

**Falmouth Public Schools  
 Program Evaluation Template  
 March 1, 2010 – Presented by John G. Flaherty, Principal**

<b>Program Title:</b>	<b>School/Grade Levels:</b>
RTI Math Teacher – Increase from 0.5 to 1.0 FTE	Lunt School
<b>Brief Program Description:</b>	
<p>I proposed that we increase the half-time math teacher for RTI to full time in order to complete our capacity for providing Tier 3 intervention for our students in the area of math. Our half-time position only allowed for a 2 ½ day work week for the RTI math teacher. In order to work with both first and second graders, the teacher needed to be here some mornings and some afternoons so as not to disrupt our literacy blocks. She also served as a resource for teachers and education technicians, yet was only available for our Thursday cross-grade level meetings, but not on Fridays. This made it very difficult to provide consistent professional development opportunities for staff, unless we exclusively used our early release (professional development) days for math. This was not a reasonable expectation, given the many curriculum areas that we address on an ongoing basis.</p> <p>We added math assessment to our AimsWeb in the fall of 2009 in order to provide a more universal, consistent data-base for math achievement. The concern that half time person could not address the needs of our Tier 3 students and also be able to serve as a professional resource for staff drove the need for adding a second half to this position. By adding this math capacity, we have been able to design our math intervention more similarly to our very successful literacy intervention.</p>	
<b>Program Objectives:</b>	
<p>Duties and requirements necessary to fully implement the Math RTI Program at Lunt School:</p> <ul style="list-style-type: none"> <li>• Oversee the universal screening (school-wide) and progress monitoring (for tier II and III students)</li> <li>• Enter data from AIMSweb scores: benchmarks and progress monitoring probes</li> <li>• Provide and/or collect additional screenings/assessments</li> <li>• Triangulate data and conduct conversations with teachers to make informed tier placement/movement/intensification decisions</li> <li>• Provide specific, intensive instruction to the tier III students</li> <li>• Attend meetings (SCT, IDP, IEP) involving struggling math students</li> <li>• Continue streamline and make more efficient the math assessment system</li> <li>• Provide math coaching to teachers and ed techs</li> <li>• Continue to improve duties through professional development and research</li> <li>• Increased capacity for math intervention</li> <li>• Increased time for teacher and ed. tech. support</li> <li>• More children will be serviced in Tier 3 by providing swift, early intervention</li> </ul>	

<p align="center"><b>Number of Students Served:</b></p> <p>- 416 benefit from AimsWeb - Tier 3 numbers vary</p>	<p><b>Number of Staff:</b></p> <p>30+</p>	<p align="center"><b>Other Individuals/Groups Impacted by Program:</b></p> <p>The Plummer-Motz staff will ultimately benefit from our increased capacity for early intervention in mathematics.</p>
<p>Program Costs: (staff, salaries/benefits, materials, supplies, allocated space, etc.)</p> <p>\$30,000 (Salary and benefits)</p>		
<p><b>Evaluation of Outcomes (data available):</b></p> <p>We have been able to service more students in Tier 3 mathematics. By administering the AimsWeb assessment on a regular basis, we are better able to identify children with learning challenges in specific math skill areas. We have increased our capacity for math intervention by adding this half position. This position has also enhanced our opportunities for professional development opportunities for staff.</p>	<p align="center"><b>Recommendations:</b></p> <p>Maintain this RTI Math position at 1.0 FTE</p>	