

Title I Proposal
Frequently Asked Questions

- 1. Does this mean that in the future, fewer students will continue to receive the one-on-one or small group attention that HAS made a difference in my observations of student growth and ability?**
 - a. No, the same amount of students will be serviced as this year. There are also plans in the works to find a way to provide more math support before or after school in grades 3-5

- 2. How will one specialist and one ed. tech. spread themselves across the school to service students, AND help teachers teach?**
 - a. The Literacy Specialist will not be helping teachers teach in the same way that the Math Specialist does. Support for teachers will generally happen in a more informal kind of way...when teachers seek out help, the Literacy Specialist will be there to provide it. The Literacy Specialist will also be involved in SAT meetings, Reading Intervention meetings, staff meetings, Early Release Days, etc.

- 3. What happened to Mary Giard?**
 - a. Mary Giard got another job as a Curriculum Coordinator somewhere in Maine. She does not do consulting work anymore. We are in search of another literacy consultant to work with our district. Having consultants is useful and having consultants work with Literacy Specialists who can continue to support instruction is even more useful.

- 4. What about our fourth and fifth graders who are at even greater risk for continued lack of achievement and disenchantment with our education system because they still can't read or are below level?**
 - a. These students will receive the same amount of support they do currently. Hopefully, these numbers will go down as we have more success with our first and second graders.

- 5. Could we have one LS to be shared between Randolph and Pittston, but add an Ed Tech, that way the caseloads remain the same, but we save \$30,000 +/-.**
 - a. No, I think. The problem is that Pittston does not qualify for Title I. Anyone hired with Title I money can not work at Pittston.

- 6. We have been down this path before. How is this different?**
 - a. Actually, the path that we went down before seemed to be working if you look at MEA data back in 2001-2002.
 - b. Also, this path is different. We are trying to hire **Literacy Leaders** for each of our buildings. The job description will emphasize their responsibility to the students and to the teachers.

- 7. Will this really show results?**
 - a. Yes, but this is one very basic piece to the puzzle of Early Literacy. There are other things that need to be in place as well such as more fluid data collection, accountability, and a variety of interventions. Early literacy is far too important to not have the highest quality system in place.

- 8. Are there many well qualified LS's available out there to hire?**
 - a. It appears that there are many. We need to attract them to Gardiner.

- 9. We will be using some class size reduction money in order to do this? What if we suddenly have a dramatic rise in population?**
 - a. The class size reduction grant, Title IIA, can actually be used either for professional development or class size reduction. In the past, we have used it for both and tried to have a balance. Title IIA is typically around \$140,000. \$70,000 of that would be used for our mathematics specialist staff developer. Roughly \$70,000 would remain for class size reduction teachers and/or some staff development. However, this proposal is about choices. Literacy Specialists will restrict your ability to use class size reduction money.