

2024-2025 School Year

Staffing Decisions



Grade	Total
K (1)	53
1 (2)	49
2 (3)	46
3 (4)	44
4 (5)	51
5 (6)	49
6 (7)	58
7 (8)	56

Registrants for 24-25 Kindergarten: 48

Major Factor Impacting Staffing:

Special Education Classification Rate

NJ: 15.9%

Brielle: 23.8%

Disclaimer: Anytime a number is 10 or below, it can't be presented in public in order to protect student confidentiality

Grade level breakdown of special education needs

- Compared to the rising fourth grade, only two grade levels have a lower percentage of IEP students, but those other grades' overall grade size is larger.
- In compliance with IEPs, rising grade 4 students would be placed in two classes; one will have a special education teacher, and one will have an instructional aide.

Other factors for consideration

Retirement of one special education teacher and sunset of ESSER funds

Decision was made to retain the guidance counselor who was hired with ESSER funds.

Rationale:

1. Emphasis this year on executing the MTSS and I&RS process with fidelity.
2. Support students in need of behavioral and social interventions.
3. Special education needs can be met given our staff's certifications.

Shifting resources to the primary grades as a proactive measure

- Currently, there are no special education teachers providing support in grades K and 1. If a student has an IEP, we rely on dual certified teachers in those grades.
- We only provide special education push-in support in grade 2 and up.
- In two BEA Liaison meetings this year, our teachers have asked administration to examine this issue as a means of providing early intervention, especially in the area of literacy.

What does shifting support to K-1 accomplish?



Example: Four groups that need support in different skills:

With one teacher in the room, each group will receive small group instruction one time per week.

With two teachers in the room, each group can receive small group instruction two times in a week.

Early intervention that is concentrated is beneficial for students, especially in literacy where most of our students are identified as needing support.

Research Base

While intensive interventions can be implemented in any academic domain, reading is a primary target for intensive interventions in the primary grades. The primary grades are particularly important because **many reading difficulties and disabilities can be prevented if students are provided with early reading intervention** ([Fuchs, Compton, Fuchs, Bryant, & Davis, 2008](#); [Partanen & Siegel, 2014](#); [Simmons et al., 2008](#); [Torgesen et al., 2001](#); [Vellutino, Scanlon, Small, & Fanuele, 2006](#)).

Research has noted that very low levels of initial reading achievement predict later low levels of reading achievement even when these students are provided less intensive Tier 2 type interventions ([Al Otaiba & Fuchs, 2002](#); [Lam & McMaster, 2014](#); [Nelson, Benner, & Gonzalez, 2003](#); [Vaughn & Linan-Thompson, 2003](#)). Deficits in phonological awareness, rapid naming, fluency, and the alphabetic principle appear to be the most consistent predictors of initial response to intervention ([Al Otaiba & Fuchs, 2002](#); [Lam & McMaster, 2014](#); [Nelson et al., 2003](#)).

Furthermore, syntheses of **the impact of reading interventions provided in the primary grades report higher average impacts on reading outcomes than interventions implemented in the upper elementary and secondary grades** ([Scammacca, Roberts, Vaughn, & Stuebing, 2015](#); [Wanzek et al., 2013](#); [Wanzek & Vaughn, 2007](#); [Wanzek, Wexler, Vaughn, & Ciullo, 2010](#)).

Importance of intervention for literacy at the primary grades

Many research studies highlight the importance of students reading at grade level by grade 3. With increased intervention in early literacy, we can reduce the number of students who require remedial reading instruction in the upper elementary grades.

As students move to grade 4 and beyond, there is a shift from “learning to read” to “reading to learn”. Therefore, students’ proficiency with basic literacy skills is essential so they are able to make the transition as they progress to an emphasis on content specific knowledge and critical analysis of text.

Conclusion

Each year, we examine our resources and align them with our students' needs as determined by multiple data points.

Adjustments are made to enhance the educational program and to provide all of our students with the services that will advance grade level proficiency.

Early literacy intervention is a research-based effective practice toward building students' reading skills and decreasing the number of students who may need remedial reading in the future.

The rising grade 4 will have a special education teacher in one section, and an instructional aide in the other section. This determination was made by accounting for the total population of the grade and the percentage of IEP students. Students will be heterogeneously mixed across the two sections.