matters most.</td>
<td><strong>Data-Driven Instruction:</strong> Data tells you what and how students are learning. Schools must have systems for collecting, reviewing, and intervening with data. Instructional decisions are based on data measuring attainment of the state curriculum.</td>
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<td><strong>Early Stated and Focused Mission:</strong> The effective school has a clearly articulated mission. The staff accepts responsibility and accountability for promoting and achieving the mission of learning for all students.</td>
<td><strong>Challenging Goals and Effective Feedback:</strong> School has systems for monitoring ongoing and frequent assessments. Specific achievement goals are set for students that focus on high expectations; college-ready.</td>
<td><strong>Observation and Feedback:</strong> The principal organizes the administrative team and other instructional support personnel to partner with teachers in improving teaching and learning based on consistent, clear observations and effective &quot;coaching.&quot;</td>
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<td><strong>Safe and Positive Environment:</strong> The effective school helps to create a purposeful, businesslike environment, which is free from the threat of physical harm. This environment nurtures interaction between students and teachers that is collaborative, cooperative, and student centered.</td>
<td><strong>Parent and Community Involvement:</strong> Principal ensures effective communication between school and parents/community. There are several opportunities for support.</td>
<td><strong>Planning:</strong> Leaders make planning more effective by equipping teachers and ensuring alignment is paramount. Planning is based on the state curriculum, student performance data, and research-based best teaching and learning practices.</td>
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<td><strong>High Expectations for All Students:</strong> The effective school expects that all students can attain mastery of the essential school skills. Teachers and students must have access to &quot;tools&quot; and &quot;time&quot; to help all students learn.</td>
<td><strong>Safe and Orderly Environment:</strong> The campus is safe and operates with clear rules and procedures. Programs that teach self-discipline and responsibility, as well as early systems to support students at-risk are effectively utilized.</td>
<td><strong>Professional Development:</strong> Great leaders embed learning on the campus continuously, as guided by observation, coaching, and PLC work. Professional development sessions are campus-based and fluid, and differentiated.</td>
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<td><strong>Frequent Monitoring of Student Progress:</strong> The effective school frequently measures academic student progress through a variety of assessment procedures. Assessment results are used to improve individual student performance and also improve instructional delivery.</td>
<td><strong>Collaborative and Professional:</strong> Strong leadership organizes teachers in governance structures based on collaboration and shared vision and goals. Teachers support each other’s learning in content-based teams.</td>
<td><strong>Student Culture:</strong> Leaders develop positive culture by using every minute of every day to build good habits. From opening routines to the final bell, students receive a constant message that nothing is as important—and engaging—as learning.</td>
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<td><strong>Maximize Learning Opportunities:</strong> Effective instruction time must focus on skills and curriculum content that are considered essential. That are assessed, and most valued. There should be abandonment of less important content.</td>
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<td><strong>Staff Culture:</strong> Great staff cultures come from consistent actions that are aligned to the school’s mission. Leaders seek input from stakeholders and build systems of cohesive stakeholders.</td>
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<td><strong>Positive Communication - School, Home, and Community:</strong> The effective school builds trust and communication within the school, parents and community. Forming partnerships with the parents and community enables all stakeholders to support the mission of the school and have the same goals and expectations.</td>
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<td><strong>Managing and Developing an Instructional Leadership Team:</strong> Highly effective principals develop other leaders to implement and then hold them accountable for change.</td>
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Consider what leadership qualities might best promote school success. The qualities below are effective practices of school leadership.

- Please rank the top **five** you value most for strengthening your campus.

_1. Affirmation_ is the communication of accountability. The school leader has the responsibility to praise and celebrate accomplishments, but yet must still have the courage to address negatives.

_2. Change Agent_ is the responsibility of the school leader to challenge the status quo, to challenge the practices that are in place and to push towards new practices. The leader’s responsibility is to take the staff out of their comfort zone in an attempt to develop new and better practices.

_3. Contingent Rewards_ is fairly common to compliment groups, but isolated when recognizing individuals, and the leader needs to understand that not everyone should be treated equally.

_4. Communication_ is the communication of accountability. The school leader has the responsibility to praise and celebrate accomplishments, but yet must still have the courage to address negatives.

_5. Culture_ is the shared values, beliefs, and feelings of a community, and is evident in the artifacts and symbols that illustrate those priorities. Establishing culture of achievement in schools might be one of the most important responsibilities of the leader.

_6. Discipline_ refers to protecting teachers from issues and influences that would detract from their instructional time or focus. Instructional time is paramount to teaching; more time on task. The principal has the responsibility to decrease the amount of distractions that impact instructional time.

_7. Flexibility_ is the leader’s ability to communicate and reinforce the goals and vision, and to minimize the distractions to those ends.

_8. Focus_ is the leader’s ability to communicate and reinforce the goals and vision, and to minimize the distractions to those ends.

_9. Ideals/ Beliefs_ is the leader’s beliefs which shape the culture of the school, and creates followership.

_10. Input_ is the leader’s ability to communicate and reinforce the goals and vision, and to minimize the distractions to those ends.

_11. Intellectual Stimulation_ is the leader’s ability to communicate and reinforce the goals and vision, and to minimize the distractions to those ends.

_12. Involvement in Curriculum, Instruction, and Assessment_ is the leader’s responsibility to ensure that knowledge of strategies and resources can be shared. Assessment practices are also important because maintaining consistent and focused assessment allows for the development of curriculum and instruction for greater student achievement.

_13. Knowledge of Curriculum, Instruction, and Assessment_ is the leader’s responsibility to ensure that knowledge of strategies and resources can be shared. Assessment practices are also important because maintaining consistent and focused assessment allows for the development of curriculum and instruction for greater student achievement.

_14. Monitoring/ Evaluating_ is the leader’s responsibility to ensure that knowledge of strategies and resources can be shared. Assessment practices are also important because maintaining consistent and focused assessment allows for the development of curriculum and instruction for greater student achievement.

_15. Optimizer_ is the leader’s responsibility to ensure that knowledge of strategies and resources can be shared. Assessment practices are also important because maintaining consistent and focused assessment allows for the development of curriculum and instruction for greater student achievement.

_16. Order_ is the leader’s responsibility to ensure that knowledge of strategies and resources can be shared. Assessment practices are also important because maintaining consistent and focused assessment allows for the development of curriculum and instruction for greater student achievement.

_17. Outreach_ is the leader’s responsibility to ensure that knowledge of strategies and resources can be shared. Assessment practices are also important because maintaining consistent and focused assessment allows for the development of curriculum and instruction for greater student achievement.

_18. Relationships_ is the leader’s responsibility to ensure that knowledge of strategies and resources can be shared. Assessment practices are also important because maintaining consistent and focused assessment allows for the development of curriculum and instruction for greater student achievement.

_19. Resources_ is the leader’s responsibility to ensure that knowledge of strategies and resources can be shared. Assessment practices are also important because maintaining consistent and focused assessment allows for the development of curriculum and instruction for greater student achievement.

_20. Situational Awareness_ is the leader’s responsibility to ensure that knowledge of strategies and resources can be shared. Assessment practices are also important because maintaining consistent and focused assessment allows for the development of curriculum and instruction for greater student achievement.

_21. Visibility_ is the leader’s responsibility to ensure that knowledge of strategies and resources can be shared. Assessment practices are also important because maintaining consistent and focused assessment allows for the development of curriculum and instruction for greater student achievement.
Principal Selection Process

Next Meeting in December with Interview Committee of 6-8 people:

- SBDM
- PTA/PTO
- Trustee Appointed
- Faculty Members
Next Steps:

- Communication
- Future Meetings

Questions