



SCHOOL IMPROVEMENT SPECIALIST, MIDDLE SCHOOL

GENERAL RESPONSIBILITIES

The primary responsibilities include: overseeing intervention, remediation and tutorial activities at the school site; serving as the School Test Coordinator (STC); analyzing assessment data as it relates to the school, to individual student achievement, and to the improvement of instruction; serving as a member of the school's Plan for Continuous Improvement Leadership Team; and serving as the school contact person for the tracking of license renewal points earned through participation in professional development activities. The School Improvement Specialist (SIS) reports to the principal; however, the job responsibilities and duties are defined by the Chief Strategy and Innovation Officer and the Chief Academic Officer.

ESSENTIAL TASKS

(These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

- Plan and coordinate school intervention, remediation, and tutorial programs/classes.
- Identify appropriate remediation services and students eligible for such services. ☐ Communicate with parents.
- Schedule intervention, remediation, and tutorial activities.
- Maintain all necessary and appropriate records.
- Obtain tutors for services and secure substitutes for absent tutors.
- Review and track attendance and academic progress of students being served in remediation, intervention, and tutorial programs to determine progress and the need for adjustments.
- Serve as the School Test Coordinator for all national and state assessment programs.
- Coordinate and implement building-level testing procedures and protocols for national and state testing, and for local testing as applicable.
- Conduct procedural training for all school test examiners and proctors.
- Prepare all necessary orders for testing materials
- Maintain security of testing materials while materials are in the building.
- Count, distribute, collect, and package testing materials.
- Assist administrators in reporting irregularities.
- Organize Standards of Learning (SOL) testing for retake students.
- Maintain records of students using substitute tests for SOL verified credits. ☐ Oversee the distribution of test results.
- Track student SOL failures and test retakes for the SOL assessments and alternate assessments.
- Assist with data collection and data record keeping associated with the Plan for Continuous Improvement (as appropriate).
- Assist with analyzing national, state, and local assessment data as it relates to the school, to individual student achievement and to the improvement of instruction.
- Review assessment data with teachers, individually and with departments, grade levels, or instructional teams.
- Conduct parent, teacher, and student information sessions concerning testing, remediation, and tutorial programs/classes.
- Attend, as necessary and appropriate, training sessions and site meetings related to assigned responsibilities.
- Serve as a liaison between the school administration and central office administration and the school administration and teachers, students and parents for areas identified as assigned responsibilities and essential functions.
- Perform additional duties related to assigned responsibilities and essential functions as approved by the Chief Strategy and Innovation Officer for the Department of Planning, Innovation, and Accountability and the Chief Academic Officer for the Department of Teaching and Learning, or other duties as assigned by the principal in extenuating circumstances.



KNOWLEDGE, SKILLS AND ABILITIES

Strong knowledge of instructional classroom strategies, student academic assessment, remediation activities/strategies, and data use, analysis, interpretation and display; strong communication, organizational, and writing skills; ability to motivate, encourage, challenge students to participate in remediation, intervention, and/or tutorial programs; demonstrate initiative and the ability to handle multiple tasks simultaneously; leadership qualities to provide professional development; knowledge of the school improvement process; knowledge of the Virginia Assessment System and its programs, protocols, and procedures; technological proficiency with Windows, Microsoft Office, and experience using spreadsheets and database systems; and familiarity with the Virginia Standards for Accrediting Schools.

EDUCATION AND EXPERIENCE

Required:

Bachelor's Degree.

Three (3) years of successful experiences with classroom instruction, testing, tutoring, and/or remediation services.

Must be eligible or possess a five-year-renewable Virginia Teaching License.

Preferred:

A comparable amount of training and experience may be substituted for the minimum qualifications.

PHYSICAL REQUIREMENTS

Must have the use of sensory skills in order to effectively communicate and interact with other employees and the public using the telephone and personal contact as normally defined by the ability to see, read, talk, hear, handle or feel objects and controls. Frequent sitting, walking, bending, grasping, fingering, repetitive motion, and reaching. Occasional standing and stooping. Ability to lift up to 20 pounds frequently and up to 50 pounds occasionally. Requires timely and regular adherence to established work schedules.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential tasks.

SPECIAL REQUIREMENTS

Possession of a valid driver's license.

Regular and reliable attendance is an essential function of this position.

FLSA status: Exempt

Description: Rev. 11/13, 3/17, 7/20