



CONTRACT BETWEEN THE SOUTHERN REGIONAL EDUCATION BOARD/SCHOOL IMPROVEMENT AND COVINGTON INDEPENDENT PUBLIC SCHOOLS

Contract Effective Dates from July 1, 2025 – June 30, 2026

Covington Independent Public Schools proposes to use the Southern Regional Education Board's Making Schools Work framework for school reform. SREB has committed to working with the Covington Independent Public School District in its efforts to raise student achievement by changing school and classroom practices. This document constitutes the contract for the services to be provided by SREB.

Historical Information

The Southern Regional Education Board: The nation's first regional interstate compact for education, SREB was created in 1948 by Southern governors and legislators who recognized the link between education and economic vitality. SREB is a nonpartisan, nonprofit organization headquartered in Atlanta. SREB works with states to improve public education at every level, from early childhood through doctoral education.

Making Schools Work: SREB's research-based, time-tested continuous school improvement process — Making Schools Work — gives K-12 leaders, teachers and counselors the wraparound supports, ongoing professional learning and coaching, challenging curricula and transformative instructional strategies they need to shift their practices from good to great. Located in SREB's office of School Improvement, Making Schools Work employs a distributed leadership approach to involve the whole school in identifying problems that impact achievement and developing plans to solve them. With designs for elementary grades, middle grades, high schools and technology centers, Making Schools Work empowers school teams to create improvement plans that address five focus areas: (1) engaging students through quality instruction; (2) aligning curricula with state readiness standards; (3) ensuring that students can explore careers and complete career pathways that align with their interests and aptitudes; (4) providing student supports that promote readiness; and (5) creating and supporting cultures of continuous improvement.

Expectations

Each school or district that enters into partnership with SREB for support agrees to implement the key practices and problem-solving process of the Making Schools Work approach to school improvement and participate in a national network of schools and centers. This includes participating in state-sponsored meetings or workshops, attending or presenting at the Making Schools Work Conference and administering SREB's student and teacher surveys. These form the foundation of the work and are vital for sustainability of the school improvement process after the contract ends.

Schools or districts that enter the partnership also commit to identifying a lead contact to coordinate all support with SREB leadership.

Support Services to Be Provided by SREB

SREB has found through experience that changes in school and classroom practices take hold when they are supported by ongoing professional development and coaching. The goal of training is to change behaviors that in turn change student achievement results. SREB will provide the following

support services to assist district leadership in making changes at the Covington Independent Public School District.

SREB will provide:

This 10-day professional learning and coaching plan for CTE teachers focuses on strengthening curriculum design, assessment planning, and instructional practices across the academic year. The work will begin in August with opportunities to meet staff, establish a shared vision, map out the instructional year, and collaboratively plan the first quarter, including key assessments. Throughout the year, teachers will engage in classroom observations, feedback cycles, and quarter-by-quarter planning sessions to ensure curriculum alignment, pacing, and continuous improvement. Equivalency days will be used strategically for collaborative visioning, professional learning, and coaching to support instructional growth. Regular check-ins in October, January, and March will guide planning for subsequent quarters, while observation days in September, November, February, and March will provide insight into classroom implementation and inform targeted support for CTE educators.

School Improvement Support Services

SREB's customizable support services help districts and schools provide equitable access to high-quality learning experiences and ensure that all students have the support they need to be successful. SREB has designed two tools — Curriculum and Instruction Reviews and Career Pathway Reviews — that help schools and districts assemble the data they need to complete comprehensive local needs assessments. Both tools provide actionable data on the status of regional, district, school and classroom practices and offer recommended actions for growth. These tools can be supported by follow-up Site Development Workshops, School Improvement Coaching and other related services.

Curriculum and Instruction Reviews: SREB's Curriculum and Instruction Review process, an update of one of SREB's most valued services, the technical assistance visit, offers schools a comprehensive view of school and classroom practices. Schools and districts can use Curriculum and Instruction Reviews to identify problems, create plans to improve teaching and learning, increase access and equity, and meet state and federal accountability requirements. Curriculum and Instruction Reviews compile, analyze and report data that schools and districts can use to improve instructional practices, create cultures of continuous improvement and help more students graduate ready for college and careers. Most schools undertake a deep review of the Curriculum and Instruction Reviews report during Site Development Workshops that engage school focus teams in identifying and solving problems of practice. Schools also receive customized professional development and school improvement coaching to support their efforts.

Career Pathway Reviews: SREB's career pathway review process helps schools, districts and regional consortia of secondary, postsecondary and industry partners determine whether their existing CTE programs align with opportunities for students to earn credentials and degrees and launch careers in high-demand fields — and meet Perkins V requirements for comprehensive local needs assessments. Like SREB's Curriculum and Instruction Reviews, Career Pathway Reviews include analyses of multiple data sources — including student achievement data, demographic data and workforce data — as well as interviews and focus group discussions with key shareholders, classroom observations and reviews of classroom plans and assessments. During a review, SREB staff and teams of educators and business and industry partners convene to gather data and analyze findings.

Site Development Workshops: SREB's Site Development Workshops engage principals, teachers, counselors and community shareholders in using data to identify problems of practice and design school improvement plans to address them. Schools typically participate in a Site Development Workshop after completing a Curriculum and Instruction Review or a Career Pathway Review. SREB leads participants through a review of the school's status related to the five focus areas of the Making Schools Work school improvement process: aligned curriculum, quality instruction, career exploration, systems of support and leadership for continuous improvement.

School Improvement Coaching: SREB's School Improvement Coaching services support schools in using the Making Schools Work problem-solving process to implement all aspects of the school improvement plans they develop during a curriculum and instruction review, a career pathway review or a site development workshop. Coaching services build schools' capacity to use this process to meet their improvement goals. Services may include ongoing professional learning, hands-on workshops, virtual meetings and targeted support for teachers, counselors and school leaders.

Career Pathway Leadership Workshops: SREB works with districts and regional consortia to conduct career pathway leadership workshops that engage postsecondary and business partners with school and district leaders in reviewing current CTE program offerings and determining how to better prepare students for emerging jobs in the state, region or community. Workshops help high schools, technology centers and postsecondary partners determine how they can better leverage their resources to design and implement CTE programs that jump-start postsecondary credential and degree attainment and career advancement.

Career Pathway Development: SREB offers districts and schools expert support to develop career pathways that connect secondary, postsecondary and workplace learning in high-demand fields. SREB's career pathway development services can be offered in conjunction with a career pathway review or career pathway leadership workshops. SREB also helps districts and schools implement career academies in high schools, technology centers or postsecondary settings.

Research-Based Curriculum Designs

Advanced Career: Co-designed with state leaders, postsecondary educators, employers and master teachers to meet workforce demand in high-tech STEM fields, SREB's Advanced Career curricula help students master readiness standards and cultivate the critical thinking, problem-solving, communication and applied academic skills employers value. Each of AC's turnkey four-course pathways offers everything schools need to be sure they work, from fully developed lesson plans, projects, assessments, tools and technology to extensive training and support for teachers. All AC courses are taught in the context of a college-ready academic core. All AC teachers attend a Summer Teacher Training Institute for each course they teach. Follow-up professional development, coaching and technical assistance services help AC teachers and schools strengthen their implementation of the AC curriculum and build schedules that support student cohorts and interdisciplinary teacher planning.

Readiness Courses: Designed in partnership with state leaders and master teachers, SREB's transitional literacy and mathematics curricula prepare at-risk students for the rigors of challenging high school and postsecondary course work. SREB's Ready for High School and Ready for College courses help struggling students increase their critical thinking, problem-solving and communication skills by engaging in challenging activities and assignments. In a typical implementation, districts or schools

identify eighth- or ninth-graders or high school seniors who fall within a few points of benchmarks on state readiness assessments and place them in one or more of SREB's Readiness Courses.

SREB's **Ready for College** courses help seniors master literacy and math skills before they transition from high school to postsecondary programs. SREB's research shows these courses can help students avoid costly remediation that might slow or stop their progress toward a credential or degree. In *Literacy Ready*, seniors develop and defend ideas from texts in diverse subject areas and write about those ideas at a college level. *Math Ready* develops critical thinking and math reasoning skills and engages seniors in applying math to real-world problems.

SREB's **Ready for High School** courses help eighth- or ninth graders master the literacy and math skills they need to complete a college-ready academic core, graduate on time and pursue postsecondary studies. In *Ready for High School Literacy*, students read, write about and engage with complex texts in different disciplines. Students in *Ready for High School Math* learn how and why to use math formulas to solve complex abstract and applied problems instead of merely memorizing formulas.

Middle Grades STEM Courses: SREB's project-based middle grades STEM courses awaken students' natural curiosity about the world and deepen their understanding of scientific inquiry and the engineering design process — all while introducing them to exciting, tech-driven careers. Project-based learning cultivates essential critical thinking, problem-solving and teamwork skills. In middle grades STEM projects, students work with peers to apply STEM skills to solve real-world problems. Schools can offer the curriculum as two courses or embed the projects within their existing science curriculum. Schools may also choose to adopt the courses as part of SREB's school improvement framework for the middle grades. Professional development introduces teachers to SREB's approach to project-based learning. Follow-up training and coaching strengthens teachers' capacity to deliver the projects, foster student ownership of learning and sustain deep inquiry.

Professional Development and Instructional Coaching Services

Literacy Professional Development: SREB's literacy professional development shows academic and CTE teachers how to create literacy-based assignments using Powerful Literacy Practices that engage students in reading grade-level texts in all subject areas and expressing their deep understand of those texts orally and in writing. SREB supports teachers with out-of-class guided instruction in planning assignments that engage students in challenging learning experiences in addition to embedded classroom coaching and feedback.

Mathematics Professional Development: SREB's math professional development helps teachers use Powerful Mathematics Practices to shift their instruction from a procedural, test-prep approach to a balanced approach in which students learn how to apply math concepts to solve complex abstract and real-world problems. Math teachers use formative assessment lessons and strategies to enhance students' procedural fluency and ability to apply knowledge and reasoning skills.

Project-Based Learning: SREB offers professional development and coaching services that build teachers' capacity to design project-based assignments that help students master content and cultivate academic, technical and workplace skills. SREB's PBL professional development uses an industry-standard design process to "chunk" learning throughout a project-based unit. Academic or CTE teachers use this problem-solving process to scaffold learning and provide just-in-time instruction as students

complete different phases of their projects. SREB partners with districts or schools to design multi-day professional development workshops and follow-up coaching services that introduce teachers or teacher teams to project-based learning and engage them in designing PBL units.

Counseling for Careers and College: SREB's Counseling for Careers and College program offers an organized program of academic and career counseling and structured learning experiences that helps students and parents envision a successful future and achieve their potential. With its strong focus on parent, community and employer partnerships, C4CC connects real career opportunities with academic, technical and workplace knowledge and skills and the personal qualities that ensure career success. Workshops, materials and coaching services support districts and schools in creating advisement systems in which counselors and teachers co-plan assignments and hands-on learning experiences that encourage students to identify their interests and aptitudes and explore careers.

Teaching to Lead: SREB's Teaching to Lead teacher preparation program offers intensive professional development and coaching supports that build the capacity of teachers from business and industry to plan instruction, engage diverse students, manage classrooms, create standards-driven assessments, gain confidence and remain in the profession. T2L can be used to support new or veteran CTE teachers in the first or second year of teaching and beyond. It can also take the place of traditional teacher preparation programs or alternative certification models. T2L's customizable scope and sequence allows participants to receive as many as 200 hours of training before, during and after the first year of teaching.

Learning-Centered Leadership Program: SREB's Learning-Centered Leadership principal preparation program builds the capacity of aspiring school leaders and empowers current school leaders to lead changes in school and classroom instructional practices that increase student achievement and transform school cultures. The Learning-Centered Leadership Program supports leaders of K-12 schools and career centers through professional development, mentoring and job-embedded leadership coaching. LCLP's training modules on topics like data use, culture and communication can be customized to suit diverse audiences.

Research and Evaluation Services

SREB's **Student and Teacher Surveys** offer authentic feedback, college-ready core completion data and a detailed picture of school and classroom experiences in sites participating in High Schools That Work, Making Middle Grades Work or Technology Centers That Work. SREB also offers stakeholder surveys on demand as part of our curriculum and instruction reviews and career pathway reviews.

Annual School Progress Reports based on feedback from collaborative leadership teams empower schools implementing SREB's Making Schools Work key practices for middle grades schools and high schools to develop action plans for school improvement.

Events and Conferences

SREB's **Making Schools Work Conference** features over 400 sessions that go to the heart of K-12 educational challenges, such as ensuring equitable access to quality learning and addressing the effects of poverty. Conference keynotes, promising practice sessions, deep-dives, table talks and flash talks bring attendees together to share strategies for creating cultures of excellence, encouragement and success in their K-12 classrooms, schools or technology centers.

SREB's **National Technology Centers That Work Leaders Forum** brings state and local career and technical education leaders together to network and share promising practices for addressing the needs of their diverse students and communities.

Costs

Description of Work	Days	Cost per day	Total
CTE curriculum and assessment training/coaching with CTE teachers with classroom/lab observations	10	\$2,000	\$20,000
SREB Administrative Costs (15% of subtotal)	1		3,000
Total			\$23,000

NOTE: All daily services costs include planning, travel, on-site support and follow-up. Schools will be responsible for travel costs incurred if they cancel a workshop within 14 days of the planned event.

Invoices to be sent quarterly.

TOTAL AMOUNT - \$23,000

The Board of Control for Southern Regional Education, d/b/a Southern Regional Education Board, as a not-for-profit educational compact, must comply with OMB Circular A-133. Please indicate with your remittance whether any of the funds are from Federal sources, including CFDA number. In the absence of any notification with remittance, SREB will assume that the funds are not subject to OMB Circular A-133, and that there is not "recipient" nor "sub recipient" relationship created hereunder.



Dale Winkler, Ed.D.
SREB Vice President

07-07-2025
Date

Superintendent or Designee
Covington Independent Public Schools

Date

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