

GREENFIELD PUBLIC SCHOOLS

CENTRAL OFFICE

195 Federal Street, Suite 100, Greenfield, MA 01301

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Karin E. Patenaude, Assistant Superintendent of Teaching & Learning

"The Greenfield Public School District is a place where every child is supported on their path to success."

Title I Program Evaluation Summary 2022-2023

Greenfield Public Schools assesses its Title I Program at the end of each school year by reviewing student data, needs assessment results, input from administrators, and teacher and parent feedback. The Title I grant coordinator with the Superintendent, makes conclusions and recommendations for the next school year.

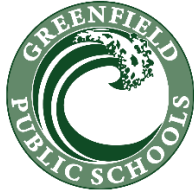
Evaluation Design: The evaluation considers all aspects of the Title I program, including effectiveness of policies, involvement of parents/guardians, and if applicable, the impact of equitable services for private school children.

The following primary questions guide program evaluation:

- Is the Title I program effective?
- What works well in the Title I program?
- What has not worked well in the Title I program?
- How should the Title I program be refined?

To answer these questions, driven by our District Strategic Plan, we analyze the data collected from standardized, summative and formative assessments, teacher recommendations and use the information to guide our Title I, Title IIA, and Title IV grant applications.

Who we are: Greenfield is a K-12 Schoolwide Title I district, therefore all students receive benefit of reading and math interventions, tiered-level instruction, and academic supports that contribute to the student's academic achievement. Greenfield is a rural/urban school district with an inclusive preschool, three elementary schools serving grades K-4, a middle school serving grades 5-7, and a high school serving grades 8-12. Greenfield's Middle School and Federal Elementary School are identified in need of turnaround by DESE. Our schools provide all academic opportunities to all students to ensure that not only do we provide a nurturing, supportive academic environment, we provide all opportunities for academic success. The Greenfield Public Schools uses NWEA MAP data to gauge students' reading and math status compared to grade-level expectations. In early September of each school year, student's benchmarks are established. The principals, Title I interventionists, and classroom teachers, as a team, review each student's benchmark, and if available, compare to where the student ended their previous school year. Students are also assessed with DIBELS/MAZE as well as a USNS in math. Intervention recommendations are then discussed regarding each student's need and groupings are made.



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Overview of Title I Services Offered in Greenfield Schools

* As a Schoolwide Title I district, all students are offered or provided Title I services.

Listed below are the assessments and interventions used by Greenfield Public Schools. Not all are funded by Title I but provide necessary information that are used in conjunction with Title I-funded supports to improve student achievement. *Denotes Title I funding support.

School	Grades Served	Title I-Supported Services	Enrollment	% Low Income	Accountability Level
Discovery School at Four Corners	K-4	*1.0 FTE Math/Reading Interventionist *Family Engagement Events Parent/Teacher Conferences *School-Home Compacts All-School assemblies with families *Bingo for books *Math Night *Playground Night *Ice Cream Social Assessments: NWEA DIBELS USNS MCAS (Grades 3&4) Interventions: *SPIRE *Imagine Math *Leveled readers Strategies: Daily math and ELA intervention blocks for all students *Summer reading and writing program	210	47.44%	
Federal Street School	K-4	*1.0 FTE Reading Interventionist *1.0 FTE Math Interventionist *Family Engagement Events Parent/Teacher conferences *School-home compacts	185	71.14%	In Turnaround



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		<p>All school assemblies with families</p> <ul style="list-style-type: none"> *Bingo for books *Math night *Playground night *Ice Cream Social Night <p>Assessments: NWEA DIBELS USNS MCAS (Grades 3&4)</p> <p>Interventions: *SPIRE *Imagine Math *Leveled readers</p> <p>Strategies: Daily math and ELA intervention blocks for all students *Summer reading and writing program</p>			
Newton School:	K-4	<ul style="list-style-type: none"> *1.0 FTE Reading Interventionist *1.0 FTE Math Interventionist *Family Engagement Events Parent/Teacher conferences *School-home compacts All school assemblies with families *Bingo for books *Math night *Playground night *Ice Cream Social <p>Assessments: NWEA DIBELS USNS MCAS (Grades 3&4)</p> <p>Interventions: *SPIRE *Imagine Math *Leveled readers</p> <p>Strategies: Daily math and ELA intervention</p>	186	77.88%	



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		blocks for all students *Summer reading and writing program			
Greenfield Middle School	5-7	*1.0 FTE Reading Interventionist *1.0 FTE Math Interventionist *Family Engagement Events Parent/Teacher conferences *School-home compacts Assessments: NWEA DIBELS MAZE USNS MCAS (Grades 3&4) Interventions: *SPIRE *Read Naturally *Newsela *Imagine Math *Leveled readers Strategies: Daily math and ELA intervention blocks for all students *Summer reading and writing program	305	68.75%	In Turnaround
Greenfield High School	8-12	*1.0 FTE Reading Interventionist *1.0 FTE Math Interventionist *Family Engagement Events Parent/Teacher conferences Assessments: NWEA MAP MCAS USNS DIBELS MAZE Interventions: *Newslea *Read Naturally *Imagine Math Strategies: Professional Learning Teams	455	60.14%	



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Private School Allocations	Varied	Eligible Private Schools opted out of engaging in Title I services for their students for the 2022-23 school year	N/A	N/A	
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Is the Title I program effective:

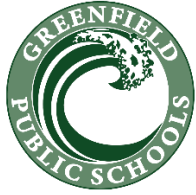
Based on high-stakes test results (MCAS), MAP scores, real-time student progress data from benchmark curriculum assessments, web-based interventions, and classroom summative assessments, the Greenfield school community concludes that the Title I Program is effective. The school uses the student scores, the needs assessments, school teams and parent input to provide strategies and interventions to support our student’s academic needs. Student attendance is not a factor in deciding who receives interventions.

The middle school is where all of Greenfield’s middle-school aged students merge from Greenfield’s elementary schools; the first time all of our students come together bringing with them their cultural and income diversity, academic development, and varied learning styles. Additionally, as GMS has been previously identified by DESE as in need of targeted assistance, and this year as a comprehensive, support and improvement school, the middle school continues to support a schedule with dedicated math and reading intervention blocks in the academic day.

What works well in the Title I program?

As a District, we show strength in identifying students in need of interventions based on benchmark assessments and use research-based strategies that address the specific needs of student challenges in reading and math. Through bi-weekly E-Team meetings, teacher collaboration meetings with a day per week devoted to data analysis of math and reading assessment data of students, adoption of high-impact, evidence-based instructional strategies, adoption of high-quality, research-based curriculum resources, research-based intervention tools, and best practices, the program is highly structured and monitored. It is here that both school and district initiatives drive the goals of the Strategic Improvement Plan, with consideration of Title I resources to achieve results.

Consensus from the school-based teams: The biggest strength of Title I is that it serves all children in grades K-10 at our schools. The Program works in collaboration with staff, specialists, administration, and parents on a daily basis. We also communicate our program and its purpose to families at Open House, Meet and Greet night, Parent/Teacher conferences, parent engagement nights and other school events; we also promote the program through our monthly newsletters and the Superintendent’s weekly Parent Updates. Title I resources and



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strategies are an effective way to teach, reteach, and reinforce skills to improve student learning and achievement in reading and math. The strategies allow for the fluidity of groups and the ability to constantly analyze data and determine changes if needed. The assessments are used in a very efficient and effective way to identify students in need of support. The classroom staff are supportive and cooperative with students being pulled and help to facilitate the schedule so that it works for all those involved. We are able to track individual student progress and react immediately based on data available on the district's data dashboards.

What challenges has the Title I program faced?

The district is working on horizontal and vertical curriculum alignment which impacts classroom curriculum instruction in conjunction with Title I strategies. The district has engaged with DESE high-quality instructional materials professional learning network in math for grades K-10 over the past two years, and ELA grades K-7 over the past year. Elementary schools (grades K-4) currently have the same curriculum for both math and ELA with the adoption of Eureka Squared and CKLA/Amplify curriculum resources. The middle school and high school have the same curriculum for math with the adoption of Illustrative Math.

As the District develops and adopts its horizontal and vertical alignment, the strategies are becoming more universal rather than site-based. The method of identifying students and getting them into the Title I Program as the school year began was based on DIBELS/MAZE and USNS as well as NWEA MAP scores in math and ELA. Forming cohesively matched small groups continues to be a challenge, oftentimes as a result of scheduling pull out groups. Elementary Principals worked collaboratively in the summer of 2022 to adopt schedules with dedicated math and reading intervention and this has allowed for more flexibility in servicing students in Title I.

How should the Title I program be refined?

The district has now assigned the Assistant Superintendent of Teaching and Learning to oversee interventionists in each of the schools and to provide support on a building level to better meet the needs of our students to contribute to improved student achievement. There continues to be a need for more involvement from families in their student's academic lives. Parents need to be educated on the importance of their support in continuing their child's academic experience at home. The district has hired an Equity and Community Connections coordinator to assist with increasing parent involvement and engagement.

Faculty are continually "educated" on what Title I is, what it provides, and how this resource contributes to overall success of all students and the district has moved the perception of Title I from being viewed as "a grant for kids who need help" to a grant that continually supports the academic, social and emotional needs of all children in district.



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Additionally, one of the challenges that the district faced was low attendance at the traditionally held parent/family engagement nights. In the 2022-23 school year, principals worked tirelessly to create low-stakes events for parents/families to attend that were welcoming, fun, and diverse. The elementary schools adopted playground nights and ice cream social nights where families could just come together at the school for socialization and school camaraderie while students were able to run, laugh, and play together. The middle school revamped its whole notion of engagement to a series of monthly events that parents/families could choose from, such as, Cookies and Cocoa, which involved families decorating cookies with their children, to a STEM night, which had families participating in the building and construction of boats and house of cards, to an end of year Hot Diggity Dog barbeque picnic.

The restructuring of family engagement events has promoted a higher interest in attending said events from our parents/ families. The increase in participation at the district's Meet and Greet Event from 2021 to 2022 was 22%. In 2021-22, there were three family engagement nights that had approximately 240 families attend. In 2022-23, there were eight family engagement nights that included social, lower-stakes events such as ice cream socials, playground nights, and a bbq, and approximately 600 families signed in at events that were more structured, but this number is well over a 1,000 families as the lower-stakes events were more unstructured and social and therefore, difficult to have families "sign in" but administrators reported that they had over 100-200 families at those events.

The district continues to work with building administrators to create and promote parent/family engagement activities that are welcoming, convenient and accessible to all families.