

**Barrington Public Schools**  
**FY17 Proposed Budget**  
**Role and Purpose of the Requested Positions**

**K-5 Social Worker**

– The request for the social worker was to address the social-emotional needs of the students in our elementary schools. In addition to completing assessments and confidential evaluation reports, this individual will push into classrooms to support student development. Currently, there is one social worker shared between the schools, which is not adequate for these expanding needs.

**K-3 Interventionists, Coaches and Interns**

– Each K-3 school has a reading specialist, whose intended focus is on providing interventions to students who are reading below grade level. Their current caseload is at maximum capacity. Although, they have been trying to provide writing interventions, in most instances this is not possible.

In addition, each K-3 school has an instructional coach/enrichment specialist. To service the ever-increasing need for interventions in math, these coaches have been acting as interventionists, coaches and enrichment specialists. As a result, they have been unable to reach all the needs of students. Our data points to a need for increased enrichment, differentiation, while continuing to provide interventions in the areas of mathematics, writing, and science. The coach/enrichment specialist is unable to meet all of these demands.

In addition, with the implementation of three new curricula (math, science, and English Language Arts), our teachers would benefit from job embedded coaching in the classroom. This would allow us to increase the quality of instruction, ensure consistency across classrooms, and provide greater differentiation of instruction without pulling teachers out of their classrooms for professional development.

– Each K-3 school has kindergarten interns. The purpose of these interns is to provide supports for our kindergarten students in a full-day program. Data from our first grade district benchmarks reveal that the full day program and the use of interns has resulted in stronger achievement in first grade.

– Each K-5 school has a building intern. The purpose of the intern is to provide qualified instruction in a substitute capacity when teachers are absent. This position is similar to a building based substitute.

**4-5 Instructional Coach**

Hampden Meadows currently has two reading specialists and a math specialist for approximately 600 students. During the 2014-2015 school year, the math specialist was only part time at HMS. It was determined, through school-data that, although the students she instructed were improving, there were students who could have benefitted from her services for intervention and enrichment.

Since HMS does not have instructional coaches/enrichment specialists like the K-3 schools, it was determined through data and program review that this was a needed position to provide additional extensions of learning for students, increased differentiation in the classroom, and job-embedded coaching for teachers. As noted earlier, a coach would allow us to increase the quality of instruction, ensure consistency across classrooms, and provide greater differentiation of instruction without pulling teachers out of their classrooms for professional development. Additionally, data has revealed the need for additional interventions in the area of written language. Although our reading specialists at HMS are providing some of these writing interventions, the data indicates that they are unable to reach all students who would benefit.