

**Title I
Schoolwide Program
K-3 Handbook**



**Dover City Schools
2024-2025**

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Dover City Schools
Schoolwide Title I Program Eligibility
2024-2025

Dear Parent or Guardian,

Our school qualifies to receive Title I, Part A funds under the Elementary and Secondary Education Act (ESEA) as amended (2015) for this school year.

Our school is eligible for the following:

Schoolwide Title I Program: Title I eligibility is based on the number of students in our school from low-income families. School staff members work with input from parents and the community to develop a Schoolwide plan. The purpose of this plan is to improve our entire educational program.

We look forward to your involvement in school activities and your child's education. You will receive information throughout the school year to keep you informed about your child's academic progress and the progress the school is making toward helping all children meet high academic standards.

You are invited to attend an optional parent meeting to discuss and provide feedback on the Schoolwide Title I program and activities at Dover City Schools. The meeting will take place during Open House at your child's school in the fall. The TCCES meeting will be held at South Elementary School.

You are an important partner in our effort to provide the best education possible for your child. Please call the school if you have any questions or would like additional information.

Sincerely,

Mr. Zach Zesiger
Principal, East Elementary
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330-364-7111

Mrs. Tracie Murphy
Principal, South Elementary
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330-364-7111

Dover City Schools School-Parent Compact

We value what you do to help your child succeed in school. One part of our school's parent and family engagement policy is this school-parent compact. This compact is developed jointly with parents and identifies ways you and school staff can share the responsibility for supporting your child's learning.

School's Responsibility:

- We will provide high quality curriculum and instruction in a supportive and effective learning environment
- We will provide you with assistance in understanding academic achievement standards and tests, how to track your child's progress, and how to establish a successful homework setting and routine
- We will provide opportunities for regular communication between you and teachers through:
 - Parent-teacher conferences
 - Frequent reports about your child's progress
 - Opportunities to talk with staff, volunteer in class, and observe classroom activities (as available per Covid regulations this school year)
 - Ensuring regular communication between family members and school staff to the extent possible, in a language that family members can understand

Parent's Responsibility:

- Encourage your child to attend school regularly
- Encourage your child to use positive school behavior
- Set regular times for homework and support effort, completion and correctness.
- Set limits on the amount of time your child spends in front of a screen such as a television, smartphone, or computer and encourage positive use of your child's additional time
- Volunteer in your child's school and classroom if time or schedule permits
- Attend parent-teacher conferences and when it is appropriate, participate in decisions about the education of your child

Please review this School-Parent Compact with your child. This School-Parent Compact may be discussed with you during a parent-teacher conference as it relates to your child's progress in school.

Thank you for your support and involvement in your child's education. Please contact your child's building principal for more information.

Right to Know Teacher Qualifications

Parents and guardians have the right to know about the teaching qualifications of their child's teacher(s). The federal law, No Child Left Behind, requires that all local school districts receiving Federal Title I Funds notify parents that they may request information regarding the professional qualifications of their child's teacher(s), including the following:

1. Whether the teacher has met the Ohio teacher licensing criteria for the grade level and subject areas in which the teacher provides your child instruction.
2. Whether the teacher is teaching under emergency or temporary status that waives state licensing requirements.
3. The college degree major of the teacher and any other graduate degree or certification.
4. Whether the child is provided services by instructional professionals and their qualifications.

Parents and guardians may request this information by contacting their child's principal with a written request. The contact information for each principal is noted on the Contact Information page in this handbook. Please be sure to include the following information in your written request:

1. Child's full name
2. Parent's or guardian's full name
3. Address
4. Teacher's name

DCS K-3 Schoolwide Plan

1. **Needs Assessment:**

South Elementary School serves kindergarten and first grade students and East Elementary School serves second and third grade students. All of the teachers working at South Elementary School and East Elementary School meet the definition of Highly Qualified Teacher (HQT) status. All of the instructional paraprofessionals are also licensed. Student test data is monitored throughout the year to determine instructional needs and guide decision making.

2. **Schoolwide Reform Strategies:** The core reading curriculum is Scott Foresman's *Reading Street*, published in 2002. Supplemental reading curriculum was updated in 2020, based on the principles of the Science of Reading, emphasizing foundational skills and strengthening core instruction with *Heggerty Phonemic Awareness* curriculum and *Foundations* from Wilson Language Training. These programs are research-based and aligned with Ohio's Academic Content Standards. The students also have access to the Accelerated Reader program which has a strong research base. Students at South Elementary School and East Elementary School use *Into Math*, published by Houghton Mifflin Harcourt in 2020, and teacher designed curriculum aligned with Ohio's Academic Content Standards.

3. **Highly Qualified Staff:** All teachers on the South and East School staff are highly qualified as required by the Every Student Succeeds Act (ESSA). All instructional paraprofessionals are also licensed.

4. **High Quality and Ongoing Professional Development:** The South Elementary School and East Elementary School staffs participate in a wide variety of high quality professional development. Teachers meet once a week in Teacher Based Teams (TBT) to strengthen teaching through collaborative planning and align instruction with Ohio's Academic Content Standards. Time is dedicated for teachers to build professional capacity by working with instructional coaches to build knowledge in evidence-based practices. The staff in both schools also participate in district professional development six days throughout the school year.

5. **Strategies to Attract Highly Qualified Teachers to High Need Schools:** The district has a strong Resident Educator Program that includes a New Teacher Academy and time spent over a four-year period with a mentor teacher that includes observation, feedback and reflection. Teachers that have gone through our program have a 100%

passage rate on the Resident Educator Summative Assessment (RESA). Teachers who are new to Dover and have already completed the Resident Educator program at another district are supported by an assigned “buddy teacher” who provides assistance during the transition in their first year at Dover. The school also has readily opened its doors to college students needing to complete observation hours and student-teaching assignments.

6. **Increased Parent Involvement:** South and East Elementary Schools have a very active parent involvement program. Before the start of a new school year, both schools host a Meet the Teacher Night to help introduce the parents and students to the school. In an effort to encourage family engagement, both schools also host Open House and Fall and Spring Parent-Teacher Conferences. Communication between home and school is supported through the use of communication folders that are taken home by the students each day, as well as newsletters sent home by the teachers, school and district. The Parent-Teacher Group (PTG) in both buildings meet monthly and have formed a strong bond between the staff and parents. The PTG sponsors a variety of activities, such as the Book Fair and other activities, which increases parent involvement and supports student achievement.

7. **Transition:**

South Elementary School Preschool Transition: Students and families are invited to South Elementary School for Kindergarten Visitation Night, which is held in the spring, to learn about kindergarten, visit classrooms, and make connections with community partners that participate in the event. During this time, families are provided with an information folder that includes locally-published documents, such as “Kindergarten Resource Guide,” “Let’s Get Ready for Kindergarten,” and “Parents’ Guide to the School Health Program.” Kindergarten screening is held in May and offers an additional opportunity for students and parents to visit the school, interact with staff members and provide information that will aid in the transition to kindergarten. A preschool survey is also sent to currently enrolled preschoolers to collect information about parents' plans for kindergarten and what they might need to help transition.

East Elementary School: In the spring, first grade students participate in a guided site visit to aid in their transition to East Elementary School the following year. All students and families are invited to attend the Meet the Teacher Night to learn more about the school and staff. Teachers also provide introductory letters and share clear expectations at the beginning of the school year.

8. **Strategies to involve teachers in the use of assessments:** Teachers participate in TBT meetings to work together to develop and discuss assessments, as well as review instructional best practices. The use of formative assessment data is also used to identify student needs and guide instruction.

9. **Effective and Timely Assistance for Students Experiencing Difficulty:** Student progress is monitored frequently and intervention is provided to address student needs. Intervention is data-driven and based on student need. It is provided by the classroom teachers, the Title teachers, and Intervention Specialists individually or in small groups that are flexible. Instructional paraprofessionals may provide additional support. The need for additional services may be identified, such as speech or occupational therapist (OT) services.

10. **Coordination of Programs:** All federal, state, and local programs are coordinated across the district during administrative meetings. Additional personnel are included as necessary.

DCS K-3 Parent Involvement Plan 2024-2025

PART I. GENERAL EXPECTATIONS

South Elementary School and East Elementary School agree to implement the following statutory requirements:

Consistent with section 1118, the school will work to ensure that the required school level parental involvement policies/plans meet the requirements of section 1118 of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

Schools will notify parents of the policy/plan in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy/plan will be made available to the local community and updated periodically to meet the changing needs of parents and the school.

In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in language parents understand.

If the school-wide program plan for Title I, Part A, developed under section 1114(b) of the ESEA, is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan when the school submits the plan to the local educational agency (school district).

The school will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the 1 percent reserved goes directly to the schools.

The school will build its own and the parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.

The school will provide other reasonable support for parental involvement activities under section 1118 of the ESEA as the parents may request.

The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

(A) that parents play an integral role in assisting their child's learning;

(B) that parents are encouraged to be actively involved in their child's education at school;

(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

PART II. DESCRIPTION OF HOW SCHOOLS WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY / PLAN COMPONENTS

1. **South Elementary School and East Elementary School** will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1118 of the ESEA:

- The DCS K-3 Parent Involvement Plan will be distributed annually to all parents.
- The DCS K-3 Parent Involvement Plan will be available on the district website.
- The DCS K-3 Parent Involvement Plan will be reviewed and updated annually during one of the monthly South Elementary School Parent-Teacher Group (PTG) and one of the monthly East Elementary School Parent-Teacher Group (PTG) meetings.

2. **South Elementary School and East Elementary School** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- The DCS K-3 Schoolwide Plan will be available for review on the district website.
- The DCS K-3 Schoolwide Plan will be reviewed annually during a PTG monthly meeting.

3. **South Elementary School and East Elementary School** will each hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a time convenient for parents and will offer a flexible number of additional parental involvement meetings. The school will invite all parents of children participating in Title I, Part A programs to this meeting.

- The Annual Title I Meeting will be held during Open House in each building.
- PTG will meet monthly throughout the school year.

4. **South Elementary School and East Elementary School** will provide information to parents of participating children in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet by:

- Distributing a Title I handbook at the beginning of the school year.
- The information will also be available on the district website.

5. **South Elementary School and East Elementary School** will, at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible in the following manner:

- There will be time set aside at each monthly PTG meeting for parents to ask questions, make suggestions and/or discuss issues.
- The principal will respond to any such questions, suggestions and issues as soon as possible.

6. **South Elementary School and East Elementary School** will provide each parent with individual student reports about the performance of their child on diagnostic and state assessments in at least math, language arts and reading for the following assessments:

- *Dynamic Indicators of Basic Early Literacy Skills (DIBELS)*, results will be sent to parents of kindergarten through third graders with the last report card
- *Measure of Academic Progress (MAP)*, results will be sent to parents of first through third graders with the last report card
- *Ohio's State Test (OST)*, results will be mailed to parents of third graders in the fall and summer
- *InView*, results will be sent to parents of second and third graders with the last report card

7. **South Elementary School and East Elementary School** will take the following actions to provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002) in the following manner:

- The principal will mail a notice to parents of affected students.

8. **South Elementary School and East Elementary School** will provide assistance to parents of children served by the school, as appropriate, in understanding the following topics:

- the state's academic content standards
- the state and local academic assessments, including alternate assessments
- the requirements of Title I, Part A
- how to monitor their child's progress
- how to work with educators

by undertaking the following actions:

- Providing an annual Title I meeting for all parents
- Sending home monthly parent newsletters
- Inviting parents to fall and spring Parent-Teacher Conferences
- Sending information regarding academic content to families

9. **South Elementary School and East Elementary School** will provide information, materials and/or training to help parents work with their children to improve their child's

academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, in the following ways:

- Meet the Teacher
- Monthly Parent Newsletters
- Parent-Teacher Conferences
- Classroom Communications
- Special Events, such as Literacy Night

10. **South Elementary School and East Elementary School** will, with the assistance of its parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, during:

- Professional Development during staff meetings and staff in-service days

11. **South Elementary School and East Elementary School** will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, public preschool, and other programs. The school will also conduct activities that encourage and support parents in more fully participating in the education of their children, by:

- Hosting a Meet the Teacher Night at the start of the school year
- Hosting an Open House in the fall
- Holding monthly PTG meetings

12. **South Elementary School and East Elementary School** will ensure that information related to the school and parent-programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Monthly Newsletters
- District Website
- Request for alternative formats can be made to building principal

PART IV. ADOPTION

This School Parental Involvement Policy/Plan has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs.

This policy/plan was adopted by **South Elementary School and East Elementary School** and will be in effect for the duration of the school year. The school will make this policy/plan available to all parents of participating Title I, Part A children on or before the start of the school year.

Participation in State Assessments

Dover City Schools participate in state mandated assessments. The following state mandated assessments are administered at South Elementary School and East Elementary School.

Early Learning Assessment

The assessment is administered to preschool students in the fall and spring. It is designed to aid teachers in determining where children are in their readiness for kindergarten.

Ohio's Kindergarten Readiness Assessment Revised (KRA-R)

This assessment is administered to kindergarteners at the beginning of the school year. It includes ways for teachers to measure a child's readiness for engaging with instruction aligned to the kindergarten standards.

mCLASS Dynamic Indicators of Basic Early Literacy Skills (DIBELS) 8th Edition

This assessment is administered to students in grades 1-3 in the beginning, middle and end of the school year. It is a set of procedures and measures for assessing the acquisition of literacy skills. This assessment is on the Ohio Department of Education and Workforce List of Approved Assessments as a K-3 Reading Diagnostic Assessment and a Tier 1 Dyslexia Screener.

Measures of Academic Progress (MAP)

This assessment is administered to students in grades 1-3 in the beginning, middle and end of the school year in the areas of reading and math. It is an adaptive achievement and growth test that adapts to each student's learning level in order to measure progress and growth. This assessment is on the Ohio Department of Education and Workforce List of Approved Assessments as a K-3 Diagnostic Assessment, and Alternative Reading Assessment: TGRG, an Alternative Assessment for Grades 3-8 ELA and Math and for Gifted Identification.

Ohio's State Test (OST) in English Language Arts (ELA)

This assessment is administered to third grade students in the fall and spring. It provides information about how well students are growing in the knowledge and skills outlined in the Ohio's Learning Standards.

Ohio's State Test (OST) in Math

This assessment is administered to third grade students in the spring. It provides information about how well students are growing in the knowledge and skills outlined in the Ohio's Learning Standards.

Ohio English Language Proficiency Screener (OELPS)

This assessment is administered to students who note another language spoken in the home on the Language Usage Survey. It is the state test based on the English Language Proficiency Standards and is designed to identify Ohio students in grades K-12 as English Learners.

Ohio English Language Proficiency Assessment (OELPA)

This assessment is administered to English Learners each year. It is the state summative test used to determine an English Learner's proficiency level and to exit from the English language program. It is aligned to the English Language Proficiency Standards and assesses English proficiency measuring listening, speaking, reading and writing.

InView Cognitive Abilities Assessment

Districts must provide whole-grade screenings in the area of superior cognitive ability once during the K-2 grade band and once during the 3-6 grade band. The InView Cognitive Abilities Assessment uses five tests to measure skills and abilities important for academic success. This assessment is on the Ohio Department of Education and Workforce List of Approved Assessments.

Parents and guardians may request policies regarding student participation in state mandated assessments. Parents and guardians may request this information by contacting their child's principal with a written request. The contact information for each principal is noted on the Contact Information page in this handbook. Please be sure to include the following information in your written request:

1. Child's full name
2. Parent's or guardian's full name
3. Address
4. Teacher's name

Academic Information

Ohio's Learning Standards are our guide for all student learning.

Literacy Curriculum

Reading Street - English Language Arts core curriculum program

Fundations - multisensory and systematic phonics, spelling, and handwriting program

Heggerty - research-based daily phonemic and phonological awareness lessons

Kid Lips - resources for teaching phonetics: how sounds are produced, how they are perceived, and their physical aspects

Geodes - accessible, knowledge building, information-rich books for emerging and developing readers

Phonics for Reading - research-based reading intervention program that provides explicit phonics instruction to help students decode

Power Readers and Supercharged Readers - series of decodable books that can be used as an intervention tool

Math Curriculum

Into Math - comprehensive mathematics learning system

Academic Assessments Used to Measure Progress in Grades K-3

- Early Learning Assessment - PreK
- Ohio's Kindergarten Readiness Assessment Revised (KRA-R) - Kindergarten
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) - Grades K-3
- Measures of Academic Progress (MAP) - Grades 1-3
- Ohio's State Test (OST) in English Language Arts (ELA and Math) - Grade 3
- Ohio English Language Proficiency Assessment (OELPA)
- InView Cognitive Abilities Assessment - Grades 2-3

Ohio's Third Grade Reading Guarantee is a program to identify students from kindergarten through grade 3 who are behind in reading. Schools will provide help and support to make sure students are on track for reading success by the end of third grade. The Ohio Department of Education and Workforce provides policy guidance, instructional tools and resources on the Third Grade Reading Guarantee. Dover City Schools will follow proficiency levels and promotion criteria that are set by the state.

Overview of How Title I Funds are Spent

How are Federal funds used to support student learning?

Title I requires that funds be used to enable teachers to become highly qualified, for professional development for schools and districts in improvement status, parental involvement, and nonpublic school services. Allowable Schoolwide use of funds include costs for employee salaries and benefits, professional development, instructional supplies and materials, equipment, materials for parent meetings and training, research-based activities, and other costs. The focus is to enable all students to be proficient in all content areas, with an emphasis on reading and mathematics.

Contact Information

South Elementary School

Grades: PreK-1
Principal: Mrs. Tracie Murphy
280 E Shafer Ave
Dover, OH 44622
Phone: 330-364-7111
Fax: 330-343-3976
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East Elementary School

Grades: 2-3
Principal: Mr. Zach Zesiger
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Phone: 330-364-7114
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Dover City Schools

Assistant Superintendent: Mr. Seth Corder
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