

MENIFEE COUNTY SCHOOLS

Position: Read to Achieve (RTA) Interventionist

Position Overview: The Read to Achieve (RTA) Interventionist serves as a literacy leader responsible for implementing and supporting a structured literacy, evidence-based reading intervention program within a Multi-Tiered System of Supports (MTSS) framework. This position ensures that elementary students, with emphasis of K-3, who are reading significantly below benchmark receive accelerated, data-driven intervention aligned to the Kentucky Academic Standards (KAS) for Reading and Writing. The RTA Interventionist also supports schoolwide literacy capacity-building, ensures compliance with KDE RTA grant requirements, and contributes to professional learning at both the school and district levels.

Reports To: School Principal and/or District RTA Coordinator

Primary Responsibilities

1. MTSS Implementation

- Serve as an active member of the school-based MTSS Team, supporting the design, implementation, and evaluation of Tier 1, Tier 2, and Tier 3 literacy systems
- Support the development and monitoring of Reading Improvement Plans and Read at Home Plans in alignment with KRS 158.305
- Collaborate with staff (including classroom teachers, special education, and library media specialists) to ensure coordinated literacy supports
- Assist in building schoolwide capacity for evidence-based literacy practices, particularly in structured literacy
- Support MTSS team efforts to:
 - Analyze student data
 - Monitor progress and rate of improvement
 - Adjust instruction and intervention

2. Intervention Planning and Delivery

- Provide Tier 2 and Tier 3 intervention using a structured literacy, evidence-based program that:
 - Aligns to KAS for Reading and Writing
 - Targets phonemic awareness, phonics, fluency, vocabulary, and comprehension
 - Is responsive to diagnostic data and individual student needs
- Ensure intervention services supplement, not replace Tier 1 core instruction
- Deliver short-term, intensive, and explicit instruction designed to accelerate student learning

- Group students flexibly and adjust instruction based on progress monitoring data
- Ensure fidelity of implementation of intervention programs

3. Assessment, Data Collection, and Reporting

- Administer and support administration of:
 - Universal screeners
 - Diagnostic assessments
 - Progress monitoring tools
- Use assessment data to:
 - Identify students for intervention
 - Inform instruction and intervention adjustments
 - Support movement within MTSS tiers
- Maintain accurate and timely documentation, including:
 - Assessment data
 - Intervention services
 - Student progress and outcomes
 - Parent communication
- Participate in required KDE and KYRRC reporting, including submission of implementation documentation through designated platforms (e.g., Google Classroom)
- Ensure data is valid, reliable, and collected with fidelity

4. Professional Learning and Capacity Building

- Participate in all required RTA professional learning, including:
 - Curriculum-Based Professional Learning (CBPL) aligned to HQIR and intervention programs
 - Training on the essential components of reading
 - Assessment literacy (screening, diagnostics, progress monitoring)
 - KDE's Getting to Know the KAS for Reading and Writing (GTKTK) training
- Lead and/or facilitate school-level professional learning focused on:
 - Structured literacy practices
 - Effective intervention strategies
 - Data use within MTSS
- Collaborate with district leadership to support or facilitate district-level professional learning as needed
- Engage in ongoing study of evidence-based literacy practices

5. Compliance and Program Implementation

- Ensure full implementation of RTA grant requirements, including:
 - Use of KDE-approved high-quality instructional resources (HQIR) for Tier 1
 - Implementation of an approved structured literacy intervention program
- Maintain all required documentation for grant compliance and monitoring
- Support school leadership in preparing required submissions, including:
 - Assurance documentation
 - Professional learning plans
 - Implementation evidence
- Ensure adherence to timelines, reporting expectations, and KDE guidance
- Support continuity of services, including planning for intervention delivery during staff absences

6. Family Engagement

- Support implementation of a schoolwide system to:
 - Communicate with families of struggling readers
 - Provide Read at Home Plans and guidance
 - Increase family understanding of how to support literacy development
- Use both digital and non-digital communication methods to engage families

7. Collaboration and Communication

- Work collaboratively with:
 - Classroom teachers
 - School administrators
 - MTSS Team members
 - District staff
- Provide guidance to teachers on:
 - Interpreting student data
 - Aligning Tier 1 instruction with intervention practices
- Communicate student progress and intervention outcomes clearly and consistently

Qualifications

- Valid Kentucky teaching certificate (Elementary or appropriate certification required)
- Demonstrated knowledge of:
 - Structured literacy and the science of reading
 - MTSS frameworks and intervention systems
 - Data analysis and progress monitoring
- Experience delivering reading interventions preferred

- Strong leadership, collaboration, and communication skills

Performance Expectations

- Demonstrates measurable student growth in reading, particularly among students receiving Tier 2 and Tier 3 interventions
- Ensures high fidelity implementation of intervention programs
- Maintains accurate, compliant, and timely data reporting
- Actively contributes to MTSS effectiveness and schoolwide literacy improvement
- Builds teacher capacity through effective professional learning

Terms of Employment

- Salary and contract length in accordance with district salary schedule and RTA grant funding guidelines

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Certified Personnel.