

RSD Specialists & Interventionists

Job Descriptions: [Grant Funded Math Specialist](#) ; [Math Interventionist](#) ; [Grant Funded Reading Specialist](#) ; [Grant Funded ELA Interventionist](#)

LRES Timeline for implementing supports: Reading Specialists and Math Interventionists

2015-2016- 2 Reading specialists started at LRES

2018-2019- 2 Reading specialists & 1 Part time math interventionist (split with the MS)

2019-2020- 2 Reading specialists & 1 Full time math interventionist

2020-2021- 2 Reading specialists & 1 Full time math interventionist

2021-2022- 3 Reading Specialist (add 1 grant funded for 1 or 2 years) , 1 full time math interventionist (add 2 full time Math Specialists (grant funded for 1 or 2 years)

IHGMS Timeline for implementing supports Reading Specialist & Math Interventionists

2015-2016- 1 Reading Specialist (*Reduced from 2 in the 2014-2015 and previous school years. Transferred to LRES*)

2018-2019-1 Reading specialists & 1 Part time math interventionist (split with LRES)

2019-2020- 1 Reading specialists & 1 Full time math interventionist

2020-2021- 1 Reading specialists & 1 Full time math interventionist

2021-2022- 1 Reading Specialist (add 1 grant funded for 1 or 2 years) , 1 full time math interventionist (add 1 full time Math Specialists (grant funded for 1 or 2 years), (Add 1 ELA interventionist, grant funded for 1 or 2 years)

LRES Literacy and Math Specialists & Interventionists	IHGMS Literacy and Math Specialists & Interventionists
<p>Reading Specialists support distribution and what they do: Pre-Covid:</p> <ul style="list-style-type: none"> ● 90% working with students <ul style="list-style-type: none"> ○ Small group instruction based on results of benchmark and progress monitoring assessments ○ Progress Monitoring students every 6 weeks ○ 1-on-1 or small group instruction based on IEP services and goals ○ Assisting teachers with student benchmark and progress monitoring assessments ○ Implementing short term interventions for students referred to the Student Intervention Team ○ Small group work within classroom center rotations ● 10% working with teachers <ul style="list-style-type: none"> ○ Coordinating Literacy Development Committee that meets with teachers bi-weekly ○ Attending Weekly PLC meetings ○ Coaching classroom instruction (Writers Workshop, Foundations, literacy block, etc.)- Includes teaching whole class and observing teachers ○ Running after school book studies with teachers ○ Individual meetings with teachers to consult with specific areas for improvement ○ Consult with case managers on IEP goals 	<p>The students who receive support from the interventionists, reading, math, ELA, and Title I, are identified through their performance data from SAS and STAR. Benchmark assessments are done with all students in the fall (Sept./Oct.), winter (Jan.), and spring (May). Those students receiving support from the interventionists have shorter, progress monitoring assessments every 6 weeks.</p> <p>For the 21-22 school year those students who have the most significant need of academic support will receive support during each grade level's RtI block and during one of their two unified arts class periods, every other day. These students will receive instruction from their regular English and math teachers and then additional instruction and support during RtI and every other day during unified arts.</p> <p>Through the progress-monitoring process, students will be regrouped with students with similar support needs. Most students will eventually move to groups with fewer and fewer areas of support needed. In theory, some students will move out of the groups in need of additional support.</p> <p>The district's strategic plan calls for 80% of our students to master grade-level competencies in English and in math by the spring of 2023. IHGMS has set grade-level annual student performance goals based on this district goal and had begun to monitor progress toward our grade-level goals during the 19-20 school year. And then the pandemic hit. Our intention is to circle back to that process now that all students are returning to school full time.</p>

- Attend weekly intervention meetings

Full Time Math Interventionist support distribution and what she did:

- 95% working with students
 - Small group instruction based on results of benchmark and progress monitoring assessments
 - Progress monitoring students every 6 weeks
 - 1-on-1 or small group instruction based on IEP services and goals
 - Assisting teachers with student benchmark and progress monitoring assessments
 - Implementing short term interventions for students referred to the Student Intervention Team
- 5% working with teachers
 - Attending PLC Meetings
 - Individual meetings with teachers to consult with specific areas for improvement
 - Consult with case managers on IEP goals

Reading Specialists support distribution and what they did:

- 100% working with students
 - Small group instruction based on results of benchmark and progress monitoring assessments
 - Progress Monitoring students every 6 weeks
 - 1-on-1 or small group instruction based on IEP services and goals
 - Assisting teachers with student benchmark and progress monitoring assessments
 - Implementing short term interventions for students referred to the Student Intervention Team
 - Small group work within classroom center rotations

Math Interventionist support distribution and what they did:

- 100% working with students
 - Small group instruction based on results of benchmark and progress monitoring assessments
 - Progress monitoring students every 6 weeks
 - 1-on-1 or small group instruction based on IEP services and goals
 - Assisting teachers with student benchmark and progress monitoring assessments
 - Implementing short term interventions for students referred to the Student Intervention Team

LRES Title I Positions

- 2015- 2018- *Grant Approved*- 4 Title I positions
- 2019-2020- *Grant Approved*- 5 Title I positions
- 2020-2021 - *Grant Approved*- 4 Title I positions
- 2021-2022 Believed to be 4 positions...TBD

Positions that were filled for the years we had them?

2015-2016- 4

2016-2017- 3

2017-2018- 6 different people moving in and out of LTS positions

2018-2019- 4 (consistently all year)

2019-2020- 5

2020-2021- 1

Title I teachers work with students 100% of the time

- 2015-2018- Pull Out (small group lessons in Title I space)
 - *2017-2018: Serviced 128 students, 32 students graduated*
- 2018-2020-Push In (small group lessons in the classroom)
 - *2018-2019: Serviced 135 students, 30 graduated from Title 1*
 - *2019-2020: Serviced 179 students total, 71 graduated from Title 1 program*
- 2020-2021- Combination
 - *2020-2021: Serviced 34 students total, 4 graduated from Title 1*

IHGMS Title I Positions

- 2015- 2020- *Grant Approved*- 4 Title I positions
- 2019-2021- *Grant Approved*- 5 Title I positions

Positions that were filled for the years we had them?

- 5 tutors were budgeted for 2020-2021 but we were only able to fill 4 positions due to the lack of qualified applicants.
- We have five budgeted for 2021-2022 but currently have only 2 filled due to the lack of applicants.
- Title I teachers work with students 100% of the time
 - They work with some of our lowest-performing reading and math students in small groups in a pull-out model as part of our RtI (Response to Intervention) block in each grade level.

LRES & IHGMS DATA

**LRES School-Wide Dibels/Acadience Data: Percent Proficient (>=> 50% state expectations)
Pandemic Period of Remote learning and Hybrid**

Dibels/Acadience Data

ELA	16-17	17-18	18-19	19-20 (mid-year)	20-21
Kindergarten	55%	59%	46%	38%	42%
1st Grade	63%	50%	46%	45%	24%
2nd Grade	69%	66%	48%	65%	46%
3rd Grade	84%	64%	62%	64%	64%

Dibels/Acadience Data

Math	16-17	17-18	18-19	19-20 (mid- year)	20-21
Kindergarten	52%	56%	56%	42%	48%
1st Grade	52%	35%	44%	39%	26%
2nd Grade	52%	54%	56%	47%	40%
3rd Grade	67%	60%	42%	53%	21%

LRES & IHGMS STAR Data

ELA	18/19	19/20 (mid-year)	20/21	Math	18/19	19/20 (mid-year)	20/21
Kindergarten	65%	43%	54%	Kindergarten	N/A	N/A	N/A
1st Grade	53% of students 1st-4th proficient	54%	45%	1st Grade	64% of students 1st-4th proficient	57%	50%
2nd Grade		46%	57%	2nd Grade		66%	62%
3rd Grade		50%	49%	3rd Grade		44%	48%
4th Grade		41%	34%	4th Grade		39%	36%
5th Grade		49%	44%	5th Grade		48%	50%
6th Grade		55%	36%	6th Grade		75%	46%
7th Grade		46%	45%	7th Grade		70%	50%
8th Grade		35%	33%	8th Grade		46%	35%

IHGMS School-Wide State Assessment System (SAS) Data: Percent Proficient (Level 3 + 4)

IHGMS SBA/SAS* - % Students Level 3 & 4															
ELA	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021**	Math	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021**
Grade 3								Grade 3							
Raymond	53	48	60	51	42	-	32	Raymond	43	47	63	52	48	-	26
State	55	57	54	54	52	-		State	53	57	56	55	57	-	
Grade 4								Grade 4							
Raymond	54	42	50	49	41	-	31	Raymond	44	38	55	50	48	-	14
State	56	58	56	55	55	-		State	49	52	51	53	52	-	
Grade 5								Grade 5							
Raymond	60	54	58	53	62	-	53	Raymond	31	28	34	33	39	-	26
State	63	63	61	61	57	-		State	44	47	46	45	43	-	
Grade 6								Grade 6							
Raymond	61	62	61	45	40	-	50	Raymond	48	31	30	20	25	-	34
State	57	60	58	55	56	-		State	45	47	46	46	48	-	
Grade 7								Grade 7							
Raymond	53	66	78	78	57	-	61	Raymond	47	53	55	61	49	-	40
State	62	64	63	60	57	-		State	51	53	50	48	47	-	
Grade 8								Grade 8							
Raymond	51	47	64	53	55	-	44	Raymond	37	42	49	51	44	-	20
State	58	62	59	58	53	-		State	44	47	46	47	45	-	
Science	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021**								
Grade 5								*SBA - 2015-2017	SAS - 2018-2019, 2021 (No SAS in 20202)						
Raymond				36	36	-	30								
State				43	43	-		2020 - 2021**	As of June 21, 2021						
Grade 8															
Raymond				47	47	-	31								
State				42	42	-									

LRES Narrative

- Reading the above data table left to right shows each grade level's performance from the 2016-2017 school year to present.
- Reading diagonally, upper left toward lower right, shows how cohorts of students did from Kindergarten through 3rd grade.
- Because of the pandemic, there were no standardized assessments or benchmark assessments done at the end of the 2019-2020 school year so there is no student performance data for last school year. Mid year data for this particular school year was provided.
- Some generalizations about the elementary school student performance data:
 - In 2017, it was evident that our students were lacking in basic phonemic awareness and phonics skills to help them achieve reading proficiency. Because of this new curriculum programs were brought in as well as PD opportunities for staff (FUNdations). Administration then added in FUNdations each year after 2017 for one grade level at a time - by 2020, all grades at LRES had FUNdations training and materials
 - The new revised Math in Focus curriculum was brought in, in 2019 as well as PD opportunities for staff with the revised program
 - The consistency of data, when looking at cohorts of students, is lacking.
- With the full return to school for this upcoming school year, the elementary school faculty and administration will again use our benchmarking system as well as implement school-wide progress monitoring data to inform instruction to continue to work toward student mastery of literacy and math standards. Our plan is to have our reading specialists and math specialists increase their time working with educators to help drive their instruction (shifting out of the current 90-10). We will continue to work toward the district's goal of 80% of our students mastering grade level standards each year.
- Our interventionists play an integral role in providing support to those students who are substantially below proficient with their goal of having the students that they work with demonstrate accelerated growth. We are seeing progress in the students that our interventionists work with, but they are only able to see our Tier 3 students. We want to provide more support for our teachers in Tier 1 and 2 instruction.

IHGMS Narrative

- Reading the above data table left to right shows each grade level's performance from the 2014-2015 school year to the present.
- Reading diagonally, upper left toward the lower right shows how cohorts of students did from 3rd grade through 8th grade.
- Because of the pandemic, there were no end-of-the-year standardized assessments done at the end of the 2019-2020 school year so there is no student performance data for the last school year.
- Some generalizations about the middle school student performance data:
 - Our students are doing better in English than they are in math, with a few exceptions.
 - There are fewer students scoring proficient in English and math than there were prior to the pandemic.
 - With one grade-level exception, our current students are scoring at a higher level of proficiency in English than they were two years ago. Under the circumstances of the last year and a half, this is a very positive sign that teaching and learning continued to move forward.
 - With one grade-level exception, the same grade level as above, our students scored at a lower level of proficiency in math than they did two years ago.
 - Unfortunately, the state has not released the state proficiency averages for this past spring's administration of the SAS. This data is very helpful in grounding our scores in comparison to the performance of similar grade-level students across the state.
- With the full return to school for this coming school year, the middle school faculty and administration will once again use our benchmark and progress monitoring data to inform instruction to continue to work toward student mastery of English and math standards. We look forward to working closely with our new Curriculum Director in this process. We will continue to work toward the district's goal of 80% of our students mastering grade-level standards each year.
- Our interventionists play a major role in providing support to those students who are substantially below proficient with their goal of having the students that they work with demonstrate accelerated growth. This is demonstrating more than one year's growth within a school year. For most of these students having these additional supports is the only way they will eventually be able to master their current grade-level standards and competencies.