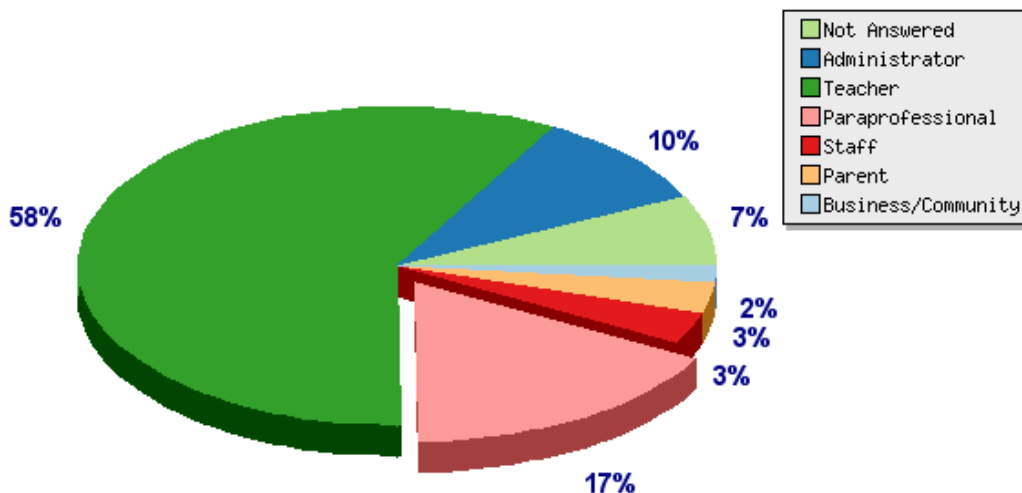


Federal Programs Comprehensive Needs Assessment Summary 2010-2011

Results for All Schools

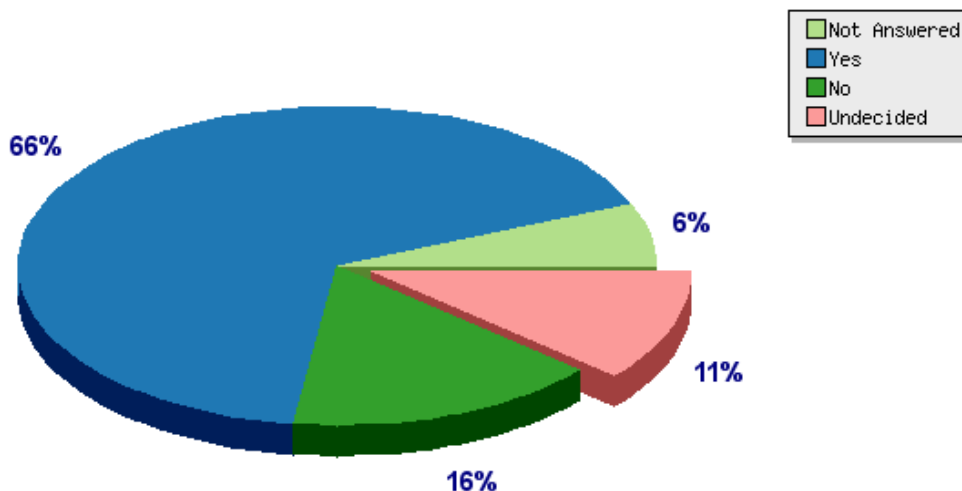
The comprehensive needs assessment will focus on five dimensions: Student Achievement, Curriculum and Instruction, Professional Development, Parent/Family and Community Involvement, and School Context/Organization.

PARTICIPATION
CATEGORY: Select the
appropriate category

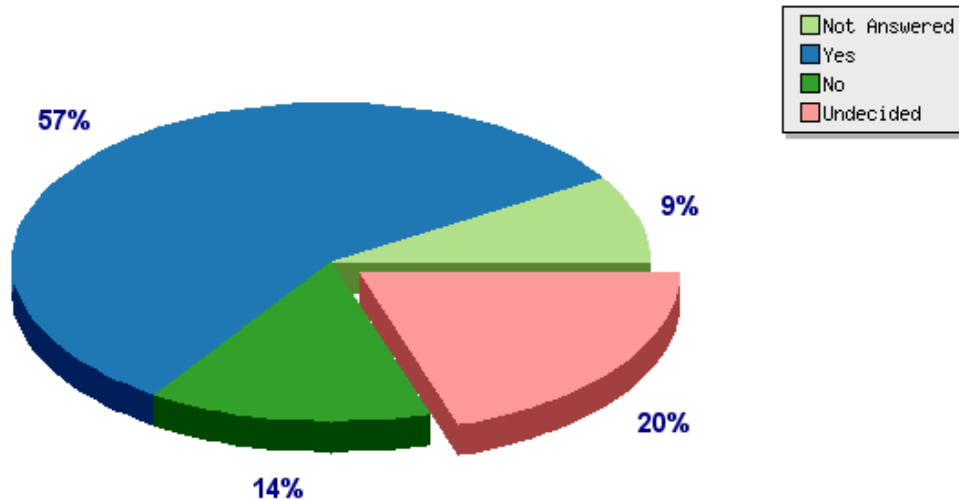


DIMENSION I: STUDENT ACHIEVEMENT

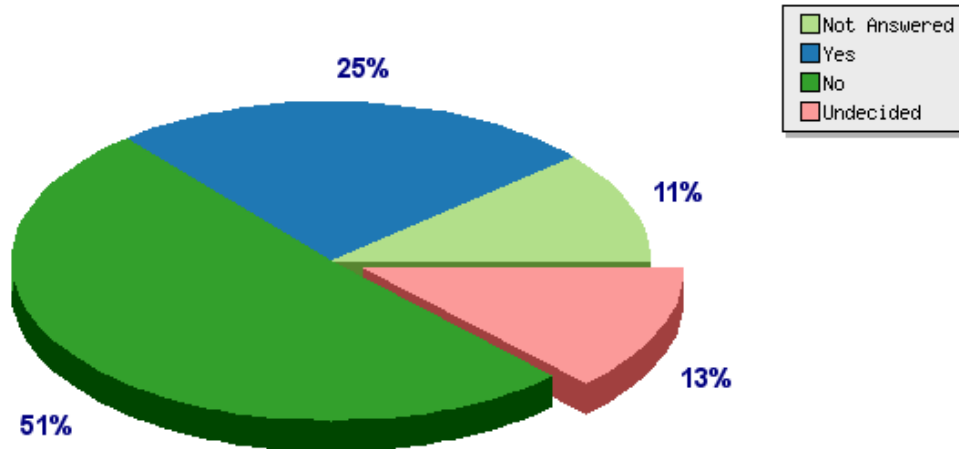
Students are attaining the
challenging academic
standards set by the State
and District/school.



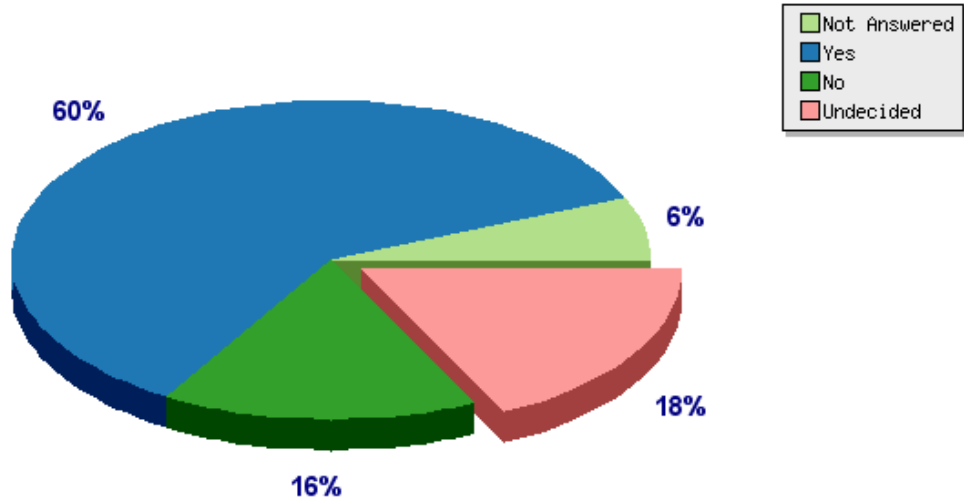
Current pass/fail rates (the number of students promoted or retained any given year) at the District/school level are acceptable.



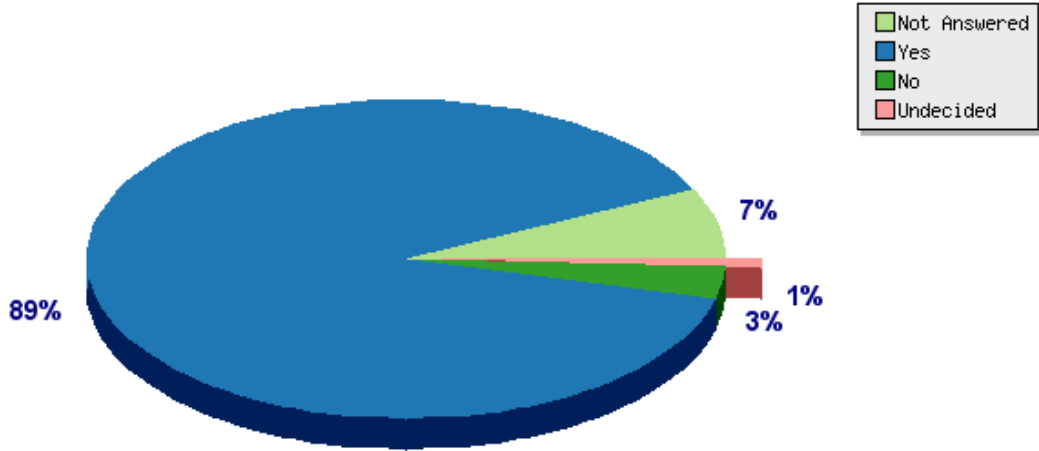
The calculated District graduation rate of 71.00% (2008/2009 school year) is acceptable as compared to the previous year of 71.00% (2007/2008 school year).



District/school students are making a smooth transition from grade to grade, school to school, and from District to college/workforce yearly.

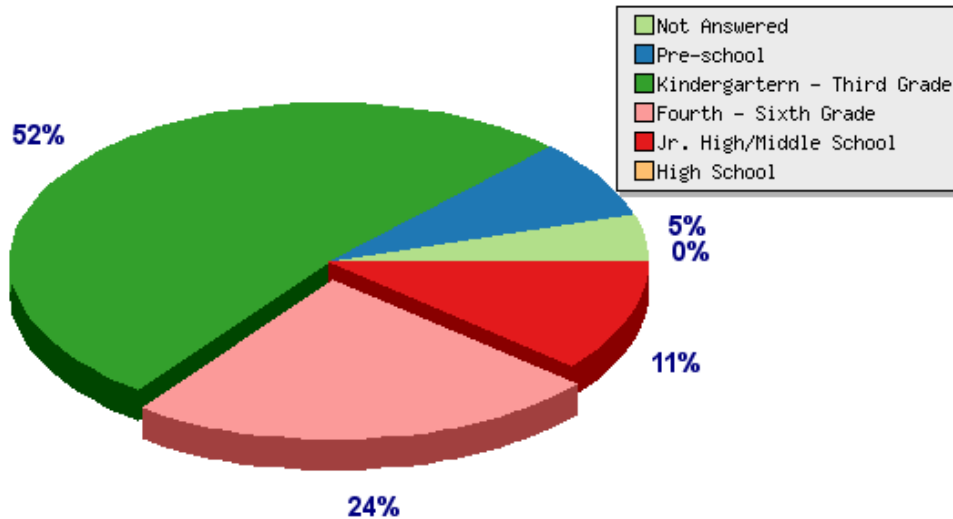


District/school is adequately providing a safe and drug-free environment which is conducive to student learning.

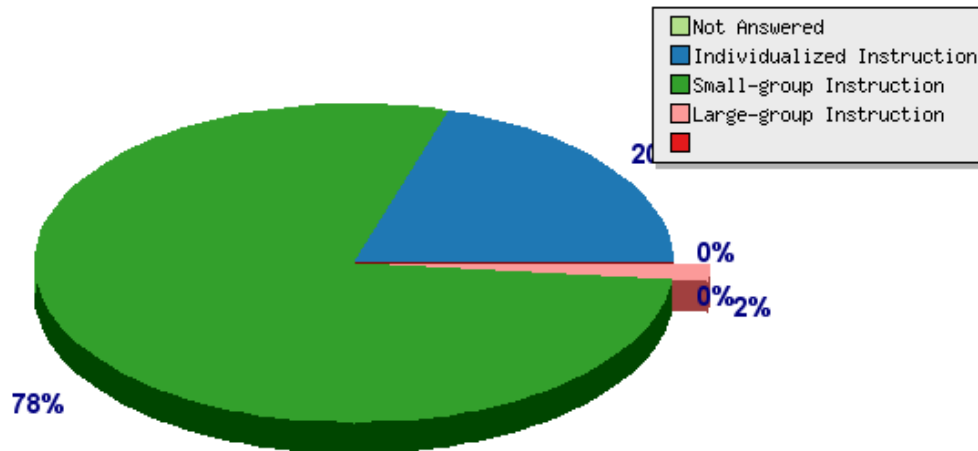


DIMENSION II: CURRICULUM AND INSTRUCTION

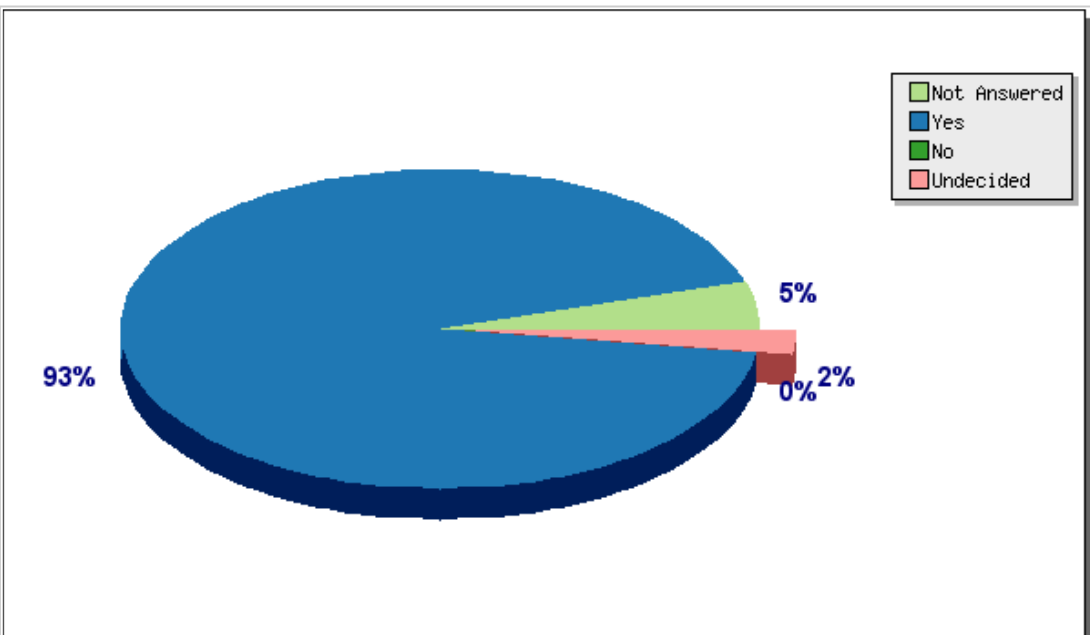
At which level should Title I Funding be utilized to provide the most effective instruction and for improving student achievement?



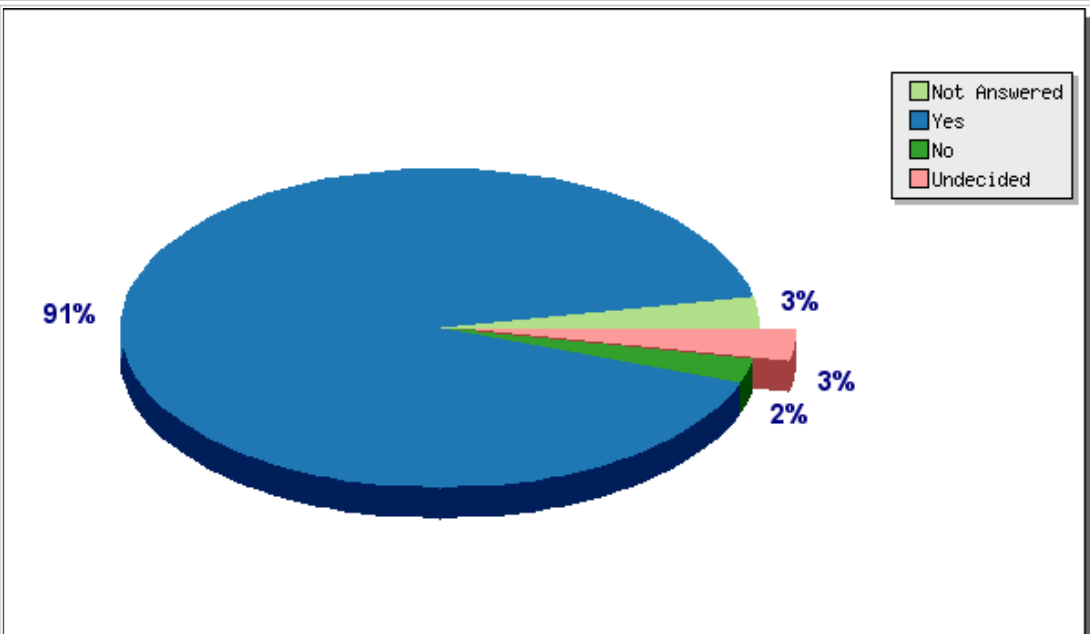
Select only one of the following types of instruction the District/school should provide with Title funding to improve instruction and student achievement.



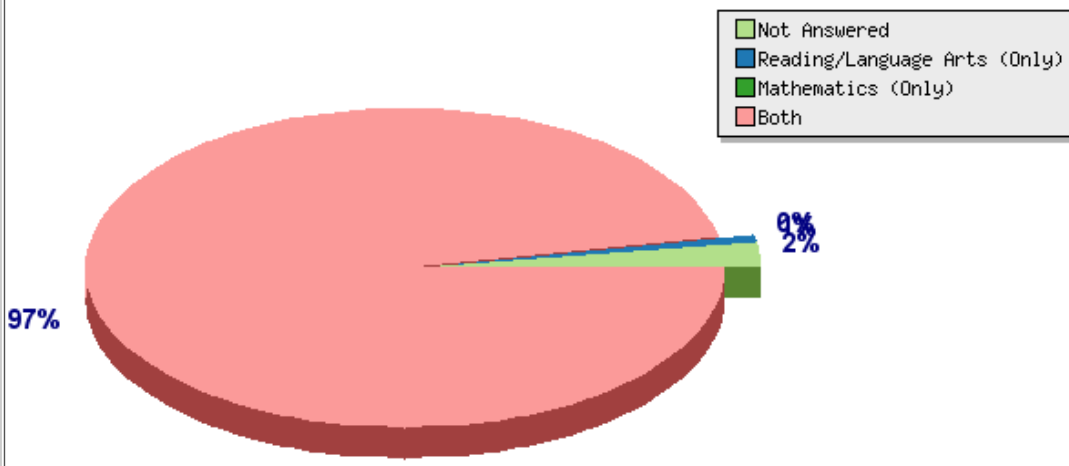
To ensure teaching methods are up-to-date and curriculum reflects state, local, and national content standards, administrators and teachers should participate in professional development opportunities and follow prescribed state and national content standards.



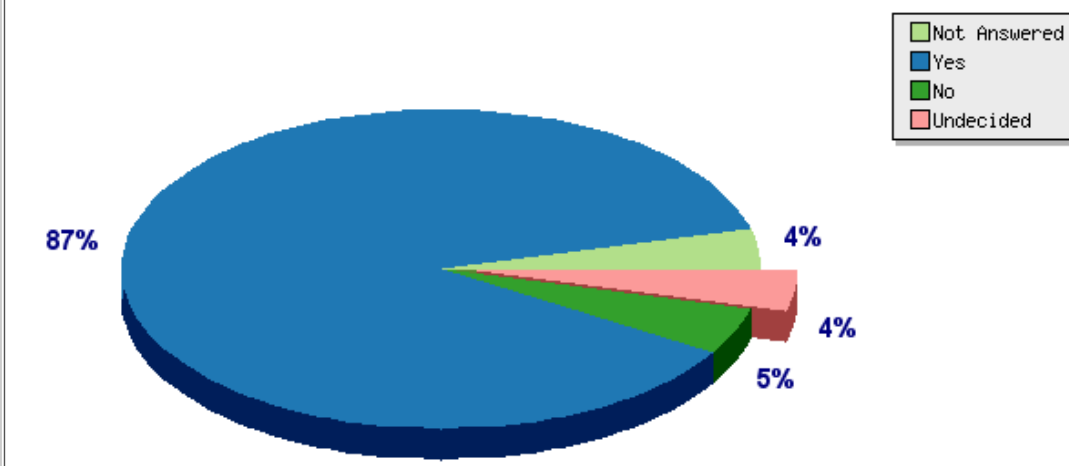
District/school should utilize Title Funding to improve curriculum, raise expectations of staff, and secure top-quality instructional materials?



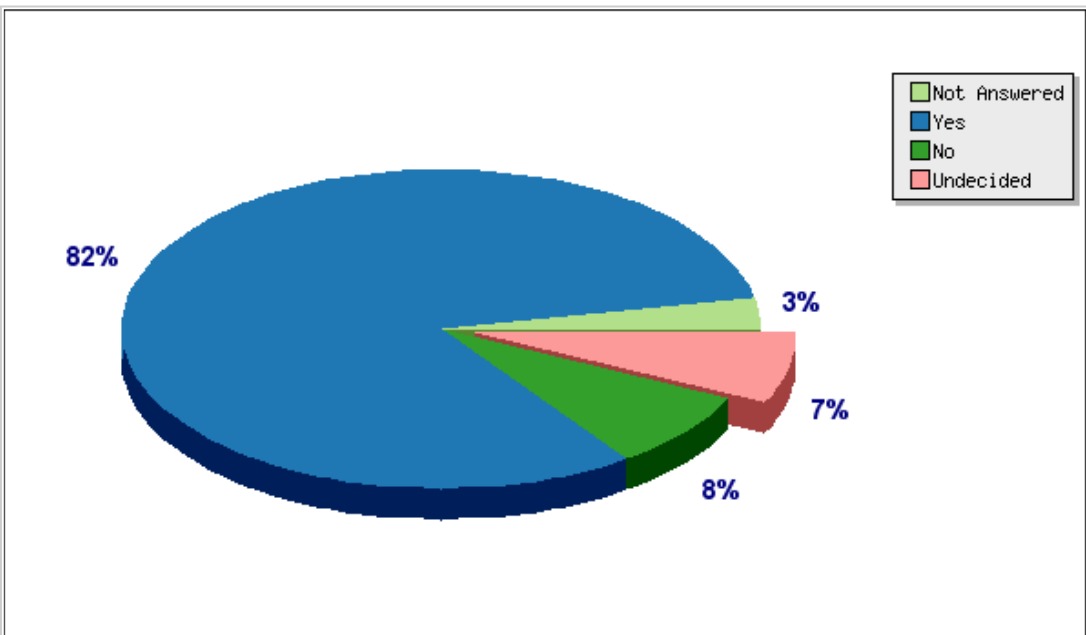
District/school should use Title funding to support:



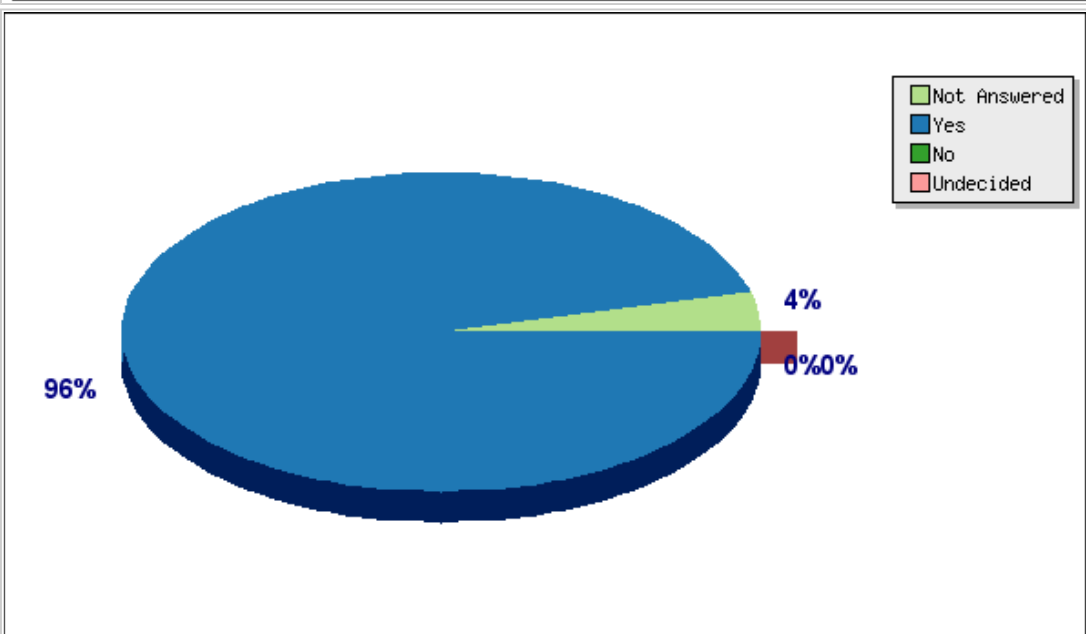
District/school should continue to use Title Funds to operate computer labs which provide remediation to improve student achievement.



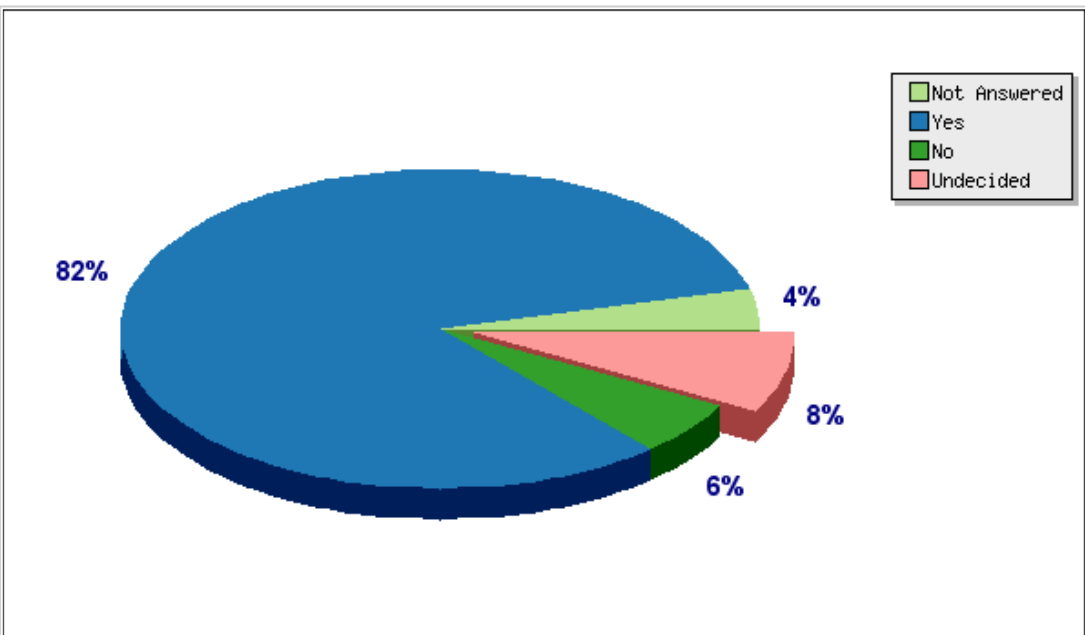
District/school should continue to use Title Funding to support extended-day and extended-year tutorial programs.



District/school should use available Title II funds to improve student achievement through the reduction of class size.

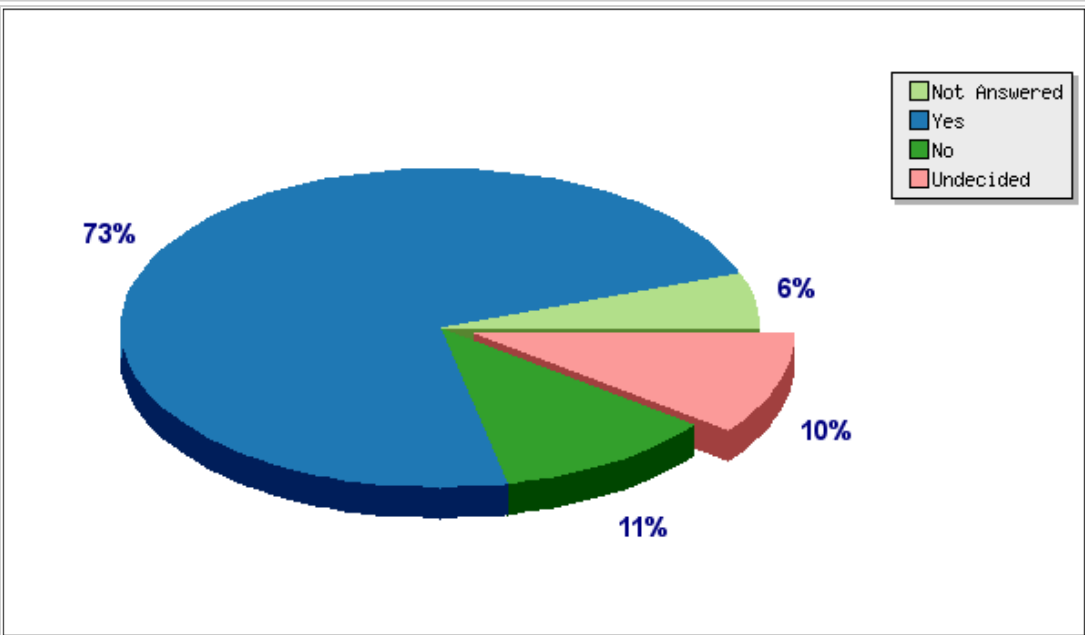


District/school should use available Title II funds to improve student achievement by providing more professional development opportunities to administrators and teachers.

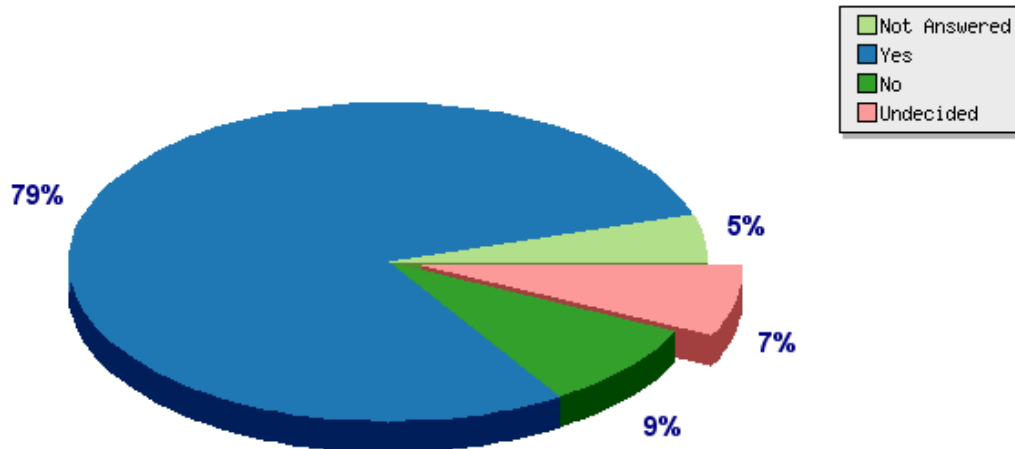


DIMENSION III: PROFESSIONAL DEVELOPMENT

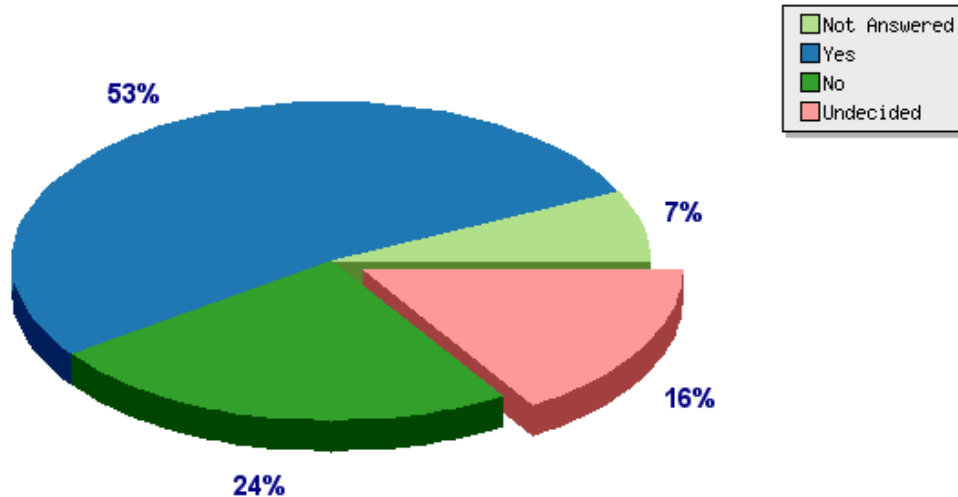
District school is providing on-the-job opportunities for teachers to participate in meaningful professional development.



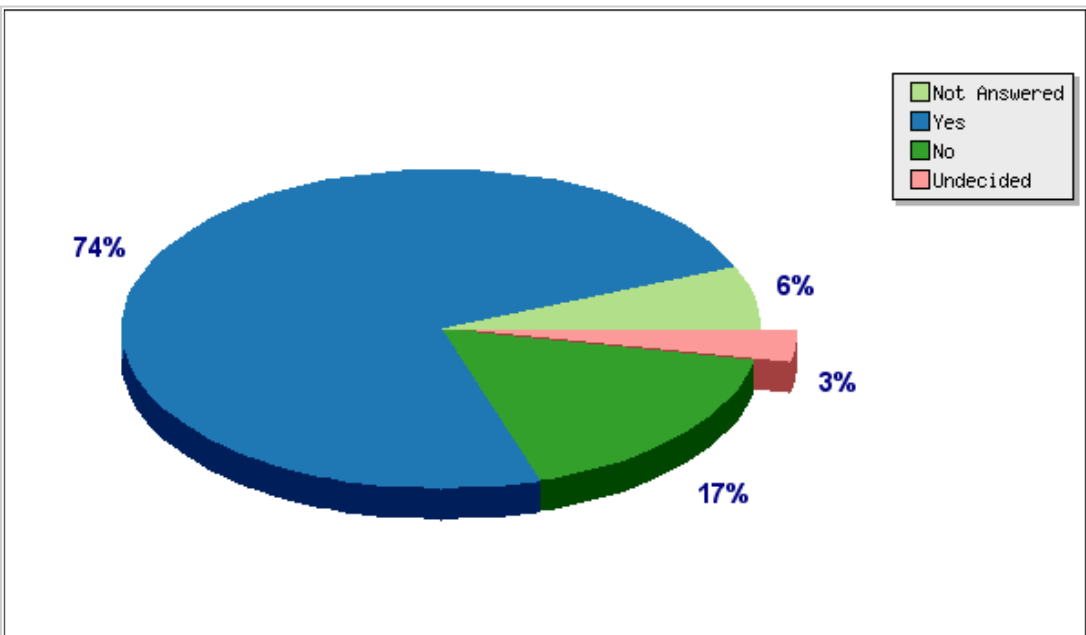
District/school allows teachers to participate in the selection of professional development opportunities provide to them.



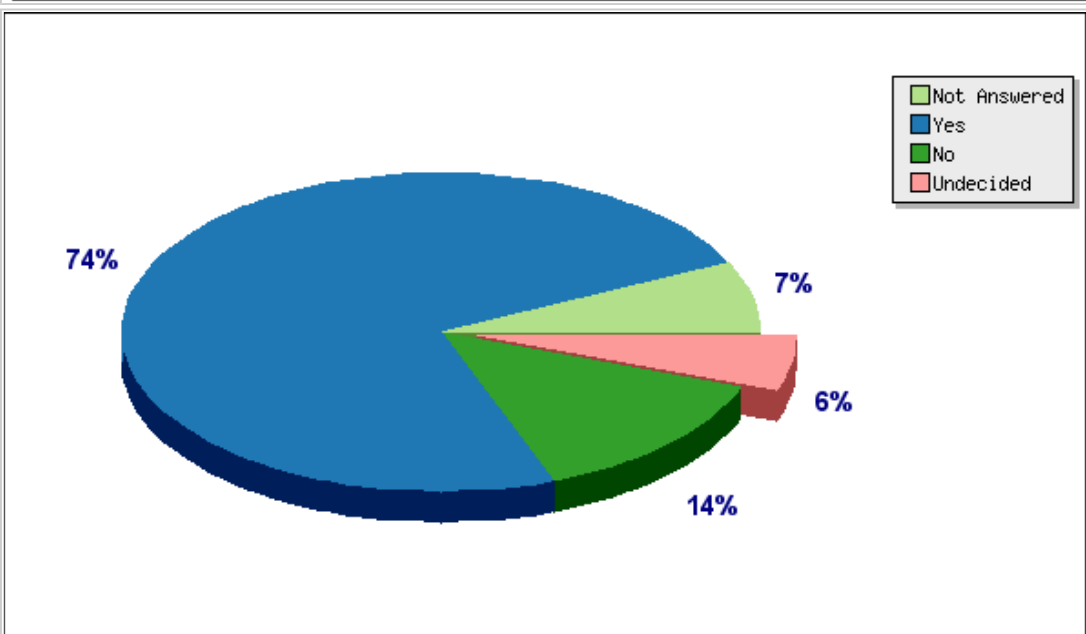
District/school is providing follow-up to professional activities in which teachers are involved.



District/school provides opportunities for collaboration and encourages it among teachers.

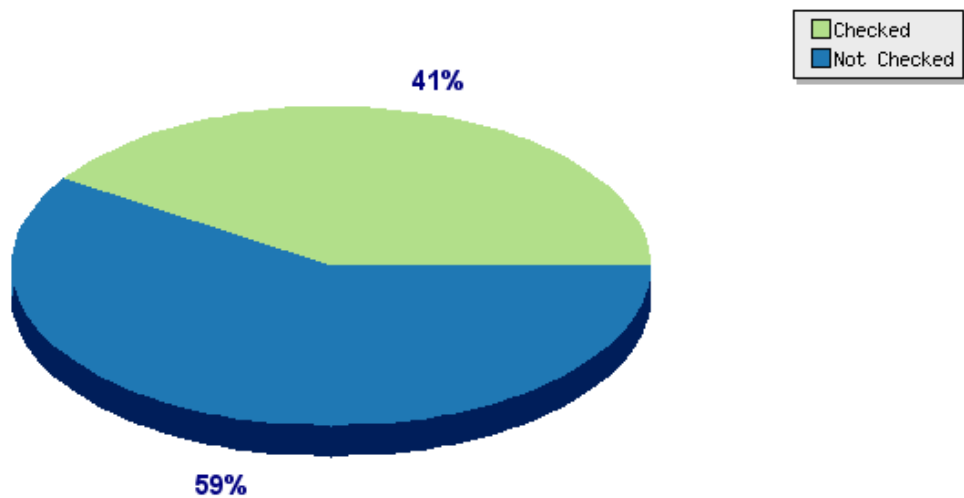


District/school provides opportunities and encourages mentoring among teachers.

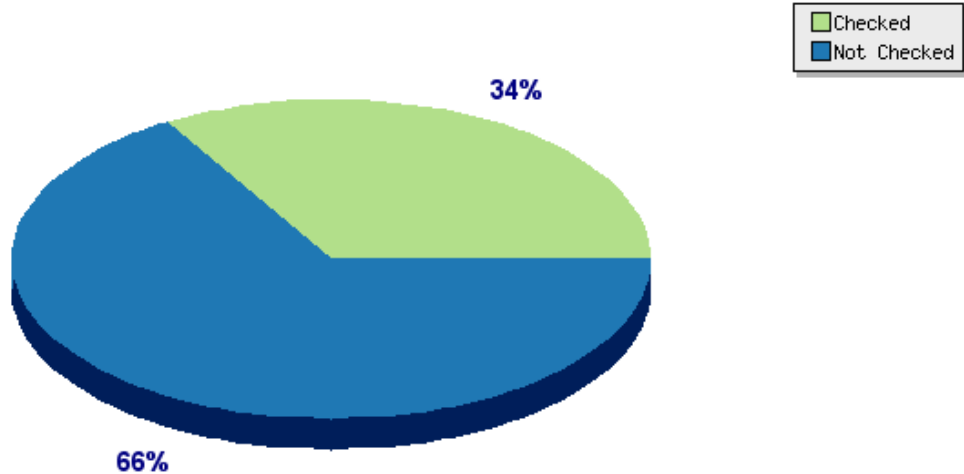


Which instrument can best assess the extent to which teachers are collaborating?

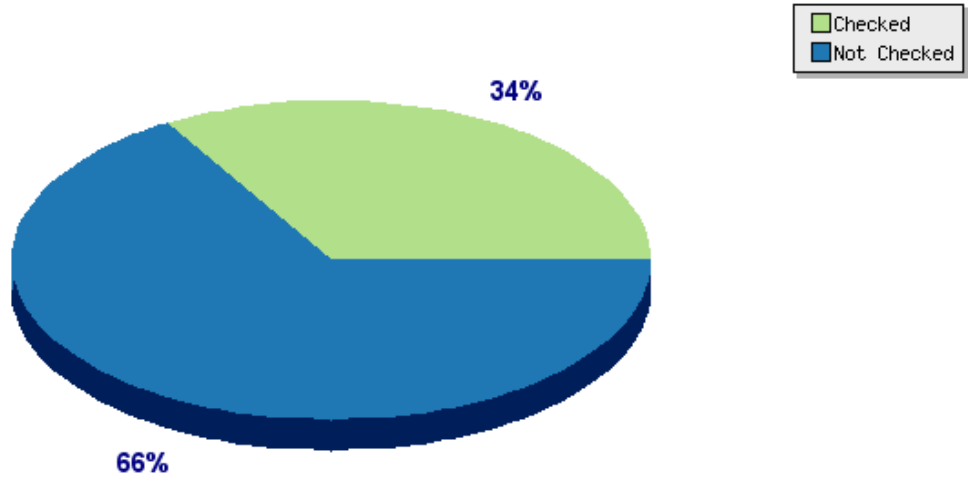
Daily/Weekly Walk-through Observation



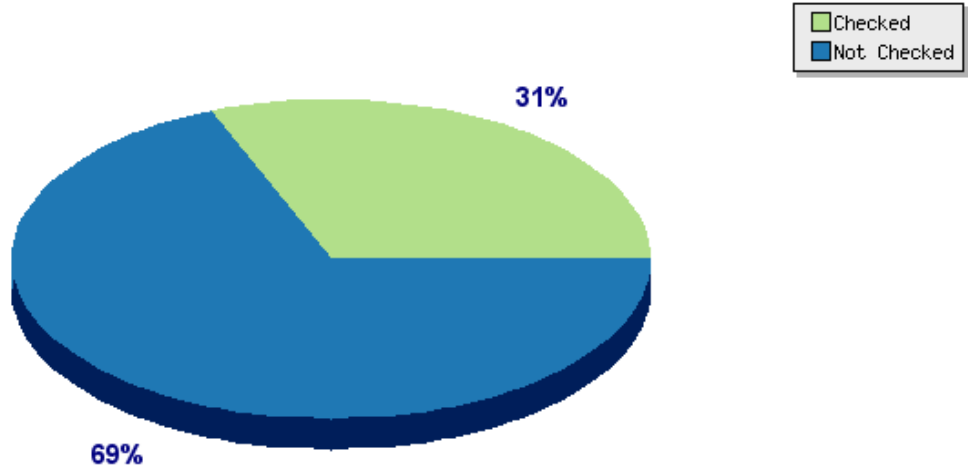
Monthly Walk-through Observation



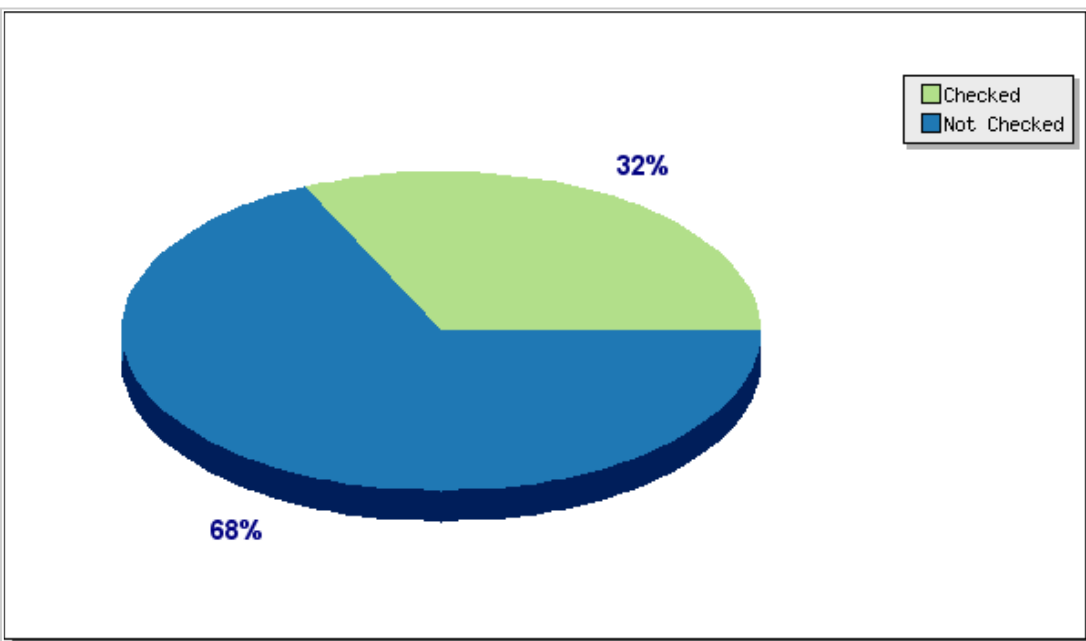
Yearly Teacher Evaluation



Teacher Self-evaluation



Peer Evaluations



Please list three types of professional development programs you feel the District/school needs to provide to administration and staff during the 2010-2011 school year.

Professional Development Program #1

- Instructional Technology
- Inclusion/SPED students in reg. ed classroom
- Math Instructional Strategies
- CURRICULUM DEVELOPMENT
- How to teach the low socioeconomic students.
- More special education awareness workshops
- more promethean board training
- use of technology in classroom
- classroom management
- Motivational Speaker
- PLD TRAINING
- Positive discipline
- reading improvement in all classes
- Induction for new teachers
- Motivational Programs
- Computer Skills
- Classroom Mgmt
- Teacher Motivation
- Classroom Management
- DOK
- teacher burnout
- Disipline
- Classroom Management
- Behavior Management
- Classroom management
- writing
- Behavioral Management
- classroom management
- Art

Classroom management/discipline strategies
COMPUTER TRAINING
classroom management
Classroom management
Behavioral Management
Art
Discipline
behavior management
Aligning Pacing Guide w/PLD's
technology training
Inclusion Training
Differentiated Instruction
classroom management
Differentiated Instructions Differentiated Instruction
cooperative learning
classroom management
classroom management
Depth of Knowledge
Depth of Knowledge
Depth of Knowledge
Depth of Knowledge
Depth of Knowledge
Depth of Knowledge
Depth of Knowledge
reading interventions
collaborating among teachers
FOCUSED MEETINGS BASED ON TESTING NEEDS/ RESULTS
behavior management
Interactive Writing
CLASSROOM MANAGEMENT
Classroom Management
Interactive writing
INCLUSION COLLABORATION
Cognitive skills
seminars
classroom technology
Using computers
Hands on workshops for framework
MCT test preparation
Inclusion Training
How to write meaningful lesson plans.
DIFFERENTIATED INSTRUCTION
Differentiated Instruction
How to challenge and deal with educationally handicapped children in the same environment
inclusion training
discipline
Differentiation in Language Arts
offer workshops for title one parents
THinking Maps
Ways to encourage parents to follow through at home what is being taught in school.
workshops
Spalding - Writing Road to Reading I

Discipline for the immature child
Behavior Management
Conscious Discipline:BrainSmart Classroom Management
Conscious discipline: Brainsmart Classroom Managements
Small Group Instruction
In-School Workshop
differentiated instruction
writing MCT questions
Professional Development Program #2
Extensive training with PLD's
Team Teaching/co teaching
Alternate Assessment Training
BEHAVIORAL MANAGEMENT
How to enlist the paraprofessional in the teaching process.
use of technology in teaching
more computer training
promoting higher level thinking skills
cross curriculum development
Language Arts Workshops for all teachers
TRAINING ON HOW CLASSES CAN SUPPORT ENGLISH AND MATH CONTENT
positive work environment
reaching all the students
Specific activities for individual departments to boost moral in that department
Inclusion as it relates to each school's circumstances
More on Reading Skills and levels
Technology training
Collaborating effectively
Bullying Awareness and Interventions
Inclusion
lifting teachers up
Classroom Mgt.
Best Practices
Encouraging Parental Involvement
Implending Reading Strategies
art
Alternate Assessment Training
best practices
writing
Individualized instruction
UP TO DATE CURRICULUM TRAINING
math & reading strategies
Ideas for inclusion
Classroom Management
Behavior
phonics
Using Test Data to Plan Lessons
Differentiated instruction
School Law
Centers
behavior management
RTI training

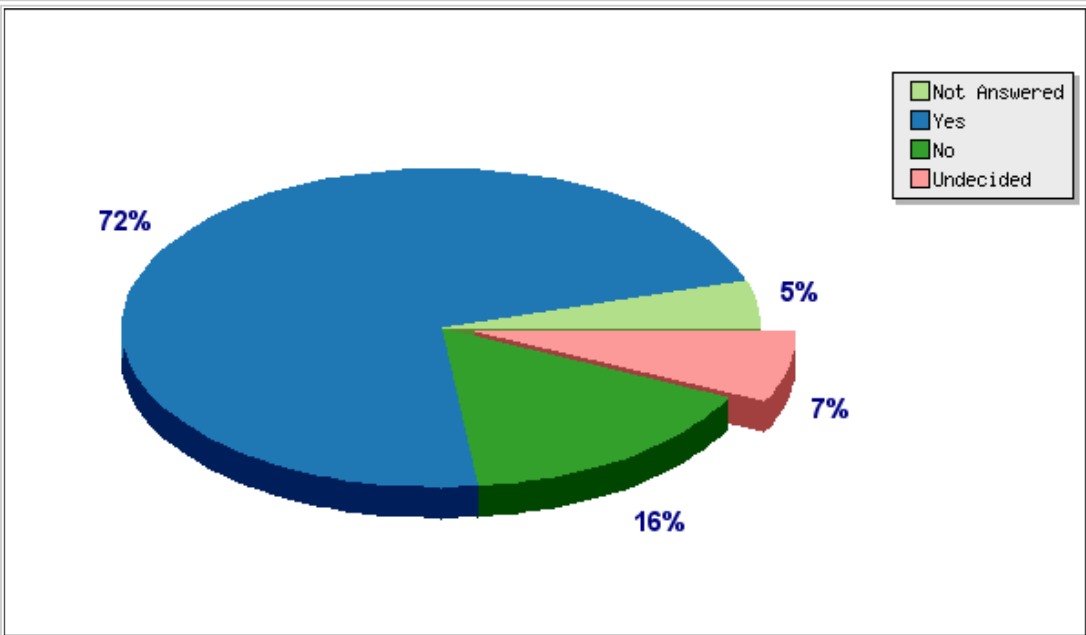
understanding poverty
innovated teaching strategies
innovative teaching strategies
Alignment of Curriculum
Curriculum Alignment
Curriculum Alignment
Curriculum Alignment
Curriculum Alignment
Curriculum Alignment
math interventions
attitude/morale
MOTIVATIONAL/INCENTIVE PROGRAMS FOR TEACHERS/STUDENTS
collaboration among teachers
Behavior Management
BEHAVIOR MANAGEMENT
Diverse Learners
behavior management
SPED RECOMMENDATION PROCESS
DOK - advanced
training courses
individualized instruction
Dealing with behavior problems
technology workshops
classroom management
CPR
Creative classroom instruction materials.
COOPERATIVE GROUPING STRATEGIES
Test Taking Strategies
Motivating children to express themselves in writing
advanced promethean board training
data analysis
District Assessments
volunteering to help/mentor
Educating Parents
MCT 2 Training
Spalding - Writing Road to Reading II
Discipline for the child used to having his own way
Stress Relief
Differentiated Instruction
Co-Teacher Evaluation
new math series-Envision
improving writing skills
Professional Development Program #3
How to motivate apathetic kids and parents
Working with Autistic Students in the Regular Classroom
COLLABORATION OF SPED AND REGULAR ED. PROFESSIONALS
Inclusion teachers as a resource for everything and everyone.
student achievement tools
brain-based conscious discipline
How to get our community & parents more involved & interested in their children's future.
DIFFERENTIATED INSTRUCTION TRAINING

how to make inclusion work
Use of Technology to stimulate learning
Differentiated Instruction
The teacher as a professional
Teaching Strategies
Cross Curriculum
Best Practices
Inclusion Techniques
Motivational Techniques
Implending Circle Time Activities
Adaptations to extended curriculum
working with students in poverty
Reading/math strategies
individualized instruction
Week by week planning guide for the District assessment
Adaptations to extended curriculum
Special Needs Children
special needs/ ADHD
Effective Group Work
Individualize Instruction Training
Lesson Planning to Meet Individual Needs
working with inclusion
Mathematic Instructional Strategies
positive discipline
addressing teasing/bullying
Professional Performance and Responsibilities of Educators
Professional Responsibilities and Performance of Teachers
Professional of teachers
Professionalism of teachers
Professionalism of teachers
Professionalism of teachers
science/writing test prep
behavior management
DISTRICT TEACHER COLLABORATION
positive motivation/discipline
MORNING CIRCLE TIME IDEAS
Motivating Students
INCORPORATING TEST TAKING SKILLS IN DAILY LESSONS
assessment issues within program
classroom management
Mentoring
technology workshops
differentiated instruction
Angry Management among Students
How to use bubble maps successfully.
TEST TAKING STRATEGIES
Cooperative Grouping Strategies
peer tutoring and mentoring
incorporating technology into lessons
using test scores to improve instruction.
more outside/parental involvement

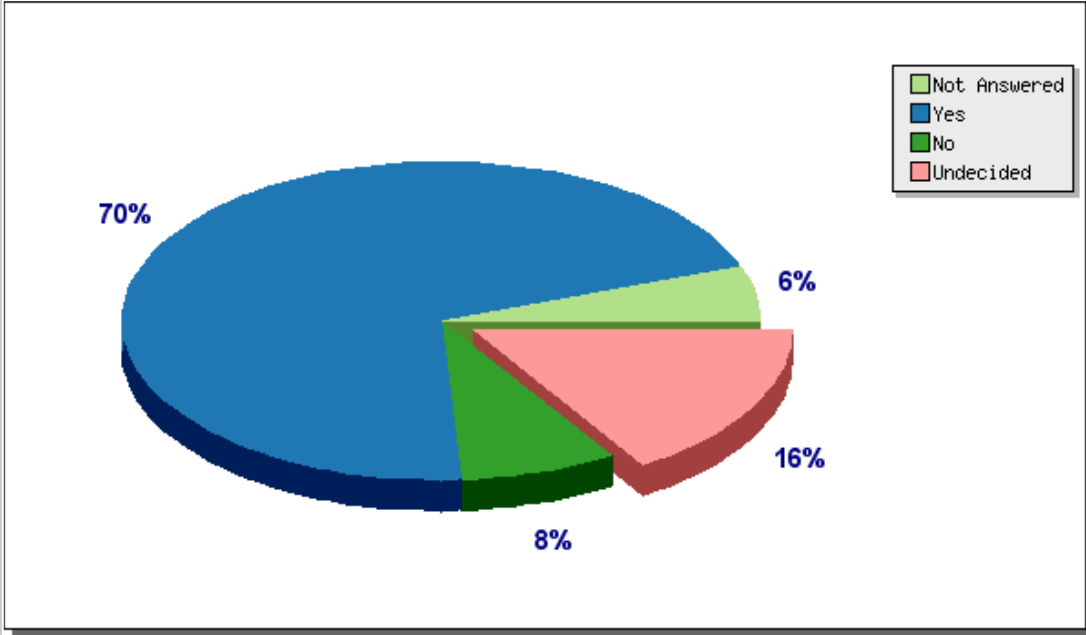
Observations of classrooms that are effectively being successful.
 Follow up visits from Spalding Instructors to assist teachers who are just learning this process of teaching children to read and write.
 Aspergers and how to teach those children
 Using Music to teach reading/math
 Inclusion/Special Ed. Instruction
 Community Responses
 hands on activities

DIMENSION IV: FAMILY AND COMMUNITY INVOLVEMENT

District/school makes family/community feel welcome and actively solicits their participation in the educational process.

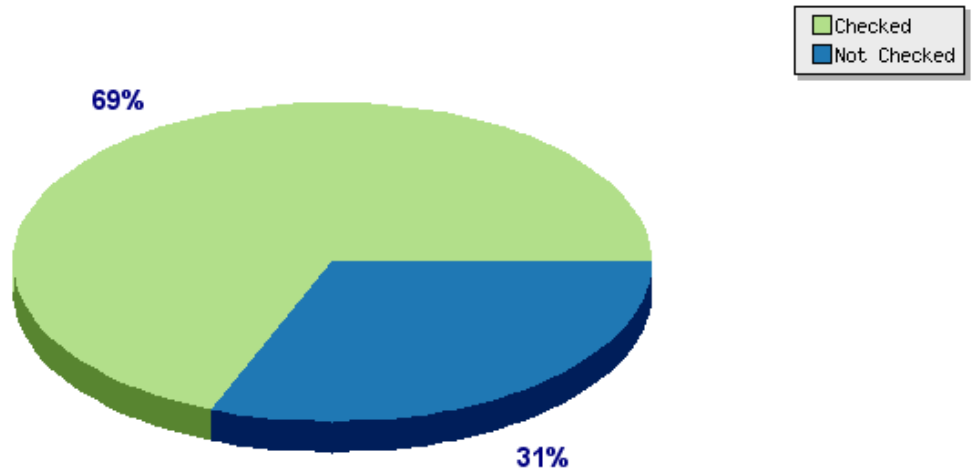


District/school is scheduling meetings/activities at flexible times and places which allow parents/community to actively participate.

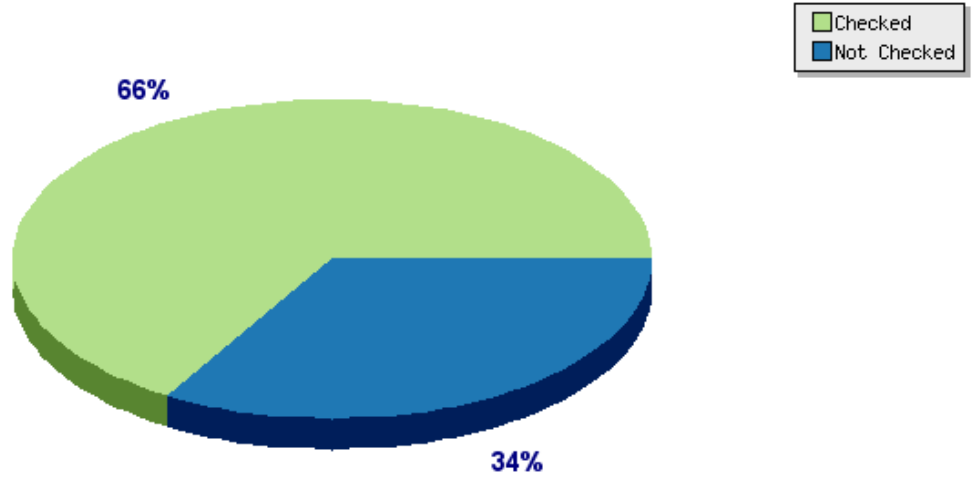


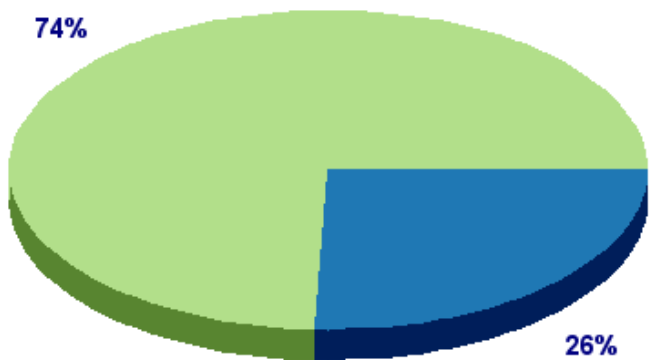

Select any of the following which should be used to engage family/community in meaningful activities which support/promote student learning.


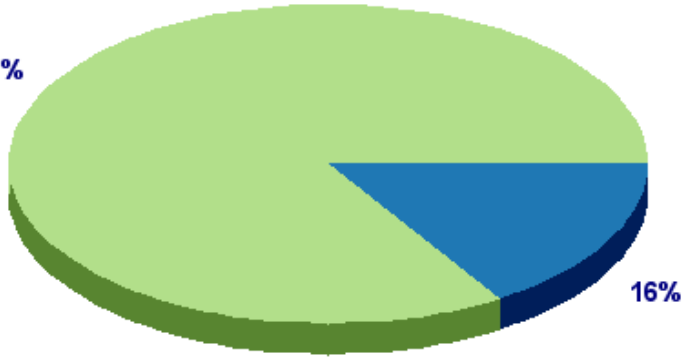
Volunteering during the instructional day activities



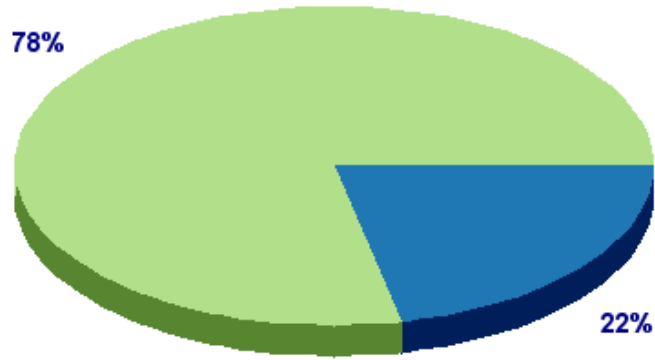
Volunteering during after school activities



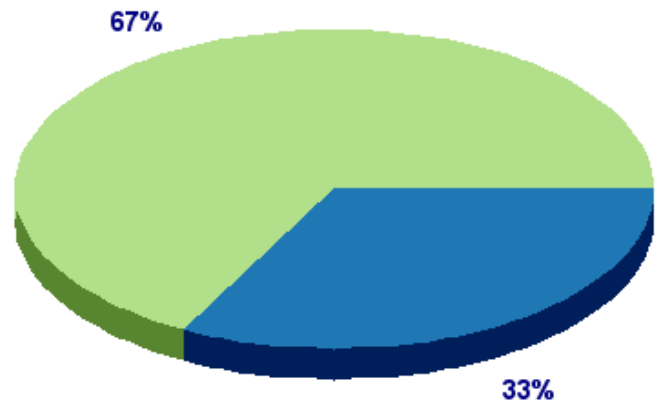
Annual parent meetings	 <p>A 3D pie chart showing the status of annual parent meetings. The chart is divided into two segments: a large light green segment representing 'Checked' at 74%, and a smaller blue segment representing 'Not Checked' at 26%. A legend in the top right corner identifies the colors: light green for 'Checked' and blue for 'Not Checked'.</p> <table border="1"><thead><tr><th>Category</th><th>Percentage</th></tr></thead><tbody><tr><td>Checked</td><td>74%</td></tr><tr><td>Not Checked</td><td>26%</td></tr></tbody></table>	Category	Percentage	Checked	74%	Not Checked	26%
Category	Percentage						
Checked	74%						
Not Checked	26%						
Parent/Teacher conferences	 <p>A 3D pie chart showing the status of parent/teacher conferences. The chart is divided into two segments: a large light green segment representing 'Checked' at 85%, and a smaller blue segment representing 'Not Checked' at 15%. A legend in the top right corner identifies the colors: light green for 'Checked' and blue for 'Not Checked'.</p> <table border="1"><thead><tr><th>Category</th><th>Percentage</th></tr></thead><tbody><tr><td>Checked</td><td>85%</td></tr><tr><td>Not Checked</td><td>15%</td></tr></tbody></table>	Category	Percentage	Checked	85%	Not Checked	15%
Category	Percentage						
Checked	85%						
Not Checked	15%						

Open-house meetings	 <p>A 3D pie chart showing the distribution of 'Checked' and 'Not Checked' responses for 'Open-house meetings'. The 'Checked' category is represented by a light green slice and accounts for 87% of the total. The 'Not Checked' category is represented by a blue slice and accounts for 13% of the total. A legend in the top right corner identifies the colors: light green for 'Checked' and blue for 'Not Checked'.</p> <table border="1"><thead><tr><th>Category</th><th>Percentage</th></tr></thead><tbody><tr><td>Checked</td><td>87%</td></tr><tr><td>Not Checked</td><td>13%</td></tr></tbody></table>	Category	Percentage	Checked	87%	Not Checked	13%
Category	Percentage						
Checked	87%						
Not Checked	13%						
Providing PTA/PTO organizations and meetings	 <p>A 3D pie chart showing the distribution of 'Checked' and 'Not Checked' responses for 'Providing PTA/PTO organizations and meetings'. The 'Checked' category is represented by a light green slice and accounts for 84% of the total. The 'Not Checked' category is represented by a blue slice and accounts for 16% of the total. A legend in the top right corner identifies the colors: light green for 'Checked' and blue for 'Not Checked'.</p> <table border="1"><thead><tr><th>Category</th><th>Percentage</th></tr></thead><tbody><tr><td>Checked</td><td>84%</td></tr><tr><td>Not Checked</td><td>16%</td></tr></tbody></table>	Category	Percentage	Checked	84%	Not Checked	16%
Category	Percentage						
Checked	84%						
Not Checked	16%						

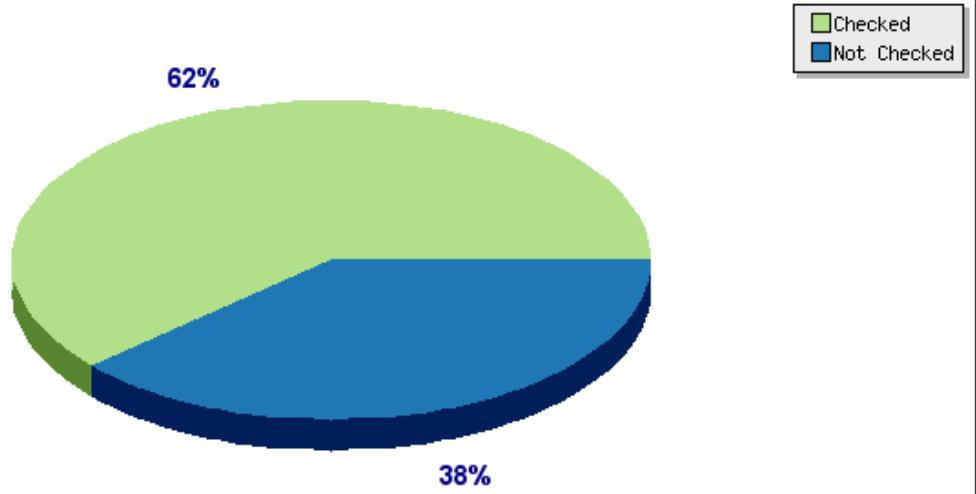
Mentoring opportunities for students



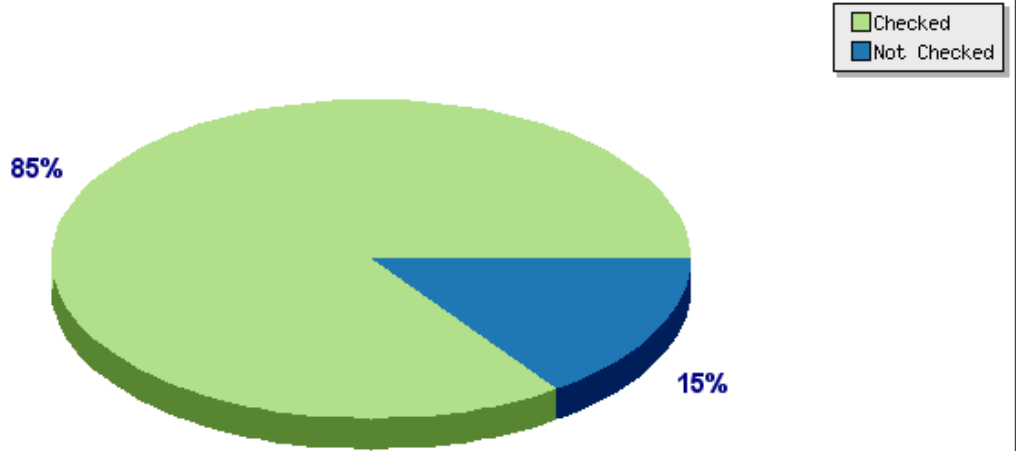
Parent/community information centers

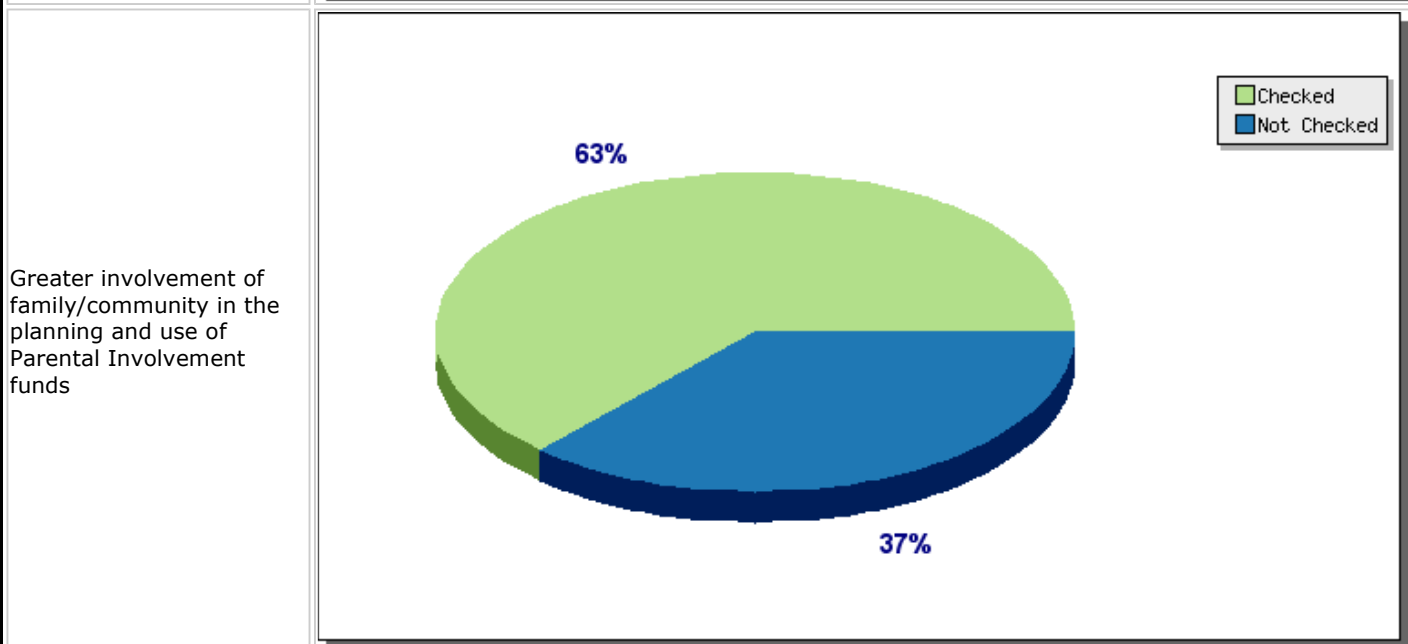
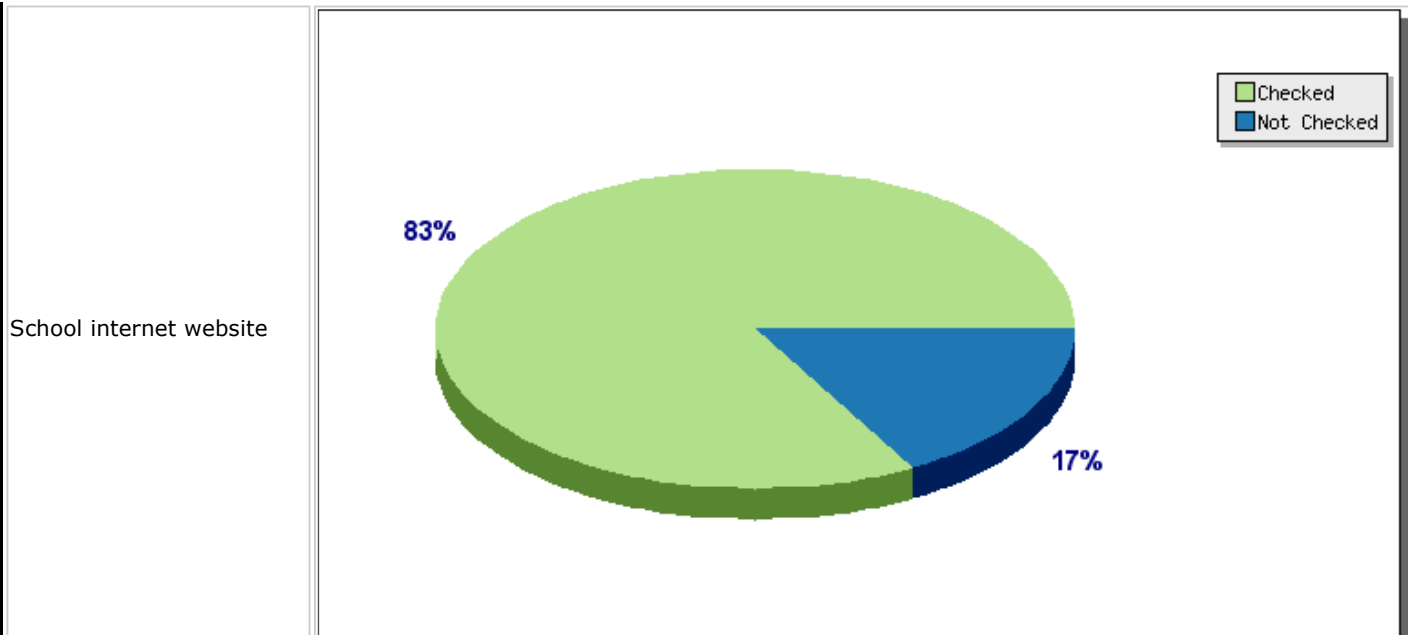


Workshop and seminar opportunities



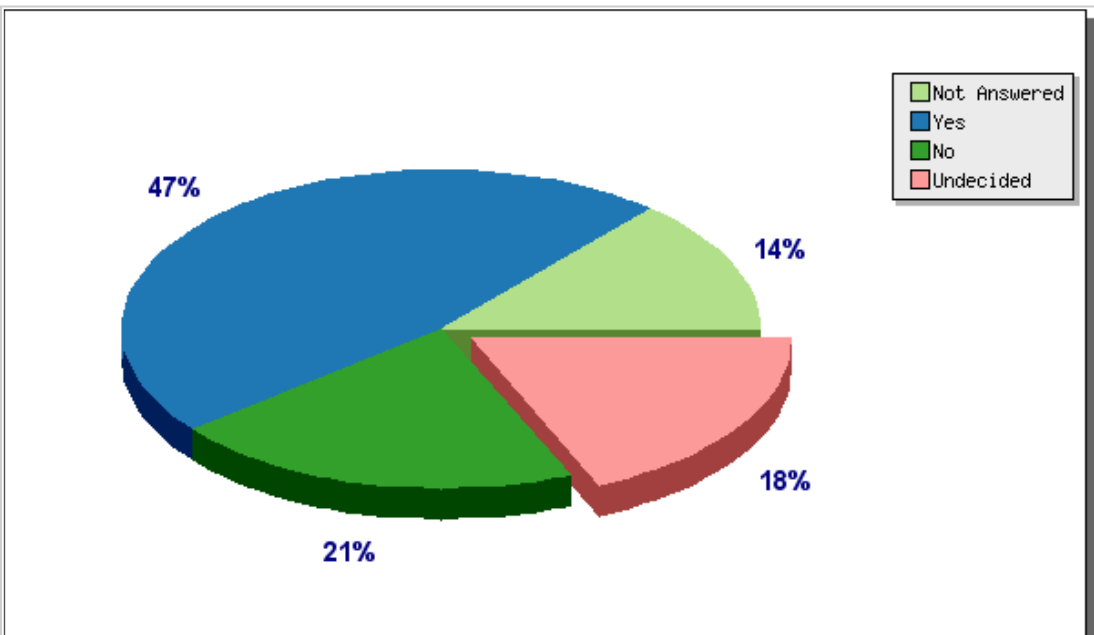
Newsletters





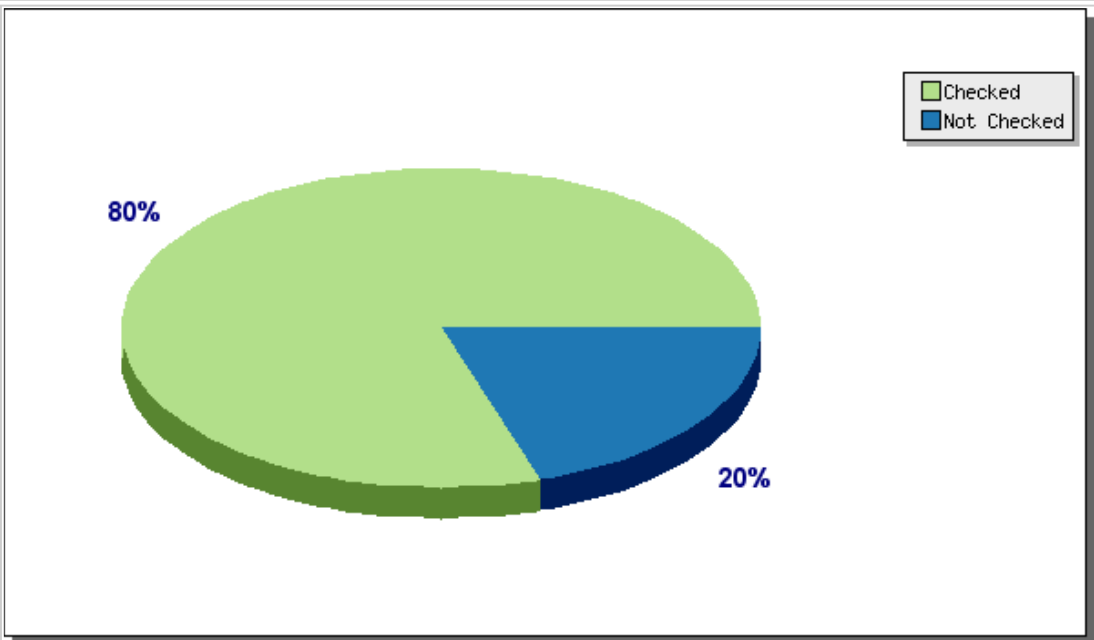
Other
Signing student folder daily.
Communication to the parents - teachers - administration
report card conference with parents
NONE
Parenting Classes
Daily/Weekly Communication (Positive and Negative)

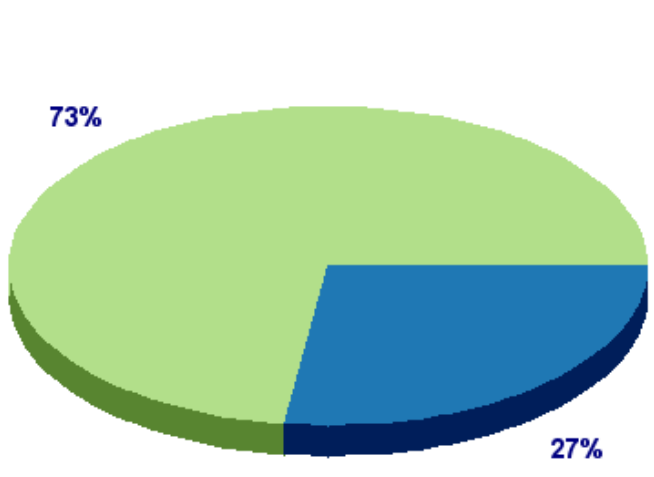
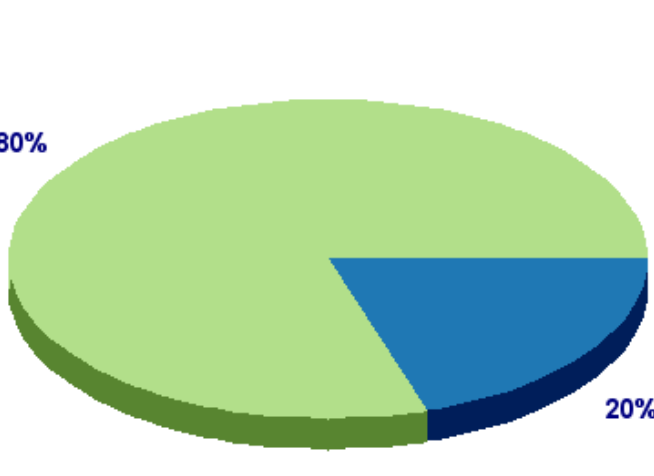
District/school provides opportunities and encourages family/community to participate in the decision-making process.



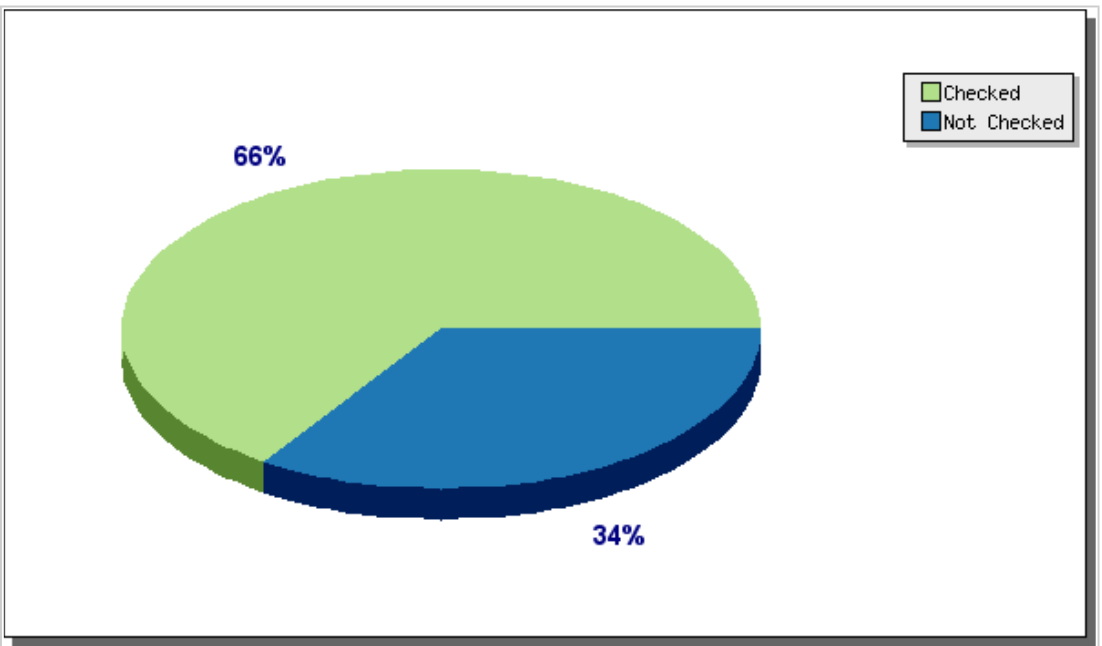
Select any of the following which District/school should use to involve family/community in the decision-making process.

Parent/teacher conferences

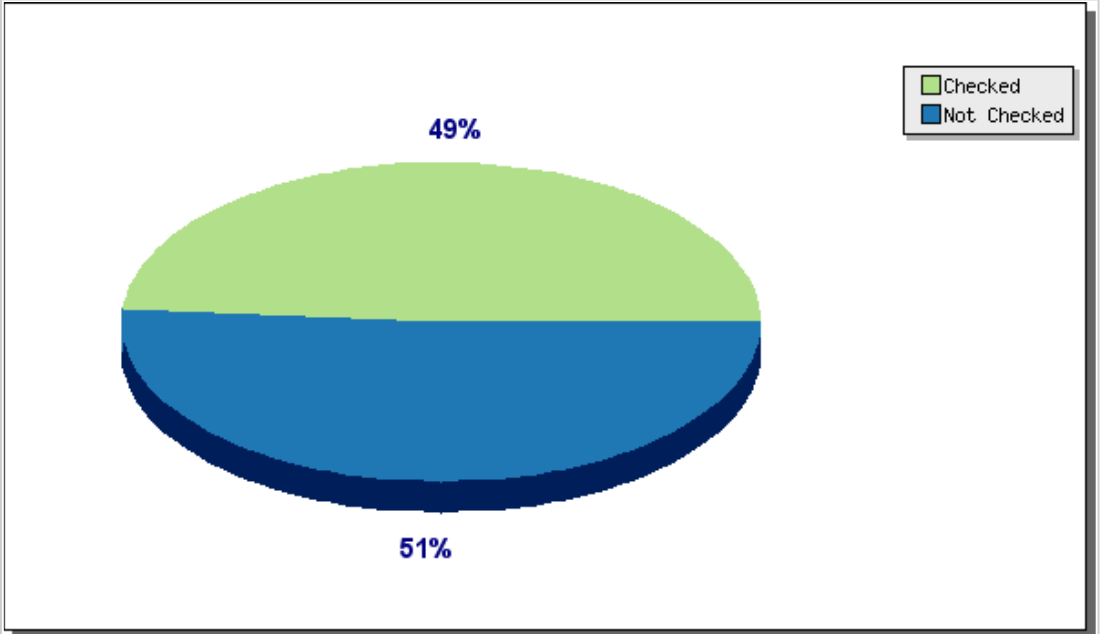


Open-house meetings	 <p>A 3D pie chart showing the distribution of 'Checked' and 'Not Checked' for 'Open-house meetings'. The 'Checked' category is represented by a light green slice and accounts for 73% of the total. The 'Not Checked' category is represented by a blue slice and accounts for 27% of the total. A legend in the top right corner identifies the colors: light green for 'Checked' and blue for 'Not Checked'.</p> <table border="1"><thead><tr><th>Category</th><th>Percentage</th></tr></thead><tbody><tr><td>Checked</td><td>73%</td></tr><tr><td>Not Checked</td><td>27%</td></tr></tbody></table>	Category	Percentage	Checked	73%	Not Checked	27%
Category	Percentage						
Checked	73%						
Not Checked	27%						
PTA/PTO organizations	 <p>A 3D pie chart showing the distribution of 'Checked' and 'Not Checked' for 'PTA/PTO organizations'. The 'Checked' category is represented by a light green slice and accounts for 80% of the total. The 'Not Checked' category is represented by a blue slice and accounts for 20% of the total. A legend in the top right corner identifies the colors: light green for 'Checked' and blue for 'Not Checked'.</p> <table border="1"><thead><tr><th>Category</th><th>Percentage</th></tr></thead><tbody><tr><td>Checked</td><td>80%</td></tr><tr><td>Not Checked</td><td>20%</td></tr></tbody></table>	Category	Percentage	Checked	80%	Not Checked	20%
Category	Percentage						
Checked	80%						
Not Checked	20%						

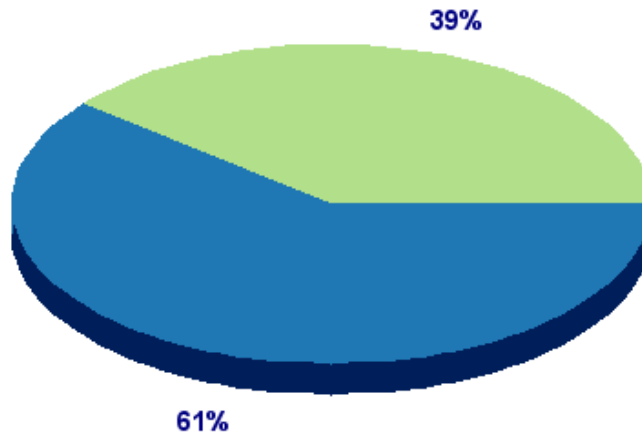
Parent information centers



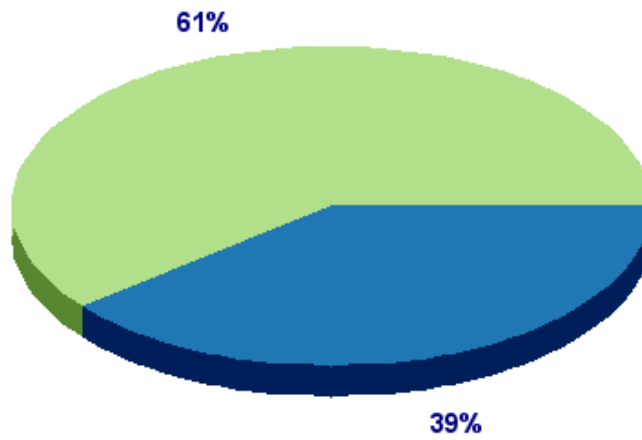
Parents-as-Teacher programs



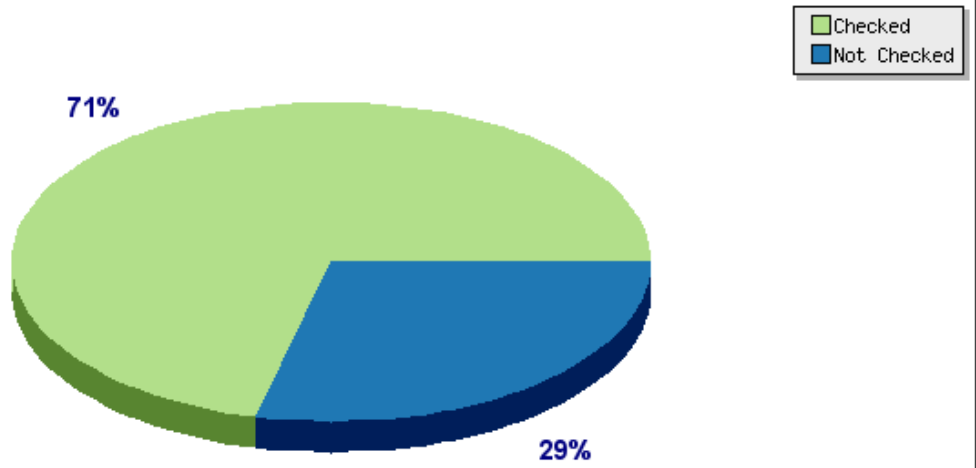
Booster clubs



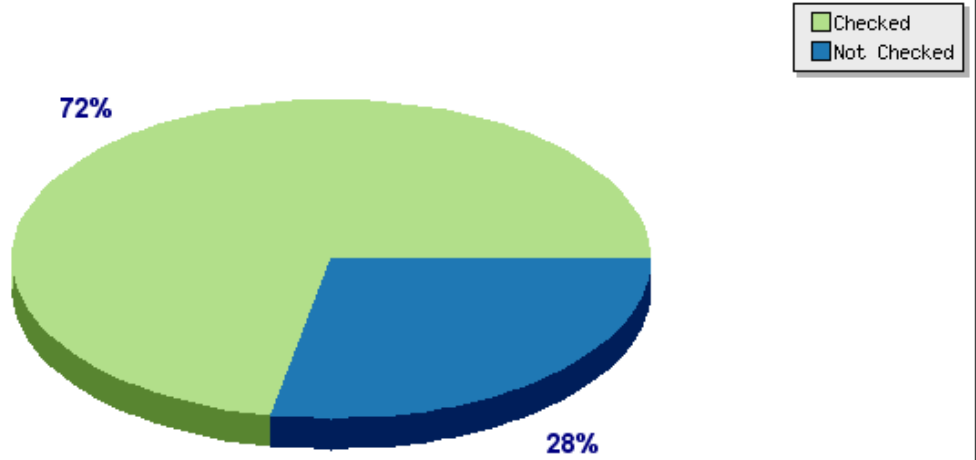
Workshops and Seminars



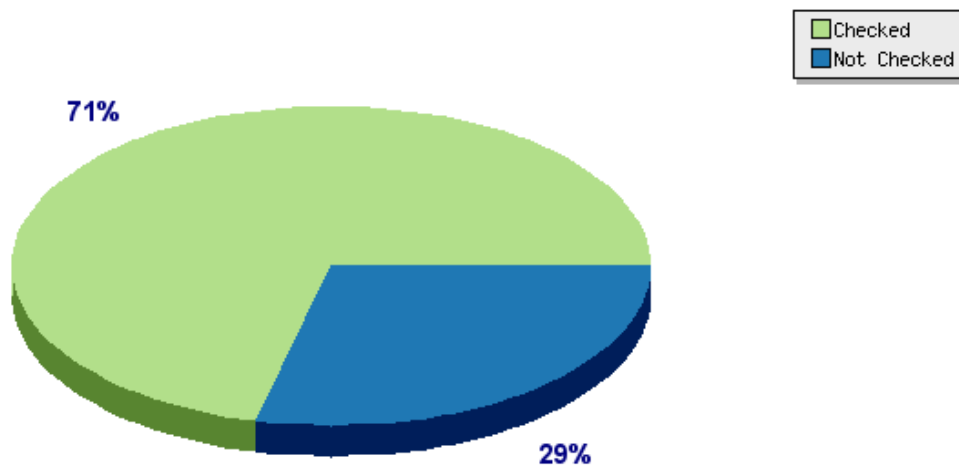
Newsletters



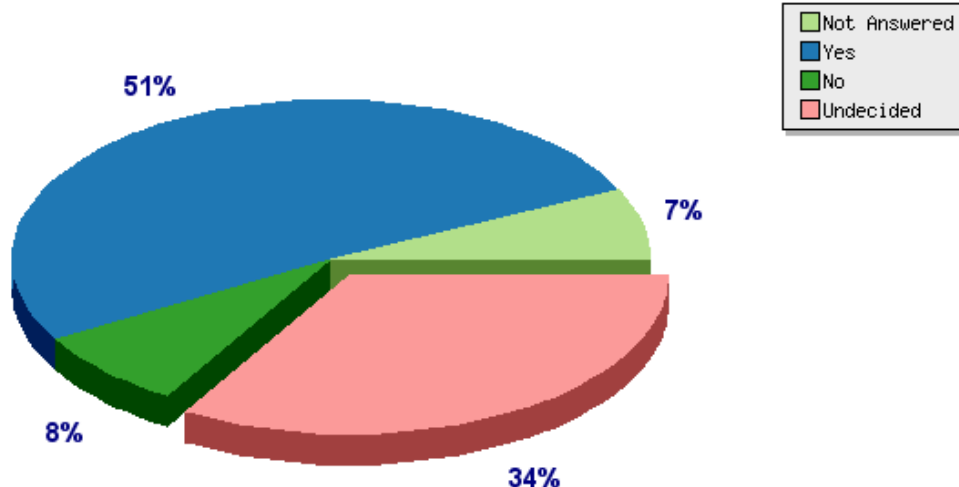
Internet website



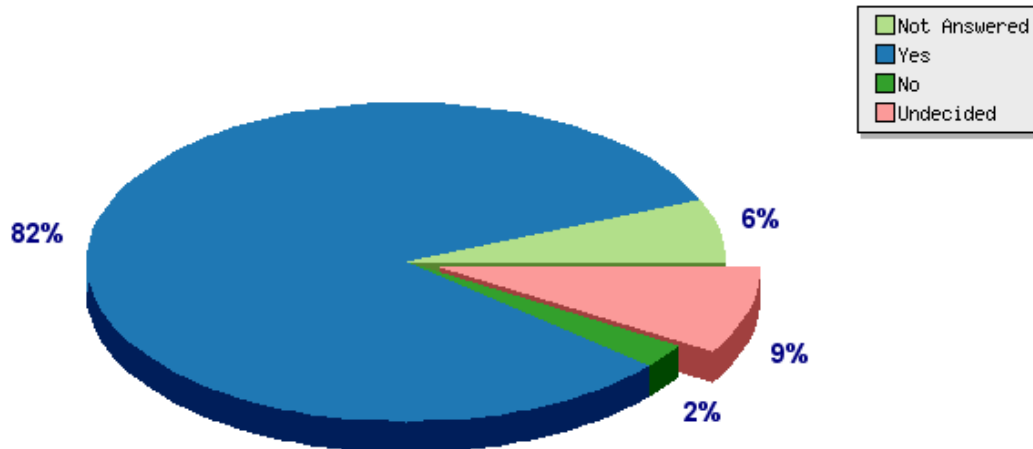
District/school planning committees



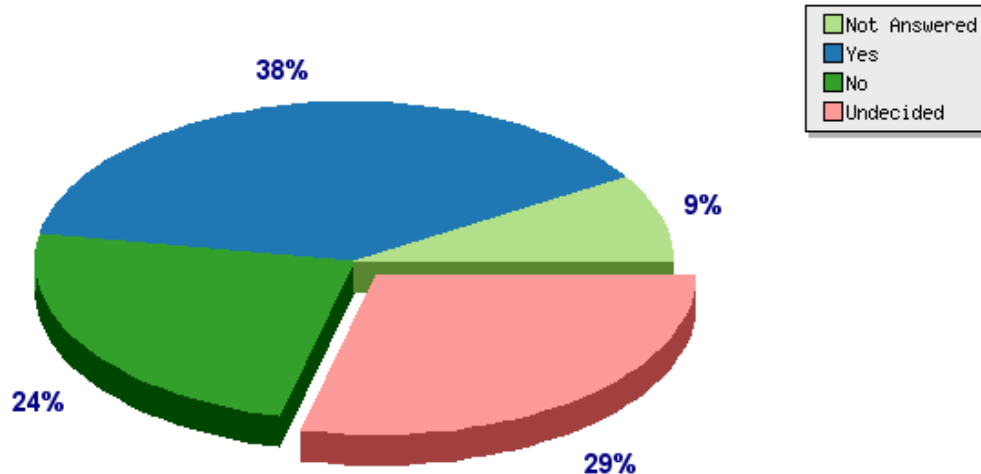
District/school is communicating with non-English speaking families in the language they speak.



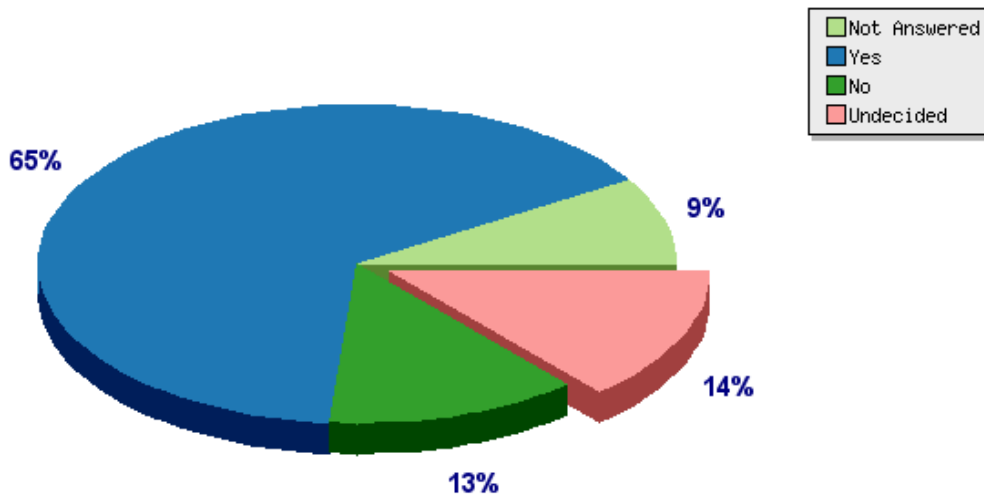
District/school is meeting the needs of students with both physical and educational disabilities.



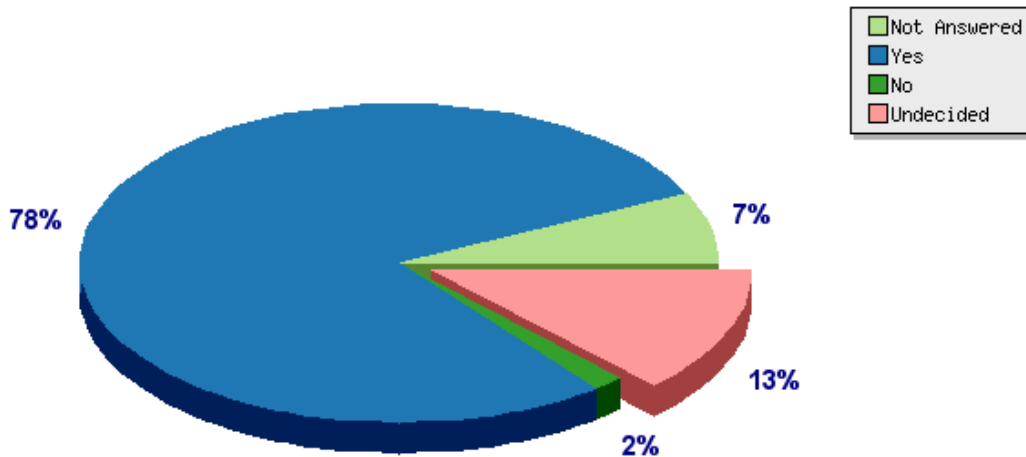
District/school is providing opportunities for parents to develop their parenting skills.



District/school is providing health and human services to support students and encourage healthy family relationships.

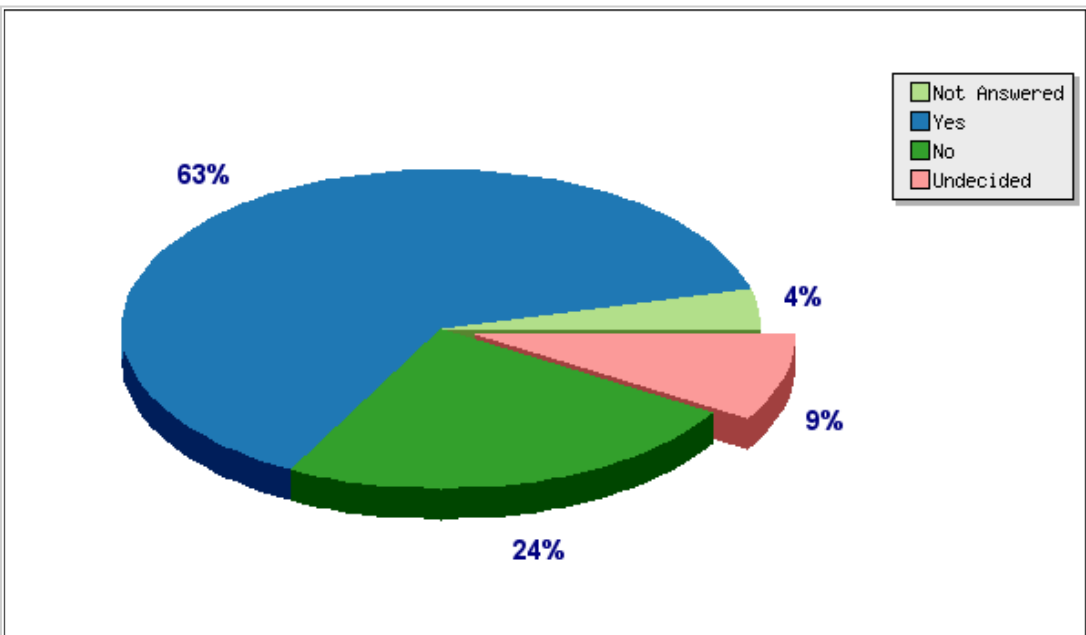


District/school is providing all students access to an education and co-curricular activities even when any of the following conditions exist: Delinquent, Homeless/Unaccompanied, Limited English Proficient, or Migrant.

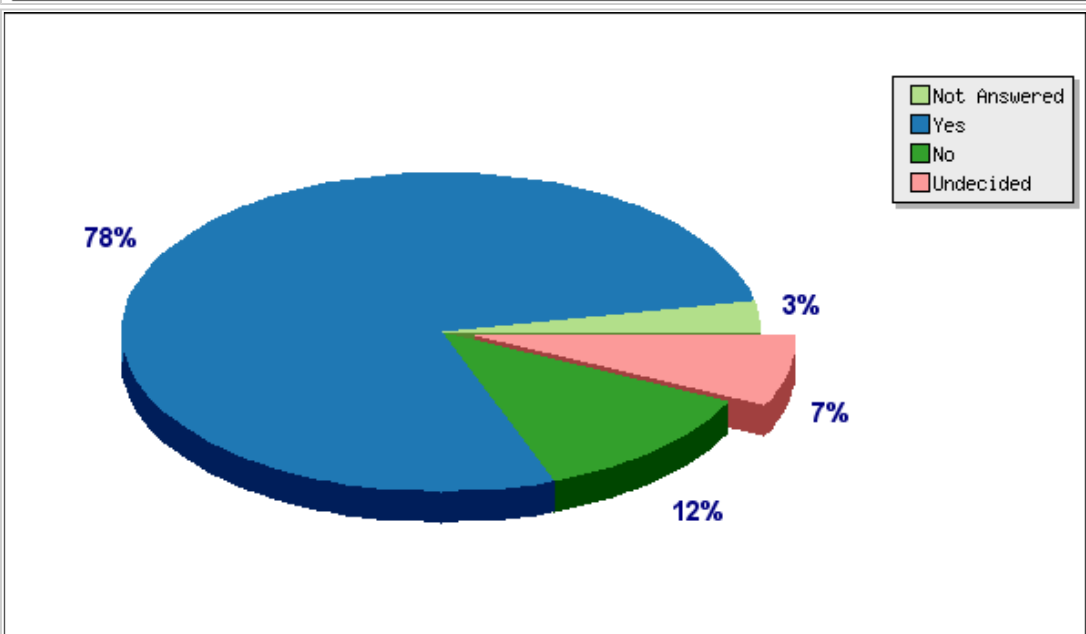


DIMENSION V: SCHOOL CONTEXT AND ORGANIZATION

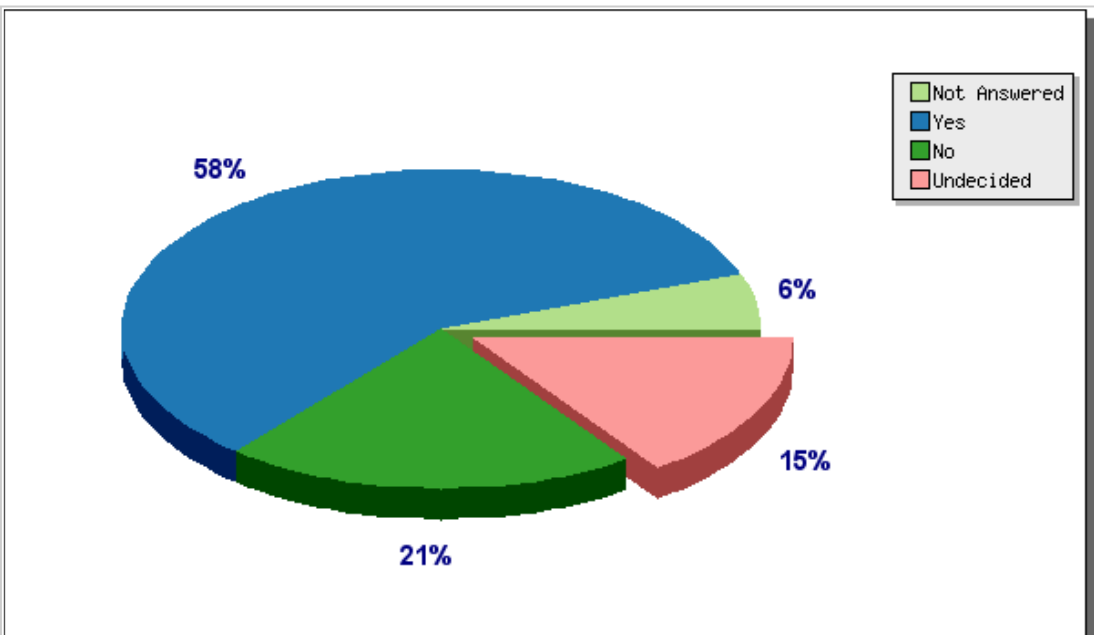
District/school class size is appropriate for providing adequate instruction and improving student achievement.



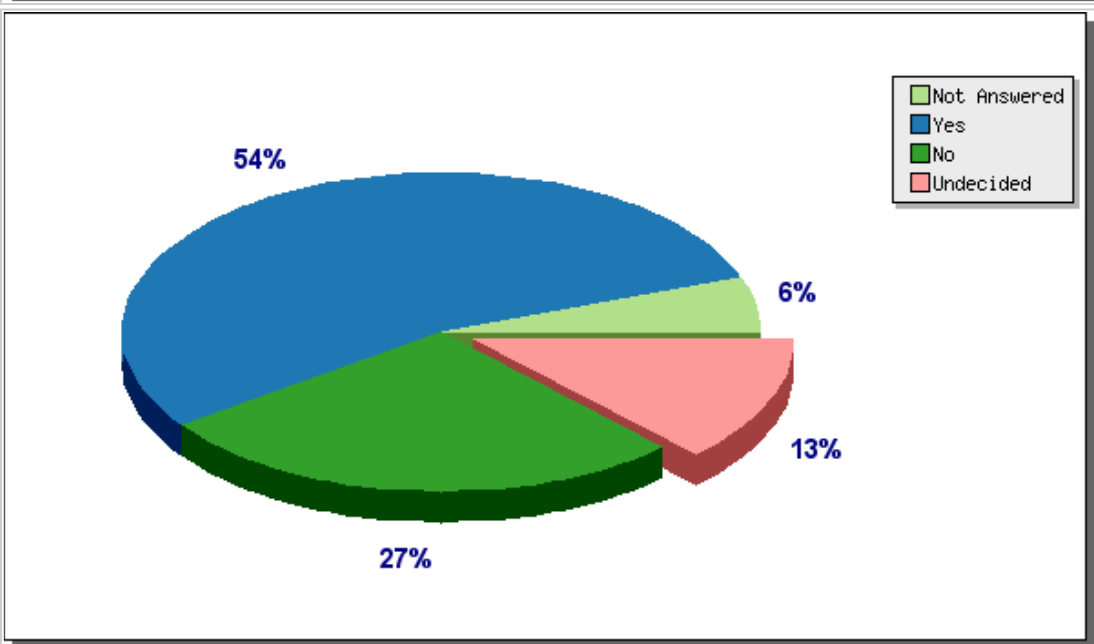
District/school provides adequate instructional time for subjects in which students perform poorly.



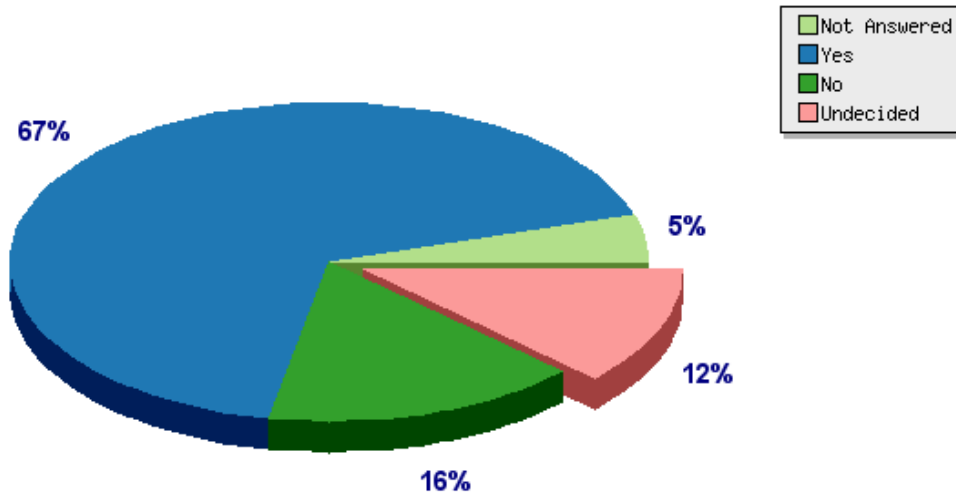
District/school allows teachers to participate in the decision making process and the development of school policies.



District/school allows teachers to play an active role in deciding which local assessments will be used to evaluate student achievement and instructional program effectiveness.



District/school encourages and provides opportunities for teacher, support staff, and parental input.



District/school encourages and provides opportunities for individuals and groups to help identify and resolve problems.

