

Proposal for Restructuring Our Reading and Math Intervention Programs at the K-5 Level

Title I and local funds will be used in order to have a Literacy Specialist in each building supervising Ed Tech III's. The amount of staff in each building will depend on student population and the Title I formula. The total amount of staff will maintain current levels. Please refer to the budget spreadsheet. This reading intervention program entire program will be under the direction and leadership of the Director of Curriculum.

The Literacy Specialist will...

1. Have a full caseload of students. A "full caseload" depends on the needs of the students, but it is somewhere between 15-20 students. Literacy specialists will work mostly with students who are struggling readers at the Grades 1-2 level.
2. Work with students in small groups of 1-3 depending on student need. Literacy Specialists will group and regroup students depending on their needs.
3. Work closely with the staff members and the principal in each building to provide various types of professional development opportunities for teachers. These opportunities may be formal and informal.
4. Work with principals and staff to identify unique building needs in a timely way and address those needs as quickly as possible within the parameters of the MSAD #11 identification process. Data collection, targeted instruction, and communication between the intervention program and the classroom teacher will be of the highest quality. The emphasis will be to work as a team in order to address needs in the building with the Principal and Literacy Specialist acting as leaders of the literacy work.

Educational Technician III's will...

1. Be supervised by the Literacy Specialist. The Literacy Specialist will help Ed Tech III's to plan lessons and respond to student needs.
2. Teach math to all students and reading to the less struggling students.
3. The District-wide Math specialist will work closely with all Ed Tech III's to develop a coherent K-5 math intervention program.
4. Possibly work an extra hour either before or after school four days a week in order to provide additional math support for identified Title I students. This depends on student need.