

ST. MARY'S COUNTY PUBLIC SCHOOLS
CERTIFICATED POSITION DESCRIPTION

Title I Equity Analyst (Grant-Funded)

POSITION: Title I Equity Analyst (Grant-Funded)

REPORTS TO: Chief of Educational Equity, Engagement, and Early Access

LOCATION: Department of Educational Equity, Engagement, and Early Access

NATURE OF WORK:

To provide leadership and support within the Department of Educational Equity, Engagement, and Early Access to Title I school communities with comprehensive analysis of equitable practices, alignment with the SMCPs Equity plan, and to review all Title I program functions in an effort to advance equity practices.

ESSENTIAL FUNCTIONS:

- Supports SMCPs Title I planning in providing leadership to ensure educational equity within the Title I program;
- Provides support to Title I schools, offices, and staff on the development of programs and initiatives that support equitable access to rigor for all students;
- Provides support to schools in developing and implementing Title I School Wide plans that address eliminating gaps in student performance;
- Provides support to Title I schools, offices, and families in developing and implementing educational performance plans that address the systemic focus on educational equity and excellence;
- Demonstrates expertise in the areas of educational equity, culturally responsive instruction, and Social Emotional Learning in Title I schools;
- Initiates and ensures collaboration with the departments of Accountability and Assessment and Curriculum and Instruction to support schools in the development of initiatives that support the accelerated achievement of underperforming students in Title I schools, and;
- Supports the development of a leadership succession pipeline that ensures staff has competency in the application of an equity lens to foster the achievement of all learners.

DUTIES AND RESPONSIBILITIES: This position will provide the following services, support, and analysis for the Department of Supplemental School Programs and the Title I schools:

- Assumes major responsibility for the review of Title I documentation, practices, and procedures through an equity lens;
- Provides ongoing reports, reviews, and supports to Title I schools to more effectively monitor and ensure equitable practices;
- Develop, monitor, implement, revise, and refine Title I plans and work with school leadership teams to determine the most appropriate course of action;
- Provides coaching and professional development on equity strategies for Title I staff and families in collaboration with school leadership, the Executive Director, and the Student and Family Engagement Supervisor;
- Participates in Professional Learning Communities (PLC), Title I departmental meetings, and in professional development training or Title I staff meetings;
- Works collaboratively with the Title I Student and Family Engagement Supervisor in the development, facilitation, and implementation of sustainable equitable practices;

- Works collaboratively with the Judy Center, Title I, and appropriate agencies;
- Provides leadership in the implementation of equitable practices and prepares timely reports;
- Analyzes programmatic and school data and prepares reports as directed or requested;
- Models and provides coaching for Title I staff, parents, students, and community members focusing on areas identified through the Title I needs assessment as related to equity;
- Monitors student progress and assists staff in the maintenance and analysis of data collection systems specifically focusing on discernment through an equity lens;
- Provides mentoring and support for staff providing service to identified students;
- Provides direct equity instruction and professional development at the district or school level;
- Provides professional development on equity practices with Title I partners and community members;
- Assists classroom teachers with the administration and interpretation of formal and informal assessments;
- Serves on the School Improvement Team (SIT), the school's Climate and Culture Team, and the SMCPS Equity Task Force;
- Collects and analyzes climate data and shares in the leadership of monthly climate and culture meetings;
- Collects and analyzes reports and data for effectiveness and Title I refinement to include, districtwide initiatives, districtwide parent and family engagement activities and districtwide targeted support and improvement activities, and;
- Other responsibilities as assigned.

QUALIFICATIONS:

- Possess a Standard Professional Certificate (SPC) or an Advanced Professional Certificate (APC) issued by the Maryland State Department of Education;
- Minimum of four years of successful teaching experience;
- Experience working with diverse groups of students and staff;
- Bilingual (English/Spanish) is a highly preferred skill for this position;
- Experience working with Title I and/or at-risk populations preferred;
- Knowledge of social emotional programs and trauma sensitive curriculum and best equity practices;
- Ability to relate well to students, colleagues, parents, and community members;
- Ability to develop, analyze, make recommendations, and implement large, small group, and individual programs, and;
- Ability to analyze data to impact student achievement and school culture.

TERM OF EMPLOYMENT:

Full-time twelve-month position.

SALARY GRADE RANGE:

The salary for this EXEMPT position will be based on EASMC salary schedule for twelve-month employees.

BARGAINING UNIT ELIGIBILITY: EASMC