



La Joya Independent School District
Academics & School Leadership
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JOB DESCRIPTION

Job Title: Executive Director of College and Career Success

Wage/Hour Status: Exempt

Reports to: Deputy Chief

Dept./School: Academics and School Leadership

Initiated Date: January 2025

WHO WE ARE

La Joya Independent School District (ISD) is committed to excellence for students and our community. We have a strong, 100-year legacy in the Rio Grande Valley. The district's vision - Educational Excellence: The Right of Every Student - conveys our urgent focus on students.

Our work is rooted in five district priorities, which require collaboration and deep commitment to supporting one another as we serve the community.

1. Customer Service
2. Trust & Transparency
3. High-Quality Instruction
4. Excellence in Leadership
5. Integrity & Accountability

We are focused on ensuring every student in La Joya ISD has access to a high-quality, best-fit school as we work to improve from a B-district to an A-rated district. We serve more than 22,000 students in more than 30 schools and span six municipalities, covering more than 220 square miles.

WHO WE ARE LOOKING FOR

We are seeking an executive that can create, nurture and lead a system that creates excellent secondary outcomes, including for college, career and military readiness, for students. The ideal candidate will have demonstrated impact on student outcomes, accelerating student growth, building strong systems anchored in multi-partner collaborations, building strong community relationships, creating a culture of support and excellence, and coaching and developing staff. You will bring together the programs and services required for students to be ready for life post-high school graduation. You must have the commitment and urgency, and strategic system leadership skills needed to establish excellence and build structures to sustain that excellence over time. You will have to be skilled in adaptive change management in a very fast environment.

WHY LA JOYA ISD

You will be joining a district that is building on a legacy of achievement while rapidly improving and creating systems to reach new heights for student outcomes. You will receive intentional, targeted support in your leadership journey and have access to the highest-quality, research-based resources and instructional materials. We are also a district focused on continuous improvement and rigorous analysis of where we need to grow and learn.

QUALIFICATIONS

Education/Certification:

- Bachelor's degree required; preferred in Education, Educational Leadership or related field
- Master's degree preferred.
- Valid or eligible to receive Texas Principal Certification or MEd-Management Certification preferred
- Currently or eligible to become T-TESS certified preferred

Experience:

- Minimum of three year's teaching experience
- Minimum of three year's experience as a secondary Principal preferred

Special Knowledge and Skills

- Proven success in leading a school or district community toward continuous improvement in academic goals with a relentless pursuit of academic excellence for all students
- Deep knowledge of curriculum and instruction as well as evidence-based practices in multiple content areas
- Demonstrated impact with secondary students in graduation, college, career, and military readiness outcomes
- Proven experience to use and interpret data to inform decision-making processes that allow for intentional actions and lead to improved student/campus achievement
- Exceptional interpersonal and communication skills (written and oral)
- Leadership, management, and organizational skills
- Experience with diverse populations
- Bilingual (English/Spanish) preferred

MAJOR RESPONSIBILITIES AND DUTIES

Executive Leadership

1. Serve as a transformational leader working to create a best-in-class learning environment.
2. Participate in professional development and training to improve skills related to job assignment.
3. Foster collegiality and team building among all staff members, centrally and at campuses.
4. Provide for two-way communication with staff, students, parents, and community.
5. Demonstrate professional, ethical, and responsible behavior. Serve as a role model for all campus staff.
6. Develop and set annual performance objectives.
7. Delegate leadership responsibilities as appropriate, ensuring strong systems of monitoring, support, and feedback for campus staff.

System Leadership:

1. Promote the expectation for high-level performance from staff and students and recognize excellence and achievement.
2. Lead the strategic vision and execution of programs, supports and services to prepare students for life after high school, including with Pre-AP and AP courses, dual credit and ECHS/P-TECH pathways, Career Technical Education, Freshman on Track, etc.
3. Lead the strategic vision and execution of school counseling programs and services.
4. Determine the goals, objectives, and priorities of advanced academics and CCMR programs.
5. Oversee college and career development services and establish and maintain business/education partnerships that support the district's needs related to CCMR.

6. Supervise and support district programming to enhance career pathways and certification programs.
7. Develop campus leader capacity and support campus system-building to ensure students are and remain on a path for secondary success.
8. Ensure high-quality instructional materials and resources are implemented with fidelity.
9. Oversee the scheduling, registration, and administration of college entrance exams; analyze and distribute test results as appropriate.
10. Develop and monitor instructional and administrative processes to ensure that instructional practices are aligned to evidence-based practices and implemented with fidelity.
11. Utilize campus data for corrective action leading to improvement, as well as for recognition of success.
12. Evaluate and adjust educational programs and approaches to ensure rapid student acceleration.
13. Disaggregate and interpret data in order to assist in developing appropriate next steps for campus improvement.
14. Support campus leaders in analyzing data and developing action plans to improve teaching and learning.

Professional Learning Community (PLC's)

1. Lead, implement and support Professional Learning Communities (PLC's) that create positive relationships amongst campus teams
2. Ensure PLCs develop and improve campus leader and team capacity.

Effective Feedback

1. Provide coaching and meaningful feedback to campus leaders and staff with the intent of improving employee performance and impact.
2. Provide instructional and programmatic feedback to teachers, administrators, and staff based on observations, walk-throughs, data analysis, and stakeholder feedback.

Culture & Climate

1. Create, cultivate and lead a culture of excellence, support, and community for all stakeholders.
2. Facilitate effective and timely resolution of conflicts.
3. Identify, analyze, and apply research findings (e.g., effective school correlates) to promote school improvement.
4. Follow all policies, practices, and procedures that create optimal learning conditions for students with special needs in alignment with IDEA.

Personnel Management

1. Select, train, supervise and evaluate all assigned staff fairly and in alignment with proper policies and procedures.
2. Ensure accurate documentation on any and all recommendations relative to assignment, retention, discipline and dismissal.
3. Observe employee performance, record observations, and conduct evaluation conferences with staff with the lens of both support and accountability for all employees.
4. Coach staff and help them identify and develop appropriate professional growth opportunities as well as accomplish improvement goals.

School or Community Relations

1. Articulate the mission and purpose of advanced academics and secondary outcomes to the community and solicit its support in realizing the mission.

2. Communicate with parents, families, and communities on a regular and consistent basis to ensure clear and consistent messaging to parents.
3. Demonstrate awareness of school and community needs and initiate activities to meet those needs using appropriate and effective techniques to encourage community and parent involvement.

Management of Fiscal, Administrative, and Facilities Functions

1. Ensure all employees follow proper protocols to maintain accurate records as required
2. Support campuses in completing all associated administrative duties and tasks in a timely manner
3. Compile, maintain, and file all reports, records, and other documents required including accurate and timely reports.
4. Develop budgets based upon documented Needs Assessments, estimated enrollment, personnel, and other entitlement funding streams; implement programs within budget limits; maintain fiscal control; accurately report fiscal information.
5. Comply with district policies, state and federal laws and regulations affecting schools.

Other duties as assigned.

Supervisory Responsibilities

Supervise and evaluate the performance of staff assigned

WORKING CONDITIONS

Physical Demands

Typical demands of an office environment, including extensive computer use and district-wide travel for meetings and events. Lifting and carrying of books, boxes, and audiovisual equipment, light (15-20 pounds), climbing, stretching, visual acuity, walking, pulling, bending, stooping, climbing stairs, reaching, pushing, sitting, kneeling, standing, and twisting, may be required to control behavior through physical restraint.

Work Environment

Primarily office-based with regular interaction with district staff, educators, students, families, and community members. Campus visits will be required as needed and as a part of ensuring program implementation with fidelity and monitoring of service delivery models. Attendance at evening or weekend events may be required. Occasional prolonged and irregular hours.

Reading, supporting instruction, demonstrating computer skills appropriate for assignment, effective communication and interpersonal skills, ability to work well with students, concentration (detailed work), interpretive skills (policy, procedure, dates), reasoning skills, understanding verbal instructions, analyzing, differentiating, memorizing, coordinating, compiling, and computing.

Mental Demands:

Work with frequent interruptions, maintain emotional control under stress.

POSITION WORKING DAYS

226 days

COMPENSATION

Based on the district's approved compensation plan.

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive description of all work requirements and responsibilities, and management reserves the right to revise the job description or require that other responsibilities be performed when the job changes. Additionally, the minimum level of education notated as a requirement could be supplemented by commensurate experience and/or certification(s) or license(s) as determined by the hiring manager.

Employee's Signature: _____

Supervisor's Name: _____

Employee's ID: _____

Supervisor's Signature: _____

Date: _____

Date: _____