



## **Greenfield Public Schools**

**195 Federal Street, Suite 100, Greenfield, MA 01301**

### **ESSA Needs Assessment Procedure**

Greenfield Public Schools are required to conduct annual needs assessments for each Title I school that include data on student achievement relative to state standards, and input from parents and educators. The needs assessment procedure establishes priorities for action and allocation for resources. The following is an outline of Greenfield's needs assessment procedure:

#### **Title I**

##### ***Step One: Analysis of Data per Building***

Each Title I school has a team which meets to evaluate assessment data by grade level and subject area. These data are to include such assessments as MCAS, ACCESS for ELLs, NWEA, and other common assessments in that school. Behavioral data are also included in the evaluations conducted by data teams.

The members of the team, in collaboration with the building principal and Superintendent or designee, will make recommendations regarding changes in curriculum, assessment, student programming, and professional development needs based on this analysis. Their work also helps to identify best practices to be utilized in the school and/or district.

##### ***Step Two: District Improvement Team***

The District Improvement Team meet each year in the evening and are comprised of the administrator, community partners, teachers, paraprofessionals, parents, and community members.

In small groups, the District Improvement Team works to analyze assessment and survey data, as well as data regarding graduation rates, college attendance, preschool school enrollment, and tiered instruction statistics. Groups assess the district's strengths and areas of need in the following categories: Curriculum, School Leadership, Professional Development, Technology, Tiered Support, Family and Community Engagement, Budget and Resources, and Culture and Climate.

From the notes, the team identifies two to four priority areas and develops an action plan.

### ***Step Three: School Improvement Councils***

The schools follow the same process in developing school improvement plans in the fall. First, the superintendent shares the finalized district improvement plan with all staff. Then, in collaboration with teachers, parents, administrators, business partners, and school committee, the school improvement councils create their school improvement plans based on the broad goals of the district improvement plan and the specific needs of their school community.

### ***Step Four: The Budget Process***

The District Improvement Plan and School Improvement Plans are used to inform the budget process (January to March), the district professional development plan, the Title I plan and grant application, the school professional development plans, and the Title IIA grant application, as well as the special education grant and funding decisions. The budget process is as follows:

- 1) Superintendent seeks budget suggestions through an e-mail sent to all school personnel.
- 2) Administrators provide input regarding the needs of their schools as determined by data teams, and school improvement goals.
- 3) A budget subcommittee works to create a budget that meets district needs and town parameters. The subcommittee is comprised of the superintendent, administrators, finance committee members, and a school committee representative.

Funding sources used include:

- Local budget
- Federal and State Grants
- Other foundation support, when available

### ***Step Five: Finalize Plan***

With the budget in place and the needs determined, the administrative team finalizes decisions for professional development and grant applications.

### **Title IIA**

Title IIA funding addresses a) student achievement increases consistent with the challenging state academic standards; b) the improvement of the quality and effectiveness of teachers, principals, and other school leaders; c) the increase in the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and d) greater access for low-income and minority students to effective teachers, principals, and other school leaders. The needs assessment procedure establishes priorities for action and allocation for resources.

The following is an outline of Greenfield's needs assessment procedure:

1. Each eligible Title I school in district evaluates their needs with regard to all of the categories Title IIA can support. The building principal and Superintendent or designee, collaborate and make recommendations regarding needs of each school.
2. From each of the school meetings, the administrative team then looks at the district's greatest needs in terms of professional development, mentors, district-based preparation programs for teachers and paraprofessionals and other allowable costs under Title IIA.
3. The district then surveys all staff and administration to gather information on their needs for building systems of support for excellent teaching and leading.
4. With the priorities identified and the needs determined, the administrative team finalizes decisions for addressing the support of excellent teaching and leading.

#### **Title IV**

Title IV funding addresses a) well-rounded education; b) safe and healthy schools; and c) improving the use of technology. The needs assessment procedure establishes priorities for action and allocation for resources in schools with the greatest needs or schools with the highest percentages or numbers of children in poverty.

The following is an outline of Greenfield's needs assessment procedure:

1. Each eligible Title I school in district evaluates their needs with regard to the three categories Title IV can support. The building principal and Superintendent or designee, collaborate and make recommendations regarding needs of each school in the three categories that Title IV can support.
2. From each of the school meetings, the administrative team then looks at the percentage of low-income for each school and prioritizes funding for the schools in most need based on distribution of allocated funds according to percentages. Indicators, such as attendance, behavior referrals, assessment data, etc., are also taken into account when determining the needs of each school. Those schools that have data supporting the need for more support in the three categories of Title IV are allocated additional funds from Title IV to create equity in all of our schools.
3. With the priorities identified and the needs determined, the administrative team finalizes decisions for addressing the support of a well-rounded education in each school, safe and healthy schools, and the improvement of the use of technology from school's with the highest need to those with the lowest.