

# **Dover-Sherborn Middle School & High School**



## **Title I Handbook**

**2022-2023**

Ms. Elizabeth McCoy, Superintendent  
Mr. Denton Conklin, Assistant Superintendent

**Dover-Sherborn Middle School**  
Mr. David Lawrence, Principal  
Ms. Tracy Sockalosky, Assistant Principal

**Dover-Sherborn High School**  
Mr. John Smith, Principal  
Ms. Ann Dever-Keegan, Assistant Principal



## The Public Schools of Dover and Sherborn

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Elizabeth M. McCoy, Superintendent  
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Dawn Fattore, Business Administrator  
Kate McCarthy, Director of Student Services

September 2022

Dear Parents and Staff:

We hope you will find the Title I Handbook to be a helpful reference for information concerning our Title I program at Dover Sherborn Middle School & High School. The core mission of our program is to do everything possible to ensure our children's success, and one key component of this mission is to promote a close home and school partnership.

Under the *Every Student Succeeds Act*, every school receiving Title I funds must jointly develop with parents a Title I Handbook and a School-Parent Compact, outlining the ways in which educators, parents, and students will work together to ensure each child's success. We have developed this handbook in conjunction with our School Advisory Council. The purpose of the Title I Handbook is to describe the school's Title I program, including:

- Criteria for selecting students to receive services, and how these services will be delivered.
- Methods of communication to be utilized in sharing student progress with parents.
- Opportunities for parental involvement through participation in school/family activities.
- A description of how the Title I program will be evaluated.

The compact must do the following:

- Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children served under Title I, Part A to meet Massachusetts academic achievement standards.
- Indicate the parents' responsibility to work together with the school to support their child's learning, particularly in the subjects where the child needs extra help.
- Outline the students' responsibilities for achieving academic success.
- Emphasize the importance of ongoing communication between teachers and parents.

Thank you again for your support of the Title I Program at Dover Sherborn Middle & High Schools! We welcome your participation and input at any time as we continually strive to meet the needs of our students.

Sincerely,

Denton Conklin  
Assistant Superintendent

**Dover-Sherborn Middle School**  
Mr. David Lawrence, Principal  
Ms. Tracy Sockalosky, Assistant Principal

**Dover-Sherborn High School**  
Mr. John Smith, Principal  
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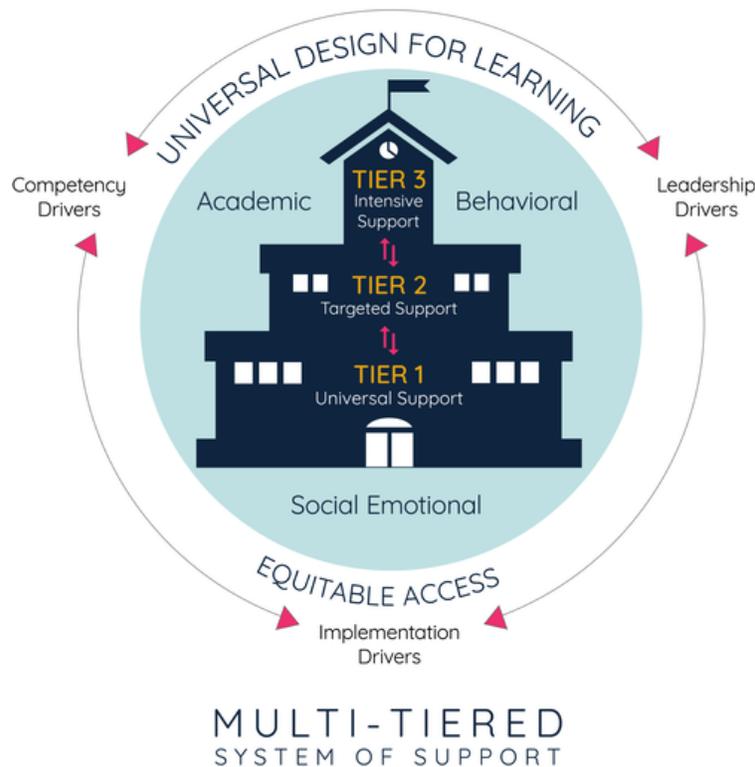
## Program Overview: What is Title I?

Title I is a federally funded program designed to strengthen core programs in school districts by providing support services to selected students in order to achieve state standards. The specific instructional programs implemented are scientifically research-based, and serve to support rather than supplant current instructional practice. The key mission of the program is to enable participating students to achieve proficiency in the learning standards outlined in the state curriculum frameworks.

The Multi-Tiered Systems of Support or MTSS framework is a structure for providing academic and social-emotional support to students by identifying those who need an extra boost of instruction early and quickly intervening. Within this system, all students receive high-quality instruction in their classrooms. This is considered Tier 1 Instruction. Then, some students are provided with Tier 2, supplemental instruction using a research-based intervention (RtI). A few students are provided with intensive, individualized instruction and intervention within Tier 3, which is considered Special Education. Although the tiers are visually distinct, there is really a continuum of supports within each tier, depending on a student's need. Our Title I funds support Tier I and II instruction and support.

## Multi-Tiered System of Support (MTSS)

[DESE MTSS Blueprint](#)





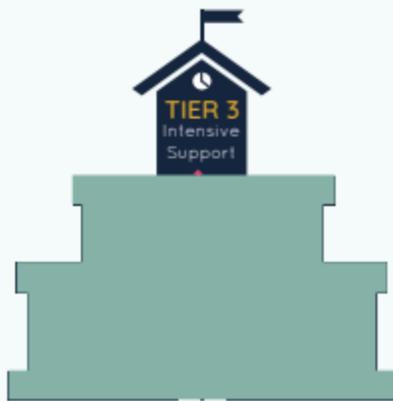
## Tier 1

These are supports available to **all students** through a general education program. Inclusive practice, which is linguistically responsive and culturally sustaining, is a cornerstone of tier 1. Inclusive practice is defined as “instructional and behavioral strategies that improve academic and social emotional outcomes for all students, with and without disabilities, in general education settings” (Educator Effectiveness Guidebook for Inclusive Practice, 2017). For example, providing students with a high-quality, coherent curriculum that provides options and choices for how they learn (i.e., access to books, videos, or direct-teacher instruction), what materials, scaffolds and supports they need to learn (i.e., visuals, exemplars, graphic organizers, rubrics, etc.), and how they can express what they have learned will allow more students to access rigorous, standards-based instruction.



## Tier 2

Tier 2 supports occur in addition to the supports that are provided in tier 1 settings. These supports are generally done in **small groups** and include additional opportunities to practice the skills necessary for core instruction or strategies for enrichment.



## Tier 3

Tier 3 provides more intensive support. These are often explicit, focused interventions that occur **individually** or in **very small groups**. It is important to note that tier 3 is not synonymous with special education. Students with disabilities may not need tier 3 support and students not identified with a disability may in fact need tier 3 supports.

## **A Tiered Assessment Model**

A key component across all of the tiers is the use of assessment data to guide instructional decisions. Screening, progress monitoring, curriculum-based, and diagnostic assessments are used within the MTSS model. These key assessments help us to strategically group students and match them up to the intervention that supports student growth and learning they need. According to the DESE MTSS Blueprint, “Movement amongst the three tiers is fluid and is not determined or defined by specific designations, such as diagnosed disabilities. Rather, movement is supported by data from universal screeners, diagnostic assessments, progress monitoring, and how a student responds to one level of intervention.”

## **Part One: Student Selection**

The core mission of the Title I program is to ensure that all students will reach or exceed proficiency in Reading/English Language Arts and Mathematics. Needs of students are determined through the analysis of assessment results, combined with observations/recommendations of classroom teachers and other professional staff. Students are selected for participation in the Title I program based upon:

- IXL data in math and ELA
- Student MCAS scores
- SEL survey data from Panorama
- Wilson Assessment of Decoding and Encoding (WADE)
- MAZE (Dibels 8th edition, Standardized, group administered measure of reading comprehension)
- ORF (Dibels 8th edition, Oral Reading Fluency)
- Student performance on grade level math assessments
- Classroom observations
- Teacher recommendation

Students can be referred for Title I services through:

### **Student Update Meeting (SUM)**

- Held weekly
- Members: building administrators, Director of Student Services, Special Education Administrators, METCO Director, School Counselor(s), School Psychologist, BCBA, School Nurse
- Purpose of meeting: Share pertinent student/school information regarding student experiences (i.e., recent trauma, life events, peer conflicts, consistent issues with students)
- Outcomes of meeting: Plan for follow-up supports and steps, potential SST or evaluation referral

### **Student Success Team (SST)**

- Held twice a month
- Members: Building administrators, Team Chairperson/District Admin, School Psychologist, Student’s Teacher(s), Special Educator, Literacy, Math and SEL Specialist, BCBA, as appropriate, Student’s Counselor, if applicable
- Purpose of meeting: Discuss struggling student and previous Interventions tried, hear team member perspectives
- Outcomes of meeting: Proposed Intervention Plans for Students, review progress of Interventions 6-8 weeks later, potential Evaluation

Based on these meetings:

- Parents/guardians are then notified that their child is eligible to participate in the Title I program, and are sent a letter and form requesting permission for their child to participate. This letter encourages parents/guardians to contact their child's guidance counselor and/or the Assistant Principal for more specific information regarding their child's academic progress.
- Classroom teachers maintain ongoing communication with each child's parent or guardian regarding the child's academic progress throughout the entire process.

## **Part Two: Implementation**

The Dover-Sherborn Public Schools Title I program almost exclusively takes place during the school day this year, with small group instruction and intervention (push in/pull out) during classes or during students' H block (middle school) or flex block (high school). Teachers and Educational Assistants may provide specialized instruction. The small-group instruction is provided based on the appropriate level of the students involved, and is designed to maximize academic progress.

Title I support is designed to supplement rather than supplant classroom instruction. All lessons are developed in accordance with the standards and requirements outlined in the Massachusetts Curriculum Frameworks. Materials and instructional practices are selected to assist all students in meeting grade level expectations and mastering the standards of the Frameworks. The Title I program is designed to meet the instructional needs of the student population, and services provided are determined by an analysis of standardized testing and classroom benchmark assessments. Individual services are based upon the identified needs of each student.

### **Services (Middle School):**

- ELA Workshop: Our Workshop course will feature small group instruction and targeted interventions to support and strengthen your child's skills in English Language Arts. This course is in addition to their typical English class. The workshop is a general education class and will be offered every other day within the school day and will run all year long
- Math Workshop: Our Workshop course will feature small group instruction and targeted interventions to support and strengthen your child's skills in Math. This course is in addition to their typical Math class. The workshop is a general education class and will be offered every other day within the school day and will run all year long.
- Organization Station: is for all students who may benefit from additional executive functioning, organization, and prioritization skills. Specific executive functioning skills we work on with students include but are not limited to: binder/backpack organization, homework prioritization, studying skills, staying on task and time management, and getting caught up from absences. Students who may be identified as benefiting from any of these things are welcome to join.
- Work with the reading teacher (push in or pull out services available)

## **Part 3: Communication**

- In order to facilitate the partnership between home and school, each parent receives a Title I School-Parent Compact, outlining the roles of the educational personnel, parents, and students in ensuring the academic success of all students.
- The classroom teachers will be available during regularly-scheduled parent-teacher conferences to meet individually with parents to review student progress. Parents and teachers may also schedule conferences at any time on an as-needed basis to discuss student progress.

## **Part 4: Parental Involvement**

Parents are encouraged to be active participants in their child's educational program by:

- Completing the Title I School-Parent Compact.
- Familiarizing themselves with the Title I program through reading the school's Title I Handbook.
- Consulting with their child's teachers to discuss their child's progress and ways to support their child's learning at home.
- Attending parent and family programs held during the school year.
- Serving on the School Advisory Council.

## **Part 5: Evaluation**

- Ongoing input from Title I staff, teachers, administrators and parents, is considered in order to modify the program as needed. An annual evaluation survey is sent to parents/guardians at the conclusion of the school year in which their child has participated in the Title I program. Classroom teachers are also asked to complete a survey. Results are used to improve and refine the program, and to plan for the coming year.
- Informational discussions and the program evaluation are designed to allow participants the opportunity to provide feedback as to the effectiveness of the program, and to offer suggestions for the future

**Dover Sherborn Middle School & High School**  
**Title I School-Parent/Caregiver Compact**  
**2022-2023**

**Introduction:**

Effective schools are a result of educators and families working together to ensure that children are successful in school. Every school receiving Title I funds must have a Title I School-Parent Compact. The Compact serves as an agreement among groups that unites them in a common purpose: to ensure that all children succeed academically, achieving proficiency or better in Reading/English Language Arts and Mathematics. The Compact outlines how each group will share responsibility for student academic achievement. In order to comply with federal law, the Compact must be developed with input from parents, and must include:

- Responsibilities of administrators, teachers, and Title I staff to provide high-quality curriculum and instruction in a supportive and effective learning environment, thus enabling students to meet Massachusetts standards.
- Ways in which parents/guardians will be responsible for supporting their child's learning.
- Responsibilities of students in becoming successful learners.
- Methods of fostering communication between parents and teachers, through newsletters, parent/teacher conferences, progress reports, report cards, attendance at school events, and volunteer opportunities for parents.

We are committed to working together with you as a team to ensure the success of every child at Dover Sherborn Middle & High School, and we welcome your input and suggestions at any time.

**Dover-Sherborn Middle School**

Mr. David Lawrence, Principal  
Ms. Tracy Sockalosky, Assistant Principal

**Dover-Sherborn High School**

Mr. John Smith, Principal  
Ms. Ann Dever-Keegan, Assistant Principal

# **Dover Sherborn Middle School & High School**

## **Title I School-Parent Compact**

### **2022-2023**

**Directions:** Please read the section of the compact that pertains to your responsibilities, and then sign the form pledging your commitment to the education and success of our students.

### **Responsibilities of Parents/Guardians**

As a parent/guardian, I will encourage my child's learning by:

- Seeing that my child comes to school well-rested, attends school regularly, and arrives on time.
- Supporting school staff in maintaining proper discipline.
- Staying interested in and being aware of what my child is learning in school by gaining knowledge of the literacy/mathematics skills taught at each grade level.
- Reading with my child on a daily basis, playing educational games, and doing other activities with my child to support mathematics skills.
- Setting aside a specific time to complete homework, providing a quiet, well-lit place to do it, being available for questions, and reviewing assignments regularly.
- Limiting my child's TV/computer game time.
- Communicating with my child's teacher on a regular basis, and attending parent/teacher conferences.
- Staying informed about my child's education by reading school notices sent home or through the mail, e-mail, or newsletters.
- Considering service on the School Council, the POSITIVE, PTO, and/or other volunteer opportunities.
- Taking advantage of educational activities in the community, including libraries, museums, etc.

I will also help my child be successful by encouraging him/her to fulfill the responsibilities of students:

### **Responsibilities of Students**

- Attending school regularly.
- Being prepared for school each day with completed assignments and necessary school supplies.
- Working hard to do their best in school.
- Asking for help with assignments when necessary.
- Working cooperatively with classmates.
- Respecting themselves and others.
- Following the school rules.
- Reading at home daily with parents or other adults.
- Sharing school notices with parents/guardians.

### **Classroom Teacher/Title I Staff**

As a teacher, I will support and encourage my students' learning by:

- Providing high-quality instruction in a safe, supportive, and effective learning environment that enables children to meet Massachusetts standards.
- Providing a variety of learning opportunities to help students reach their maximum learning potential.
- Holding high expectations for all students.
- Offering suggestions for parents/guardians as to how they can help their child at home.

- Communicating regularly with parents/guardians about their child's progress via report cards, parent/teacher conferences, newsletters, phone calls, and/or e-mail.
- Providing opportunities for parents to volunteer in the classroom.
- Participating in professional development opportunities in order to stay up-to-date on current research and teaching methods.

### **Middle School & High School Principal/Assistant Principal**

As a principal/assistant principal, I will support the Title I School-Parent Compact by:

- Providing a safe and welcoming school environment for all students and families.
- Ensuring that all students are treated with respect, care, and concern.
- Setting high standards for all students and allocating resources to ensure that students attain these standards.
- Supporting teachers in developing and delivering a high-quality, differentiated literacy and mathematics curriculum.
- Providing opportunities for parents to be actively involved in their child's education.
- Sharing strategies with parents to help them reinforce the literacy and mathematics skills their children are learning in school.
- Communicating regularly with parents concerning curriculum initiatives, testing or assessments, programs, school events, and meetings, and encouraging parental input/attendance.