

High School Graduation Coach

The High School Graduation Coach is directly responsible to the principal or designee. The purpose of this position is to improve graduation rates for all population subgroups within the school. The Coach must be able to perform tasks involving sitting, standing, and walking for prolonged periods of time. Vision, hearing, written, and verbal communications are essential functions in performing required tasks, duties and responsibilities.

The HS Graduation Coach shall:

- 1.) Identify at-risk students:
 - Utilize the components of a profile of characteristics of potential dropouts developed by the GADOE to identify high school students with a high probability of not graduating; and
 - Conduct an analysis that focuses on data for individual students and subgroups using the prescribed tools and/or assessments;
 - Employ the GADOE School Improvement Data Utilization Guide to identify students scoring within a band of 5% above and 5% below proficiency levels.
- 2.) Develop School-Wide Support and Interventions:
 - Work with students to develop a graduation and achievement plan to include the best program to meet academic and post-secondary goals;
 - Coordinate a transition program for 9th graders to successfully adapt to the rigor of high school;
 - Work with faculty and administrators to develop a grade recovery program and to differentiate instruction to meet the needs of identified at-risk students;
 - Attend and redeliver as appropriate all required High School Graduation Coach training provided by the Georgia Department of Education, and/or other collaborative partners.
- 3.) Generate School Support and Develop Graduation Team(s):
 - In collaboration with a school's existing leadership team, develop a Graduation Team(s) that includes administrators, teachers, advisors, counselors, school social workers, and/or any other relevant service providers. The Graduation Team(s) will help identify at-risk students; assess school and student needs; and develop and coordinate appropriate interventions;
 - Graduation Teams may utilize existing school-based teams (e.g., School Leadership, School Improvement, and/or Student Support).
- 4.) Provide Direct Service and Case Management:
 - Develop and implement individual, small group, and whole school intervention and prevention strategies to increase the likelihood that students will stay in school and graduate;
 - Work with students to develop an education and career plan (e.g., Peach State Pathways) to include the best program of study to meet academic, graduation, and post-secondary goals; and
- 5.) Develop Transition Programs and Vertical Teams with Elementary and High Schools:
 - Collaborate with feeder middle school(s) to identify elementary school students at-risk of high school failure;
 - Conduct quarterly vertical team meetings among elementary, middle, and high school faculty and staff;
 - Develop action steps to improve individual student and subgroup transition success rates; and
 - Collaborate with teachers, counselors, and/or advisors to assure the development of transition programs for 8th graders to help students successfully adapt to the high school experience and the rigor of high school.
- 6.) Develop Relationships with Parents/Guardians, Community Organizations, and Other Resources:
 - Connect individual students and their parents/guardians with community organizations and programs, such as Communities in Schools, Family Connections, Georgia College 411, as well as area technical colleges;
 - Develop or work with local mentoring programs, business and/or community partners to connect individual students with mentors; and
 - Provide support and outreach to parents/guardians of students identified as being at risk of not graduating.
- 7.) Assessment and Reporting:
 - Track the progress of individual students and school subgroups as they progress toward graduation;
 - Conduct and analyze on-going formative and summative evaluation data of program effectiveness;
 - Provide and submit reports to the Department of Education and Communities in Schools as scheduled and requested.

Qualifications:

- 1.) Hold or be eligible for any Georgia certificate issued by the Georgia Professional Standards Commission.
- 2.) At least three years experience working with students at any level.
- 3.) Successful experience working with at-risk students.
- 4.) Working knowledge of appropriate strategies for reducing behaviors that put students at risk of not graduating from high school.
- 5.) Ability to analyze, develop, implement, and track intervention plans and strategies.
- 6.) Ability to work well with students, parents, staff, and the community.
- 7.) Ability to manage and analyze/disaggregate student test data.
- 8.) Strong computer knowledge of various software programs for entering, retrieving, presenting, and reporting data.
- 9.) Strong communication skills, both verbal and written.

Signature _____

Date _____