



**National Association of
School Superintendents**
United in Common Purpose: Each Other's Success

Name

Kelly O'Sullivan, Ed.D.

Current School District and Location

Lake Dallas ISD

Lake Dallas, Texas

INTRODUCTION

Meet Dr. Kelly O'Sullivan, Deputy Superintendent of Lake Dallas ISD, a North Texas district committed to expanding opportunity and removing barriers so all students can succeed. Lake Dallas ISD exemplifies positive culture, strong traditions, and community engagement. The district prioritizes innovative solutions that strengthen early access to learning and long-term student outcomes.

With more than 23 years of experience spanning the classroom, campus leadership, and district administration, Dr. O'Sullivan has led strategic initiatives that align instruction, operations, and community partnerships to support student success. Most notably, she led the implementation of the district's Universal PreK initiative, expanding access to early childhood education for all three- and four-year-old students and strengthening kindergarten readiness across the district.

Education

Dr. O'Sullivan holds a Master's degree in Educational Administration from Lamar University and a Doctorate in Educational Leadership from Capella University, preparation that supports her work in strategic systems leadership, instructional improvement, and the development of innovative initiatives that expand opportunity for all learners.

Experience

Her career in education ranges from classroom teacher to campus administrator to district leadership as Deputy Superintendent, where she now supports strategic planning, instructional systems, and innovative initiatives designed to expand access and improve outcomes for all students. This progression has shaped her systems-level approach to leadership and directly informed the development of Lake Dallas ISD's universal PreK initiative, strengthening early learning access and long-term student success across the district.

Outstanding Achievement(s)

Dr. O'Sullivan's leadership in the implementation of Universal PreK in Lake Dallas ISD, transformed access from a limited eligibility program into a tuition-free model serving all three- and four-year-old students. This initiative resulted in a 319% increase in PreK enrollment and strengthened kindergarten readiness through earlier identification of student needs and earlier engagement with families.

She also established partnerships with four local childcare providers to align early learning experiences across the community, ensuring students entered kindergarten with consistent academic and social-emotional foundations. Her leadership has also impacted the alignment and expansion of CTE programming for middle school and high school students in order to support future readiness in college and career pathways.

This work reflects her commitment to designing systems that expand access, strengthen readiness, and create long-term pathways for student success.

AN INTERVIEW

Tell us about how you see today's superintendent.

(Not currently a superintendent- responding as district leader).

District leaders in public schools, today serve as systems leaders, community leaders and instructional leaders, responsible for aligning and connecting resources, communication, and strategy around student success. The role requires building trust with stakeholders while ensuring innovation is grounded in community needs and sustainable district structures.

What new understandings did you acquire after two or three years on the job?

One of the most important lessons I've learned is that meaningful innovation begins with listening. When leaders understand the barriers families face, build relationships with the school board, families, students and staff, and align district systems to remove barriers, they create opportunities that change student trajectories from the very start.

Share an idea to use or something you've learned with your colleagues.

One practice that has strengthened our team is building ambassador-style stakeholder engagement structures that support shared ownership of initiatives. When teachers, families, and community partners help shape the work, innovation becomes sustainable and has a greater impact on students across the district.

Submitted by:

Kelly O'Sullivan

Name/Signature

4/28/26

Date