



## **2024-2025 Norwell Public Schools ESSA Title Programs Needs Assessment Procedures**

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### **Needs Assessment Procedures for Titles I, IIA, IVA**

Norwell Public Schools will annually review its priorities and establish new priorities based on an assessment of comprehensive needs and determine how resources should be allocated to address those needs by:

- crafting, implementing, and annually reviewing its Strategic Plan and/or District Improvement Plan
- meeting in the fall of each year with all school councils
- meeting in June of each year with the Leadership Team to evaluate the past year and plan for the upcoming year's needs
- following established budget timelines
- analyzing a variety of data sources, including but not limited to MCAS data, State Accountability Data, DESE Report Cards, School Council Surveys of Students, Parents/Guardians, and Educators, district budget, and school budget;
- including subject area teachers, curriculum coordinators, Math, Reading, and Literacy Specialists, Office of Instruction Directors, Principals, Assistant Principals, School Counselors, School Psychologists, and School Council members in the analysis of data and the prioritization of goals;
- listing priorities and determining high area needs in District Leadership Team meetings, NPS Instructional Leadership Meetings, and NPS Congress of School Council Meetings; and
- reviewing and developing School Improvement Plans.

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### **Allocation of Title I Funds**

#### **Title I:**

It is understood that federal Title I, Part A funds are allocated to districts with high percentages or high numbers of children from low-income families. In turn, our district identifies which of our schools are considered Title I eligible schools and assigns funds to those schools based on poverty percentage. Our district also considers school performance on the accountability indicators when allocating funds for school- and district-level supports and interventions.

After conducting the needs assessment procedure the following steps are undertaken:

1. The available federal funds are identified once released by the state to the district.
2. District and school accountability information is reviewed to determine the relative percentages of students in selected populations, e.g. economically disadvantaged, high needs, students with disabilities, English language learners.
3. The Director of the Office of Instruction, in collaboration with building principals, identify and prioritize the opportunities to support students with Title I funds. Supporting our schools with the highest number of students in need and/or providing programming that has the potential for the broadest impact on student learning are considered in determining the allocation amounts and priorities.
4. The Massachusetts Department of Elementary and Secondary Education established a Vision to create an environment where the following are to be strongly considered
  - All students are known and valued
  - Learning experiences are relevant, real-world, and interactive
  - Individualized in supporting students to excel at grade level, in addition to focusing on
  - Early grades literacy
  - Middle grades math
  - High-quality college and career pathways for high school students
  - Supporting historically disadvantaged subgroups of students
5. Decisions on the allocation of funds are reviewed with the team to be sure that they supplement and do not supplant any non-federal funds that would otherwise pay for the activity.
6. The identified priorities are requested in the Title I grant application.
7. Identified supports are subsequently purchased or contracted for with the use of Title I funds.

### **Program Evaluation Procedure - Title I**

Norwell Public Schools will annually review its Title I programs for effectiveness and suitability to school and district needs by

- analyzing a variety of data sources, including but not limited to MCAS data, common assessment data, benchmark assessment data, student growth data, students' grades, and reports from teachers, Title I tutors, curriculum coordinators, students, parents/guardians, and administrators;
- conducting analyses of assessments at the beginning of each school year and continuing progress monitoring throughout the year
- including social/emotional data
- consulting subject area teachers, curriculum coordinators, Specialists, and Title I Tutors regarding time spent with students, interventions and/or supports utilized, and effectiveness of interventions and/or supports;
- reviewing parent involvement policies and procedures with School Councils which include parent, teacher, and community representatives;

- consulting with private school teachers and parents of students accessing funds regarding student achievement;
- developing a list of strengths and weaknesses of the program based on student data and faculty input; and
- based on strengths and weaknesses, making adjustments to the schedule of Title I tutors, support classes offered, and/or interventions and/or supports offered.

**Student Selection Procedure in Targeted Assistance Schools**

The following multiple, objective, educationally-related criteria are used by schools to select the eligible pool of Title I participants. Eligible students are those identified by the school as failing, or most at risk of failing, to meet the State’s challenging student academic achievement standards. If all eligible students cannot be served, schools shall select those most in need from this pool to be served. Schools may augment these examples of criteria, listed below, with additional objective, educationally-related criteria such as teacher-developed tests.

- Students performing at the “Not Meeting Expectations” achievement level on ELA and/or Mathematics MCAS.
- Students performing at the “Partially Meeting Expectations” achievement level on ELA and/or Mathematics MCAS.
- Students performing in a “high risk” category on any of the Screenings listed below and/or new screenings that the district utilizes.
- Students identified by parents, guardians, teachers, and/or students identifying themselves and providing a reason or documentation for their selection.

In addition to the students identified by the criteria above and any additional school selection criteria, the following students are automatically eligible for Title I services:

- A student who, at any time in the preceding 2 years, received services under Title I, Part C, Migrant Program.
- A student in a local institution for neglected or delinquent children and youth or attending a community day program for such children.
- A student who is homeless and attending any school in the district.]

**Screenings, Assessments, and Diagnostic Tools**

These tools are in place to be used should our school(s) be identified as a Title I school. The tools listed are currently administered to assess our student needs in ELA, Math, and Social-Emotional learning. Norwell Middle School (NMS) and Norwell High School (NHS) are Title I schools for 2024-2025. The tools being used by NMS and NHS for purposes of Title I are in the Math category.

Grades	ELA	Math	Social-Emotional
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K-5	Phonological Awareness Skill Test MCAS Fastbridge Screener Acadience RAN DIBELS (nonsense word fluency) iReady Diagnostic Progress monitoring (Fastbridge & DIBELS)	Fastbridge iReady Diagnostic Number Sense Math Screener MCAS	Fastbridge SAEBRs Fastbridge MySAEBRS
6-8	MCAS Fastbridge Benchmark Assessments Progress monitoring	MCAS Fastbridge Benchmark Assessments Progress monitoring Skills inventory	Panorama MySAEBRS
9-12	MCAS Progress monitoring Fastbridge	MCAS Benchmark Assessments Progress monitoring	Panorama Social-Emotional Survey

### **Program Evaluation Procedure - Title IIA**

Norwell Public Schools will annually review its Title IIA programs for effectiveness and suitability to school and district needs by

- analyzing a variety of data sources, including but not limited to educator surveys, reports from teachers related to HQPD, educator evaluation assessments and feedback;
- consulting subject area teachers, curriculum coordinators, specialists, and teacher leaders regarding the interventions and/or supports utilized, and the effectiveness of the interventions and/or supports;
- reviewing parent involvement policies and procedures with School Councils which include parent, teacher, and community representatives;
- consulting with private school teachers, administrators, and parents of students accessing funds regarding student achievement;
- developing a list of strengths and weaknesses of the program based on faculty and administrator input; and
- based on strengths and weaknesses, making adjustments to the Title IIA supports offered.

### **Allocation of Title IIA Funds:**

Title IIA funds are intended for “Building Systems of Support for Excellent Teaching and Leading.” The district uses a method similar to the aforementioned method, but specific to the goals of this funding.

After conducting the needs assessment procedure the following steps are undertaken:

1. The amount of available federal funds is identified, once released by the state to the district.
2. The Director of the Office of Instruction, in collaboration with building principals, identifies and prioritizes the opportunities to support teaching and learning with Title IIA funds. Supporting our schools by providing teachers and leaders with programs and access to high-quality professional development that have the potential for the broadest impact on student learning are considered in determining the allocation amounts and priorities, e.g. providing teachers and leaders in their first three years with supplemental support, stipending teachers to lead training to improve content knowledge.
3. The four priority areas that Massachusetts has identified to support excellent teaching and leading are considered:
  - Increase student achievement consistent with challenging state academic standards;
  - Improve the quality and effectiveness of teachers, principals, and other school leaders;
  - Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
  - Provide low-income and minority students equitable access to effective teachers, principals, and other school leaders
4. Decisions regarding the allocation of funds are reviewed with the team to ensure that they supplement and do not supplant any non-federal funds that would otherwise pay for the activity.
5. The identified priorities are requested in the Title IIA grant application
6. Identified supports are subsequently purchased or contracted for using Title IIA funds.

### **Program Evaluation Procedure - Title IVA**

Norwell Public Schools will annually review its Title IVA programs for effectiveness and suitability to school and district needs by:

- following the general Needs Assessment Procedures
- consulting with the Director of Teaching, Learning, and Technology
- analyzing data sources related to the implementation or use of supports related to creating safe, healthy and supportive, high-quality educational learning environments for all including but not limited to, surveys and evaluation feedback sources
- making adjustments to the use and implementation of Title IVA resources based on the strengths and needs in the current year

### **Allocation of Title IVA Funds:**

Title IVA funds are intended for “Creating Safe, Healthy and Supportive, High-Quality Educational Learning Environments for All.” The district uses a method similar to the aforementioned method, but specific to the goals of this funding.

After conducting the needs assessment procedure the following steps are undertaken:

1. The amount of available federal funds is identified once released by the state to the district.
2. The Director of the Office of Instruction, in collaboration with building principals, identifies and prioritizes the opportunities to support teaching and learning with Title IVA funds. Supporting our schools by ensuring student support and academic enrichment are considered in determining the allocation amounts and priorities,
3. The four priority areas that Massachusetts has identified as a high-quality educational environment for all are considered:
  - Provide all students with access to a well-rounded education;
  - Improve school conditions for learning to ensure safe and healthy students; and
  - Improve the use of technology to improve academic achievement.
  - Support key district and school improvement initiatives in coordination with other federal grant funds and state and local resources so initiatives and their impact are sustained beyond the life of individual sources of funding.
4. Decisions regarding the allocation of funds are reviewed with the team to ensure that they supplement and do not supplant any non-federal funds that would otherwise pay for the activity.
5. The identified priorities are requested in the Title IIA grant application
6. Identified supports are subsequently purchased or contracted for using Title IVA funds.
7. Should the district receive more than \$30,000 a more comprehensive review process will occur.