

THE PUBLIC SCHOOLS OF DOVER AND SHERBORN



Title I Handbook

2022-2023

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Mr. Denny Conklin, Assistant Superintendent

Chickering Elementary School (Dover):

Dr. Deb Reinemann, Principal
Mr. Jim Carnes, Assistant Principal

Pine Hill Elementary School (Sherborn)

Dr. Barbara Brown, Principal
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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 Chickering Elementary School and Pine Hill Elementary 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 *No Child Left Behind* law, 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. 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 Chickering Elementary School & Pine Hill Elementary School! We welcome your participation and input at any time as we continually strive to meet the needs of our students.

Sincerely,

Denny Conklin, Assistant Superintendent

Chickering Elementary School (Dover):

Dr. Deb Reinemann, Principal
Mr. Jim Carnes, Assistant Principal

Pine Hill Elementary School (Sherborn)

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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.

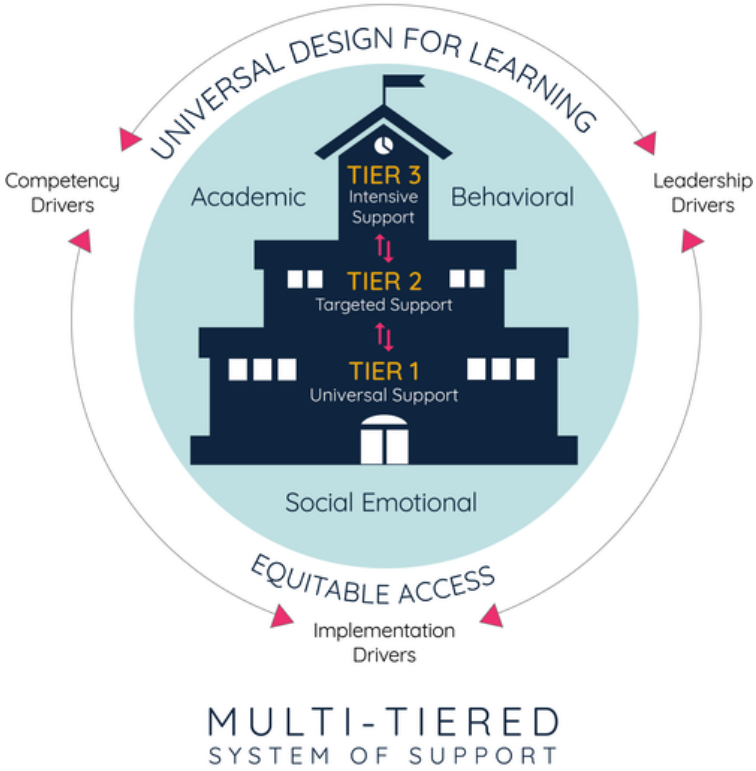
W.I.N. or What I Need Blocks

The WIN or (What I Need) blocks are a designated time for all students to receive targeted instruction, including those students that would benefit from intervention. During the school year we have shared WIN block across classrooms or a grade-level, which allows us to more efficiently group students and use staff. The idea being that we will flood the WIN blocks with additional staff (e.g., Literacy EA, Title I Math support, Grade-Level EA), so that more students can be working in small groups. WIN (What I Need) is an effective framework and delivery method of the MTSS process that provides interventions to all students based on individual needs. It is a time set aside for teachers to deliver specific instruction that targets the individual needs of each student.

- In Kindergarten, interventionists will meet with WIN groups during their centers time or WIN blocks.
- In 1st through 2nd grades, there will be four 20-30 minute blocks a week.
- In 3rd through 5th grades, there will be four 20-30 minute blocks a week.

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.



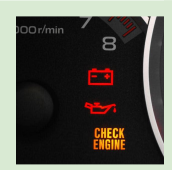

Tier 3

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.”

A Tiered Assessment Model:

Type of Assessment	Assessment Tools	Administered by...	When
 <p>Screening measures are quick, reliable assessments that are given to all students. When students have difficulty on a literacy screener, it’s analogous to a check engine light going off in your car. We do <i>not</i> necessarily know the cause of the problem or how to “fix the car,” but we know we need to take a closer look.</p>	DIBELS 8th Edition	Classroom Teachers Literacy Specialist / interventionists	Data Sweeps at the beginning, middle, and end of the year
	Easy CBM (4th + 5th Grades)	Teachers	Prior to Data Meetings
 <p>Depending on which “warning light” goes off, we then select from a set of diagnostic, informal assessments. These assessments allow us to determine whether there is in fact a skill deficit and in what area.</p>	Phonics Screener for Intervention (PSI) Phonological Awareness Screener for Intervention (PASI), Gr. K-1 Phonological Awareness Screening Test (PAST), 2-5 (varies by school)	Classroom Teachers Literacy Specialist / Literacy EAs	These assessments may be administered for students needing a targeted intervention
<p>Curriculum-based Assessments</p>	Benchmark Reading Assessments	Teachers (Grade-Level EA Coverage)	During Sweep
	Foundations Unit Tests Writing Prompts/Samples RUOS Assessments Everyday Math Tests	Teachers	After units of instruction
<p>Progress monitoring</p>	DIBELS 8th Edition	Teachers	During WIN

assessments allow us to see how well interventions are working, so that adjustments can be made as needed.	Easy CBM	Literacy Specialist/ EA	Blocks During service times with Tier 2 students
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Literacy Assessments (K - 5th) The following table outlines which assessments are given at the beginning, middle, and end of the year at each grade-level. [MA Dyslexia Guidelines](#). Data is collected, analyzed and used at Data meetings

Grade	Beginning of the Year (BOY)	Middle of the Year (MOY)	End of the Year (EOY)
K		<u>DIBELS</u> Letter Naming Fluency, LNF Phoneme Segmentation Fluency, PSF Nonsense Word Fluency, NWF <u>Benchmark Assessment</u> C Instr.	<u>DIBELS</u> Letter Naming Fluency, LNF Phoneme Segmentation Fluency, PSF Nonsense Word Fluency, NWF <u>Benchmark Assessment</u> D Instr.
1st	<u>DIBELS</u> Letter Naming Fluency, LNF Phoneme Segmentation Fluency, PSF Nonsense Word Fluency, NWF Word Reading Fluency, WRF <u>Benchmark Assessment</u> D Instr.	<u>DIBELS</u> Phoneme Segmentation Fluency, PSF Nonsense Word Fluency, NWF Oral Reading Fluency, ORF <u>Benchmark Assessment</u> G Instr.	<u>DIBELS</u> Phoneme Segmentation Fluency, PSF Nonsense Word Fluency, NWF Oral Reading Fluency, ORF <u>Benchmark Assessment</u> J Instr.
2nd	<u>DIBELS</u> Letter Naming Fluency, LNF Nonsense Word Fluency, NWF Oral Reading Fluency, ORF Reading Comprehension, MAZE <u>Benchmark Assessment</u> J Instr.	<u>DIBELS</u> Nonsense Word Fluency, NWF Oral Reading Fluency, ORF Reading Comprehension, MAZE <u>Benchmark Assessment</u> K/L Instr.	<u>DIBELS</u> Nonsense Word Fluency, NWF Oral Reading Fluency, ORF Reading Comprehension, MAZE <u>Benchmark Assessment</u> M Instr.
3rd	<u>DIBELS</u> Nonsense Word Fluency, NWF Word Reading Fluency, WRF Oral Reading Fluency, ORF <u>Benchmark Assessment</u> M Instr.	<u>DIBELS</u> Nonsense Word Fluency, NWF Oral Reading Fluency, ORF <u>Benchmark Assessment</u> N/O Instr.	<u>DIBELS</u> Nonsense Word Fluency, NWF Oral Reading Fluency, ORF <u>Benchmark Assessment</u> P Instr.
4th	<u>DIBELS</u> Oral Reading Fluency, ORF (as needed) Easy CBM	<u>DIBELS</u> Oral Reading Fluency, ORF (as needed) Easy CBM	<u>DIBELS</u> Oral Reading Fluency, ORF (as needed) Easy CBM

	<u>Benchmark Assessment</u> P Instr.	<u>Benchmark Assessment</u> Q/R Instr.	<u>Benchmark Assessment</u> S Instr.
5th	<u>DIBELS</u> Oral Reading Fluency, ORF (as needed) Easy CBM <u>Benchmark Assessment</u> S Instr.	<u>DIBELS</u> Oral Reading Fluency, ORF (as needed) Easy CBM <u>Benchmark Assessment</u> T/U Instr.	<u>DIBELS</u> Oral Reading Fluency, ORF (as needed) Easy CBM <u>Benchmark Assessment</u> V Instr.

Calendar of MTSS cycle:

September	Early start Intervention groups, as determined in the previous June are started.
October	Beginning of year assessments administered First data meetings held
November	
December	
January	Mid year data collected Mid year data meetings held
February	
March/April	
May	
June	End of year data collected End of year data meetings held

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 and recommendations of classroom teachers and other professional staff. Title I support is provided in the Dover-Sherborn Public Schools in Grades K-5. Students are identified for support through a variety of assessments.

- *Student performance on DIBELS and other literacy assessments - Reading*
- *Student performance on Everyday Math benchmark, Kathy Rickardson or IXL assessments*
- Students performance on MCAS-Math and Reading
- Teacher recommendation

All students are considered by the team of grade level teachers, the math coach, literacy coach, SEL coach, school administration, and special education teachers/administration. Data Meetings are held in early October where all beginning of the year assessments are considered. Students not meeting benchmarks are grouped with similar peers for intervention. At the conclusion of the data meeting, multiple groups are formed, identified by the content and “WIN” What I need. Every student needing intervention is assigned to a WIN group. Other students work independently.

Classroom teachers maintain ongoing communication with each child’s parent/caregivers or guardian regarding the child’s academic progress throughout the MTSS process.

Students are assessed throughout the year and at the midyear and end of year. At the midyear assessments Data Meetings are again held and student progress is assessed. Students are moved in or out of Intervention groups as the data and teacher recommendations present. At the end of year assessments, students are considered for “early start” intervention groups in September.

Part Two: Implementation

The Dover-Sherborn Public Schools Title I program will take place during the school day this year, with small group instruction, in Intervention or WIN blocks. 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.

Part 3: Communication

- In order to facilitate the partnership between home and school, each parent/caregiver receives communication from the classroom teacher on a regular basis. Parents/caregivers of students selected for Intervention groups receive a letter/email communication informing them of the program and their student’s specific needs.
- 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 teacher 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 teachers, administrators and parents, is considered in order to modify the program as needed. At the end of each year, input is collected from parents/caregivers, as well as teachers/staff through feedback surveys and optional meetings in order to improve and refine the program for the coming year. Additionally, teachers/school leaders meet with each other and the assistant superintendent to assess the effectiveness of the programs.
- 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

Chickering Elementary School & Pine Hill Elementary School

Title I School-Parent 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 in Dover-Sherborn Public Schools and we welcome your input and suggestions at any time.

Chickering Elementary School (Dover):

Dr. Deb Reinemann, Principal

Mr. Jim Carnes, Assistant Principal

Pine Hill Elementary School (Sherborn)

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Chickering Elementary School & Pine Hill Elementary School
Title I School-Parent Compact
2022-2023

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 technology use/screen 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 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, Educational Assistants and 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.

Elementary School Principal/Assistant Principal

As a 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.