BARNESVILLE ELEMENTARY SCHOOL

MTSS and Title I Coordinator

Coordination of elementary instruction, interventions, and student progress monitoring

The MTSS and Title I Coordinator maintains and strengthens Barnesville Elementary School's Multi-Tiered System of Supports. Working with the Principal, Title I Lead Teacher, and school staff, the coordinator uses student data to organize interventions, monitor implementation and progress, and improve student learning. The coordinator also supports high school reading assessments and data management for students in grades 7–12.

Position at a Glance

POSITION TYPE Licensed education position	**REPORTS TO** Elementary School Principal
DEPARTMENT Elementary School	**KEY COLLABORATION** Title I Lead Teacher and school staff
WRITTEN AND REVISED Fall 2026	**JOB EVALUATION DATE** To be determined

Role Focus

25%	**MTSS PLANNING AND STUDENT DATA** | Data review, goals, and student grouping
25%	**INSTRUCTION AND INTERVENTION SUPPORT** | Core instruction and intervention quality
20%	**TITLE I PROGRAM COORDINATION** | Title I services and program records
10%	**STAFF LEARNING AND COLLABORATION** | Training, staff guidance, and teamwork
10%	**GRANTS AND PROGRAM REPORTING** | Applications, reports, and funding research
10%	**STAFFING AND SCHOOL SUPPORT** | Scheduling, coverage, and school support

Percentages are estimates for review; actual assignments vary with student and school needs.

Qualification Snapshot

Required licensure and the knowledge and experience that support success in this role:

REQUIRED LICENSE	KNOWLEDGE AND SKILLS	PREFERRED EXPERIENCE
Valid Minnesota teaching license appropriate to assigned duties.	Knowledge of elementary instruction, MTSS, assessment, progress monitoring, and academic and behavioral interventions.	Experience with intervention planning, Title I, data analysis, staff training, or program coordination preferred.

Core Capabilities

- Interprets data and identifies instructional needs.
- Organizes interventions and monitors implementation.
- Supports staff learning and collaborative decisions.
- Maintains accurate records and meets deadlines.
- Adapts schedules and coordinates available resources.
- Builds respectful relationships and protects privacy.

ESSENTIAL DUTIES AND RESPONSIBILITIES

01 MTSS Planning and Student Data — 25%

Student needs, measurable goals, flexible groups, and progress monitoring

- Maintains and improves the elementary Multi-Tiered System of Supports (MTSS) in collaboration with teachers and the Elementary School Principal.
- Analyzes screening, assessment, classroom, and intervention data with staff to identify instructional needs and achievement gaps.
- Sets up FastBridge and Capti testing at the high school and enters and maintains reading assessment scores for students in grades 7–12.
- Helps teams establish measurable student goals and select evidence-based strategies matched to identified academic and behavioral needs.
- Coordinates WIN intervention groups using current student data and staff input so instruction addresses students' specific needs.
- Maintains accurate group rosters and communicates placements, schedules, and changes promptly to affected staff.
- Coordinates regular progress reviews and helps teams adjust groupings, instructional strategies, or intervention intensity based on student response.

02 Instruction and Intervention Support — 25%

Differentiated core instruction and targeted academic and behavioral supports

- Supports teachers in identifying and addressing student needs during differentiated core instruction.
- Researches and shares evidence-based practices that strengthen elementary reading, mathematics, and behavior instruction.
- Works with staff to identify and organize targeted and intensive individualized interventions aligned with student needs and goals.
- Develops weekly lesson plans for paraprofessional-led WIN interventions that specify the exact skill students will practice each day.
- Monitors implementation of reading, mathematics, and behavior interventions to ensure they are delivered as designed.
- Conducts fidelity checks, reviews instructional records, and provides staff with specific feedback and support to improve implementation.
- Collaborates with teachers to connect intervention lessons with classroom learning and recommends changes when progress is insufficient.

03 Title I Program Coordination — 20%

Program implementation, evaluation, records, inventory, and grant support

- Coordinates the elementary Title I program in close collaboration with the Title I Lead Teacher and Elementary School Principal.
- Checks, monitors, and evaluates Title I services against current program guidelines and student needs, including fidelity of interventions.
- Maintains required Title I records and organizes documentation needed for program review, monitoring, and evaluation.
- Maintains an accurate inventory of Title I materials and resources and coordinates their availability for instruction.
- Assists with the annual Title I grant application and related documentation; attends Title I workshops as needed to stay current.

04 Staff Learning and Collaboration — 10%

Professional learning, staff guidance, teamwork, and family communication

- Provides and coordinates staff training on universal supports and the instructional practices used across the MTSS framework.
- Helps teachers and paraprofessionals understand intervention routines, progress monitoring, and consistent use of assigned materials.
- Facilitates collaborative problem solving with the Title I Lead Teacher, classroom teachers, paraprofessionals, and administration.
- Attends cooperative meetings with colleagues in similar positions and shares relevant resources and practices with school staff.
- Maintains positive, cooperative, and respectful communication with staff, families, and students while protecting confidential information.
- Notifies parents/guardians of all students in kindergarten through grade 6 who score below proficiency in any required reading skill after fall, winter, and spring benchmark testing.

05 Grants and Program Reporting — 10%

Applications, literacy planning, school improvement records, and funding research

- Assists the Elementary School Principal with the ADSIS application and maintenance of accurate supporting program records.
- Assists with the Local Literacy Plan and READ Act reporting, and elementary information for Comprehensive Achievement and Civic Readiness (CACR).
- Researches potential grant funding for reading, mathematics, and behavioral interventions and prepares applications with administrative approval.
- Coordinates assigned reporting tasks, checks data for accuracy, and maintains organized records to support timely district submissions.

06 Staffing and School Support — 10%

Paraprofessional schedules, coverage needs, and assigned teaching duties

- Creates paraprofessional schedules for regular school days, late starts, and early dismissals in coordination with the Principal and teachers.
- Updates schedules as student needs, intervention groups, staffing, or school activities change and communicates revisions promptly.
- Helps cover paraprofessional duties when a substitute cannot be found, following the Principal's priorities and student support plans.
- Provides substitute teaching when needed and assigned, consistent with licensure and district procedures.
- Performs other related duties assigned by the Principal and communicates when coverage needs affect scheduled MTSS or Title I responsibilities.

Professional Growth and Training

Maintains required teaching licensure and participates in the district Professional Growth Plan. Completes applicable district training and attends professional learning on MTSS, Title I, assessment, intervention practices, and program requirements.

07 Professional Context

Decision-making, working conditions, physical effort, and mental effort

Decision Making and Major Challenges

Uses professional experience, student data, district policy, and applicable state and federal requirements to guide decisions. Balances student needs, staff capacity, and available resources. Refers sensitive matters, issues that establish precedent, and decisions beyond delegated authority to the Elementary School Principal.

Working Conditions

Works in elementary classrooms, meeting spaces, and an office with frequent student and staff contact, interruptions, and changing priorities. Attends cooperative meetings and professional learning as assigned.

Physical Effort

Requires sitting, standing, walking, computer work, and handling instructional materials and office equipment. Moves between learning spaces. Essential duties may be performed with reasonable accommodation.

Mental Effort

Manages multiple tasks and deadlines while interpreting data, researching practices, and evaluating implementation. Requires judgment, resource management, problem solving, clear communication, and attention to detail.

08 Accountability and Expected Outcomes

Position accountability and professional performance expectations

Performance is evaluated by the Elementary School Principal in accordance with the district Professional Growth Plan.

Supervision of Others

Coordinates paraprofessional schedules and provides instructional guidance with the Title I Lead Teacher and teachers. Formal personnel supervision and evaluation remain with the Principal or designated administrator.

Equipment and Technology

Uses computers, tablets, assessment and progress monitoring tools, student information systems, spreadsheets, instructional software, grant and reporting systems, and related school technology.

Job Outcomes

- Student data informs timely intervention groupings, measurable goals, and appropriate instructional adjustments.
- Academic and behavioral interventions are delivered consistently and monitored for student progress.
- The Title I program is coordinated with the Lead Teacher and maintains accurate records and inventory.
- Staff receive practical training, clear schedules, and useful feedback on intervention implementation.
- Assigned applications, reports, and supporting records are accurate, organized, and completed on time.
- Professional relationships and coordinated supports help students grow and reduce achievement gaps.

Position Description Statement

This description summarizes the general nature of the work expected of an individual assigned to this position. Employees may be required to perform other job-related duties requested by their supervisor. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.