

Griffin-Spalding County School System

Title: School Improvement Coordinator Job Class Code 642 Job Details: 215 Days/Exempt/Full-Time Updated: 07/31/2025 Reviewed: 07/22/2025	Category: Administration Reports To: Executive Officers Salary Schedule: Administrative; Pay Grade: AS26
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JOB SUMMARY

This grant funded, school-based position will provide onsite leadership and support to identified schools to ensure the effective implementation of evidence-based best practices. The School Improvement Coordinator will support the school improvement efforts of the lowest performing and high poverty schools and build the instructional capacity of teachers and leaders. To provide support and professional development to teachers, leadership teams and professional learning communities.

ESSENTIAL FUNCTIONS

(Essential functions, as defined under the Americans with Disabilities Act, may include any of the following tasks, knowledge, skills, and other characteristics. This list is ILLUSTRATIVE ONLY, and is not a comprehensive listing of all duties and responsibilities performed by incumbents of this class.)

- Supports lowest achieving school planning process for improvement
- Models practices to support evidence-based strategies that improve teaching and learning
- Helps to monitor implementation of the school improvement plan curriculum and instruction strategies and to maintain the focus and ongoing modification of the plan as new data becomes available
- Monitor action plans to ensure effective and efficient implementation
- Provides professional development to focus on disaggregating subgroup data and supporting strategies for improving learning outcomes for special populations.
- Facilitates the data review process to identify areas that impede students' academic growth
- Provides professional development to teachers on using the data from benchmark/formative assessments to inform instruction
- Provides support for leaders using evidence-based strategies that focus on school improvement
- Observes and conferences (non-evaluatory) with teachers for the purpose of providing feedback on classroom strategies, improving instruction and other identified areas
- Provides follow-up and coaching activities to principals, leadership teams, professional learning communities, and teachers that are designed to ensure effective implementation of district and school learning goals
- Participates in the identification of professional development activities for the purpose of addressing specific classroom needs related to:
 - Maximizing increased instructional time focused on student academic needs
 - Providing professional development that ensures student engagement when providing differentiated re-teaching and focused interventions
 - Integrating curriculum areas to strengthen key concepts across all subject areas
 - Providing professional development and ongoing support with a focus on strategies and activities on improving daily instruction
 - Performs any other Title II, Part A allowable duties assigned by the Executive Officers.
- Maintains prompt and regular attendance as physical presence on the job site is a requirement.

SUPERVISES

- No supervisory responsibilities

MINIMUM QUALIFICATIONS

- T5/Master's degree in an education or administration field from an accredited university
- Minimum five years teaching experience in public education
- Experience teaching at multiple levels
- Three years of experience in a building leadership role (examples: grade level/department chair, participation in state-level initiatives/projects, etc.)
- Proven record of working well with professional personnel at all levels of public education and within related professional organizations

PREFERRED QUALIFICATIONS

- T6/Specialist's degree in an education or administration field from an accredited university
- Certification in Curriculum and Instruction
- Coaching Endorsement
- Gifted Endorsement
- Experience as an Instructional Coach
- Three years of experience in a position requiring Educational Leadership certification
- Previous experience as a building principal

COMPETENCIES NECESSARY TO DO THE JOB

- Experience in teaching and training of adult learners. Able to plan and present information and training for the adult learner
- Excellent interpersonal and networking skills for interacting and working with various levels of individuals
- Excellent presentation, written and verbal skills
- Able to apply technology concepts to improve the efficiency and effectiveness of the district (must be proficient with computer)
- Demonstrated track record of success in increasing student achievement
- Expertise in working with colleagues in the areas of professional development, new teacher support and instructional planning
- Knowledge and skills in areas such as mentoring, classroom management, peer coaching and alignment of curriculum, instruction and assessment
- Exemplary professional relationships with teachers, administrators, parents, students and the community
- Knowledge and understanding of effective instructional strategies and evidence-based best practices
- Expertise in multiple curricula and instructional programs/contents
- Able to maintain cooperative relationships and teamwork within the organization
- Able to influence and motivate others to achieve the objective of shaping, enabling and sustaining a high level of performance of teachers and students
- Ability to be regularly, predictably and reliably at work.

EVALUATION

- Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation of professional personnel.

Note

This is a grant funded position; continuation of this position is contingent upon availability of funds.