



## *Description of MMGW Services to Support Transformation/Turnaround*

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## **Description of *MMGW* Services to Support Transformation/Turnaround**

### **School Improvement Consultant Coaching:**

SREB will assign an *MMGW* school improvement consultant to provide intensive on-site support to each school throughout the project. In addition to on-site support, *MMGW* coach will support schools through telephone conference calls, e-mails and emerging technology. This support will focus on assisting teachers and leaders in making the reforms noted above.

### **Conduct a Technical Assistance Visit — School and Classroom Practices Audit (Year 1):**

The *MMGW* coach will build capacity of the school and district leadership team to develop a site data profile for use by team of educators and community members to conduct a review of current school and classroom practices. The visit includes an analysis of school data, classroom observations, interviews with school and community members, an instructional review of assignments and assessments and a formalized debriefing process. A report detailing promising practices, planned next steps and challenges result from the visit. Each challenge offers documentation of the need and a set of recommended actions to address the area of concern. The consultant will then build the capacity of school and district leadership to prioritize actions for improvement.

### **Site Development Workshop (Year 1):**

The *MMGW* consultant will lead a two-day workshop for the entire faculty (with administrators) and may include community members, parents, employers and district leadership. This workshop serves to build the capacity of faculty members at each school to take ownership of the reform effort by developing a distributed leadership model that involves an entire faculty in small interdisciplinary teams looking at the status of current school and classroom efforts and exploring actions they can take to improve student achievement. Using a review of the *MMGW* Key Practices, faculty analyze their status in terms of school and classroom practices, brainstorm actions to take and form focus teams to begin developing redesign plans. The process leads faculty in developing ownership of problems and solutions and builds capacity of teachers and leaders to solve problems at the school.

### **School-Specific Professional Development:**

#### ***Increasing Rigor through Literacy Across the Curriculum:***

This series of six two-day workshops will engage all teachers in learning about SREB's five literacy goals and key literacy skills all students must meet and have. Each workshop will have teachers use literacy strategies effective in all classrooms to determine ways students can master key literacy skills. By the end of each workshop session, teachers will have developed lessons using the strategies for students to learn the content in their classroom. A specific focus will be placed on increasing the use of reading, writing and research skills by English-language learners and special needs students.

### ***Reforming Curriculum:***

MMGW will provide professional development support to all or a subset of faculty in any of multiple formats in order to address curriculum reform. Professional development may include job-embedded work such as observing other teachers, completing book studies, using planning time and faculty meetings for professional growth, and action research.

- Six days per academic content area to align curriculum to high school readiness standards
- Six days on infusing technology into the curriculum

### ***Reforming Instruction:***

MMGW will provide professional development support to all or a subset of faculty in any of multiple formats in order to address curriculum reform. Professional development may include job-embedded work such as observing other teachers, completing book studies, using planning time and faculty meetings for professional growth, and action research.

- Twelve days of job-embedded professional development on engaging mathematics instruction
- Twelve days of job-embedded professional development on engaging science instruction
- Twelve days of job-embedded professional development on integrated project-based and problem-based learning

### ***Reforming Leadership:***

MMGW will adapt the nationally recognized Learning-Centered Leadership Program modules for professional development with teams of teacher, school and district leaders. Using on-site and virtual learning opportunities, leaders will participate in two modules per year.

### ***Reforming the Sixth-Grade Experience:***

This series of three two-day workshops (or a summer institute) will engage teachers in looking at multiple aspects of the transition point and developing specific plans to assist students in grades five and six. A priority will be to engage teachers and leaders in effectively identifying and supporting at-risk students in the transition by creating accelerated learning opportunities.

### ***Supporting Students to Meet High School Readiness Standards:***

This series of three two-day workshops (or summer institute) will engage teachers in development of an advisement program to ensure all students are connected to a goal beyond high school, a plan to achieve that goal and an adult in the building. School improvement coaching will assist school and teacher leaders in using time more effectively to provide students with extra help and credit recovery opportunities.

### ***Standards-Based Grading Practices to Increase Expectations:***

This series of five two-day workshops will engage all faculty in looking at all aspects of their grading practices including timely monitoring of student achievement through formative assessments and beginning the process to agree on what a grade means. Following this

workshop, the teams of teachers and leaders will continue the discussion on grading practices and develop plans for creating a standards-based grading approach across the school.

***Engaging the Community in the School:***

Coaching support will focus on development of plans to engage all parents in an annual review of their child's progress and coordinate collaboration between feeder and receiving schools.

***Using the MMGW Key Practices to Meet the Needs of Response to Intervention:***

Twelve days of job-embedded professional development over three years to assist teachers and leaders in data-based decision making in the classroom to develop appropriate tiered responses for students.

**Reforming Data Analysis — Participation in the Middle Grades Assessment and Surveys:**

A scientific random sample of 100 (or all) eighth-graders will participate in the NAEP-referenced assessment in reading, mathematics and science. In addition, the students will complete a survey of school and classroom experiences and faculty will complete a survey of school and classroom practices. The school will receive a detailed report triangulating the data from these three sources. Sixth-graders will participate in a survey of experiences as they transitioned from elementary school to the middle grades.

**State and National Network Professional Development/Leadership Development:**

The school leadership is encouraged to have teams of teachers and leaders participate in any *MMGW* state workshop, *MMGW* national workshops or leadership development modules that meet the needs of the redesign plan (registration costs outside of the contract). Schools will participate in the state *MMGW* conference (if applicable) and the national Annual *HSTW* Staff Development Conference.

**Networking with High-Performing Schools:**

School improvement consultants for Transformation/Turnaround schools will arrange opportunities for teachers and leaders to visit high-performing schools within the *MMGW* network with similar student populations to learn how these schools made the changes needed to increase achievement and completion rates.

**SREB Publications/Materials:**

School improvement consultants use their experience and the preponderance of materials produced by SREB on best practices in education to guide the work in schools. The materials include Leadership Curriculum Modules, best practice newsletters, site guides, case studies of high-performing schools and research reports.

- Leadership Modules are based upon the Critical Success Factors SREB research has identified as key for leaders to redesign a school.
- Site guides document the implementation of specific redesign strategies, including: creating a guidance and advisement system, redesigning the ninth-grade experience,

expanding extra help opportunities, expanding work-based learning experiences, aligning curriculum to college- and career-readiness standards, aligning middle grades curriculum to high school readiness standards, creating catch-up programs for struggling students, creating a distributed leadership structure and increasing rigor in classrooms.

- Best practices newsletters highlight efforts of schools from across the network as they take actions to change specific high-impact practices (e.g., integration of academic and career/technical courses).
- Case studies provide a more in-depth review of high-performing schools by documenting the changes in practices at the school while providing data on the impact of the changes.

In addition to these formal publications, consultants have created electronic portfolios of tools for teachers and leaders to use in addressing priority interventions. These include walkthrough observation instruments, protocols for use in common planning periods, and modules for improving instruction through cooperative learning and project-based learning. Consultants use these tools during coaching visits to develop capacity of teachers and leaders to implement the changes in adult practices required for effective redesign.