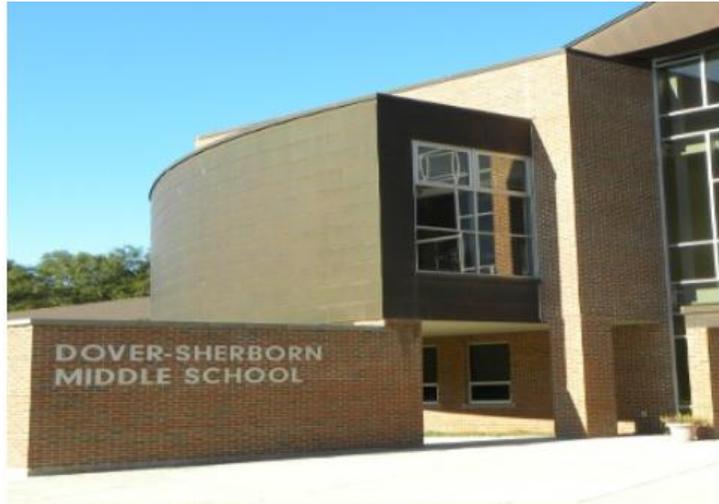


DOVER SHERBORN MIDDLE SCHOOL



Title I Handbook

2016-2017

Mr. William McAluff, Interim Superintendent
Dr. Karen LeDuc, Assistant Superintendent
Mr. Scott Kellett, Headmaster
Mr. Brian Meringer, Assistant Headmaster & Title I Coordinator

“The beautiful thing about learning is that no one can take it away from you.”
B.B. King

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Dover Sherborn Middle School

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William McAlduff

Interim

Superintendent of Schools

Karen LeDuc

Assistant

Superintendent

Scott Kellett

Headmaster

Title I Coordinator

November 2016

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. 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 School! We welcome your participation and input at any time as we continually strive to meet the needs of our students.

Sincerely,

Karen LeDuc
Assistant Superintendent

Brian Meringer
Assistant Headmaster

Scott Kellett
Headmaster

Dover Sherborn Middle School Title I Handbook 2016-2017



Title I Administration/Staff – 2016-2017

Karen LeDuc, Assistant Superintendent
Scott Kellett, Headmaster
Brian Meringer, Assistant Headmaster

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. In addition, the Title I program supports the Federal *Every Student Succeeds Act* legislation.

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. Title I support is provided in the Dover Sherborn Middle School in Grades 6-8. Students are selected for participation in the Title I program based upon:

- Student performance on the SRI diagnostic reading assesment
- Student performance on the Fontas & Pinnell benchmark reading assessment
- Student performance on grade level math assessments
- Students performance on MCAS-Math and Reading
- Teacher recommendation

The process for student selection is as follows:

- Classroom teachers complete a referral form for all students whom they believe would benefit from Title I support. Referral forms reflect grade-appropriate curriculum assessments, standardized test scores and classroom performance.
- Once completed, teachers forward these referral forms to the Assistant Headmaster and guidance counselor
- The Assistant Headmaster and guidance counselor review all completed referrals, and identifies eligible students for the program from a rank order list, based on assessment results and academic information and recommendations provided by the referring teacher and other professional staff.
- Parents/guardians are then notified that their son/daughter 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 Headmaster 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 takes place outside of the school day so that students are not removed from their classes for services. The Title I tutors consult regularly with the classroom teachers in planning and implementing instruction. Instruction is delivered in small groups focused on targeted skill areas. 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 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. Title I tutors will meet with parents and team leaders with periodic updates on student progress.

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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 tutors, 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
Title I School-Parent Compact
2016-2017**

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 tutors 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 School, and we welcome your input and suggestions at any time.

Brian Meringer
Title I Coordinator

Scott Kellett
Headmaster

Pine Hill Elementary School

Title I School-Parent Compact

2016-2017

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, 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 his/her best in school.
- Asking for help with assignments when necessary.
- Working cooperatively with classmates.
- Respecting him/herself 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 Tutors

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/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.

(Please sign, detach, and return the sign-off form on the next page.)

Dover-Sherborn Middle School

**Title I School-Parent Compact
Signoff Form
2016-2017**

The Dover-Sherborn Middle School Title I School-Parent Compact is an agreement listing specific ways that educators, parents, and students must work together as a team to support student learning and growth, doing all that we can to ensure that every student achieves success.

If I elect to enroll my child in the Title I Program, my signature indicates that I have carefully read the section of the Title I School-Parent Compact that pertains to my responsibilities, and that I will work to achieve these outcomes.

I would like my child, _____, to participate in the Title I tutoring.
(please print child's name)

OR

I do not wish to have my child participate. _____

Parent/Guardian Signature _____

Date: _____

Please return this signed page to Mr. Kellett at Dover-Sherborn Middle School as soon as possible. Please retain the Title I Handbook for your records.

Thank you!

Mr. Scott Kellett
Title I Coordinator