



JOB DESCRIPTION

Job Title	Student Achievement Specialist
Department	Student Services
Reports To	Principal
Classification	Certified
Location	
Salary	On Schedule
Length of Contract	School Year

This job description in no way states or implies that these are the only duties to be performed by the employee occupying this position. Employees may be required to follow other job-related instructions and to perform other job-related duties as requested, subject to all applicable state and federal laws. Certain job functions described herein may be subject to possible modification in accordance with applicable state and federal laws.

Job Summary

The Student Achievement Specialist (SAS) will be responsible for increasing students' engagement in their education to meet and exceed academic standards and social emotional competencies. The SAS will focus on preparing students for post-secondary opportunities through individual planning, responsive services, system supports, and guidance with students and their families.

Essential Job Functions

- Collaborate with District and school leadership to ensure evidence-based, trauma-informed, school climate, social emotional learning (SEL), restorative practices and behavioral intervention strategies are integrated into school professional development, PLC/grade level team activities, assessments, walk throughs, tiered fidelity inventory(TFI), and staff meetings.
- Provides high quality academic and SEL instruction to individual students and small groups, and monitors progress.
- Supports one-to-one intensive academic and behavior intervention to students.
- Assesses student needs, analyzes relevant data, and creates individualized action plans to meet student needs.
- Provides data to school teams and participates in decisions about student progress.
- Provides responsive services to meet the needs of students at the universal, selected, and intensive levels.
- Provides individual planning that guides students through ongoing activities to plan, monitor, and manage educational, personal, and career development.
- Provides training, coordination, materials, and implementation support for the integration of SEL into academic learning in each classroom by identifying and embedding SEL curriculum, strategies, teaching, practice, reinforcement, intervention and evaluation into existing systems.
- Provides family outreach, including home visits, and education regarding services and supports in the school district and the community.
- Consults with the student's school counselor to create a comprehensive plan.

- Communicates with teachers, administration, and families regarding student progress and student placement.
- Participates in out-of-school, after school and evening or weekend activities with students.
- Maintains confidentiality of student information and materials.
- Motivates students and builds student self-esteem through positive relationships.

Ancillary Job Functions

- Participates in professional development.
- Engage in and lead PD on culturally responsive practices.
- Performs other related duties as assigned.

Required Qualifications – Required qualifications to effectively perform the job at the time of hire. An equivalent combination of education, training, and experience will be considered. Additional requirements and/or substitutions may be requested and require the approval of HR.

- Possession of Wisconsin DPI license for grade levels served by the school.
- Trained in Non-Violent Crisis Intervention (NVC).

Preferred Qualifications – Highly desired education, training, and/or experience that may be helpful in performing the job, if applicable.

- Possession of Wisconsin School Counselor, School Psychologist or School Social Work License.
- One or more years of relevant experiences working with youth and families.
- Bilingual skills an asset.

Knowledge, Skills, and Abilities – May be representative, but not all-inclusive, of those commonly associated with this position.

- Excellent communication skills.
- Knowledge of adolescent development stages.
- Demonstrates an understanding and use of equitable and culturally responsive practices.
- Able to recognize the individual needs of students and families.
- Knowledge of educational concepts and frameworks around equity, behavior, and mental health.
- Knowledge and understanding of cultural diversity in the school setting.
- Able to be self-directed and results oriented.
- Good judgement and problem-solving abilities.
- Maintains a sense of humor, positive attitude, and a supportive approach with students.
- Able to travel to multiple buildings within the District and in the community in compliance with the District driving policy.
- Good organizational and time management skills.
- Able to provide professional development to staff.

- Able to use technology such as Microsoft Office suites, Excel, etc...
- Demonstrates an understanding and use of equitable and culturally responsive practices.

Work Environment – Environmental or atmospheric conditions commonly associated with the performance of the functions of this job.

- Normal office/classroom environment and moderate noise levels.

Physical Requirements – The physical demands described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

- Must be able to have repetitive wrist/hand/finger movement to work on computer and or related office equipment.
- Regularly required to talk and hear.
- Occasionally may be required to drive to other locations.