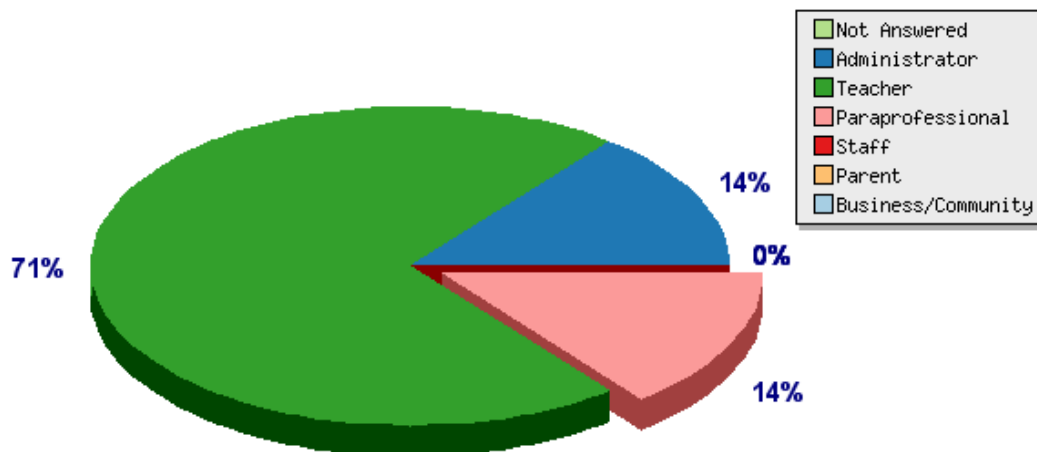


Federal Programs Comprehensive Needs Assessment Summary 2010-2011

Results for Nicholson Elementary

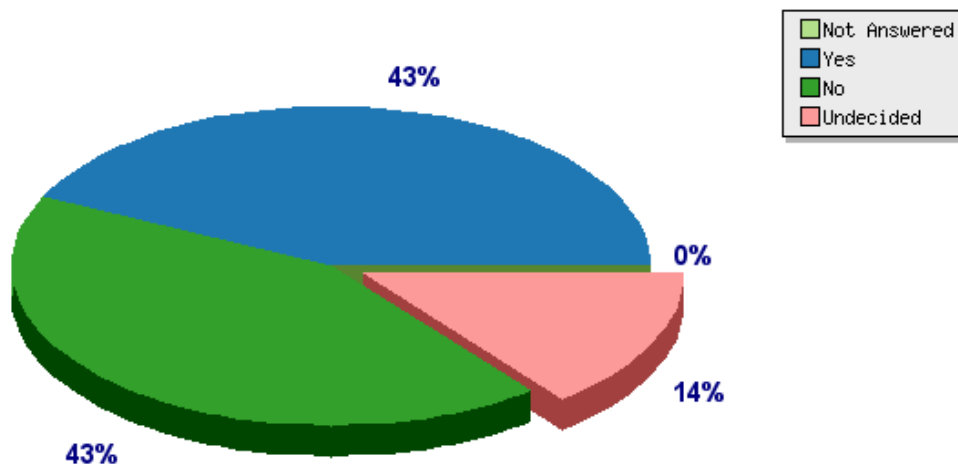
The comprehensive needs assessment will focus on five dimensions: Student Achievement, Curriculum and Instruction, Professional Development, Parent/Family and Community Involvement, and School Context/Organization.

PARTICIPATION
CATEGORY: Select the
appropriate category

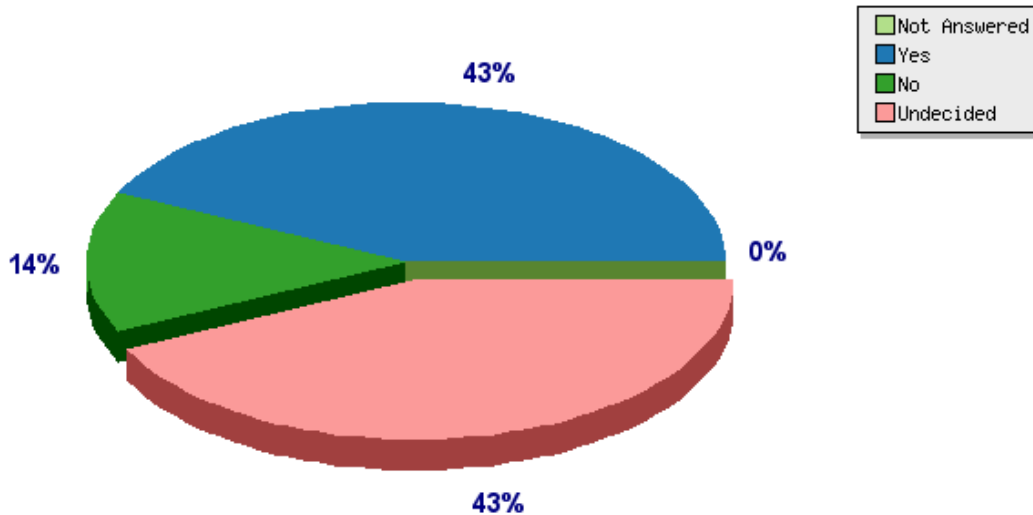


DIMENSION I: STUDENT ACHIEVEMENT

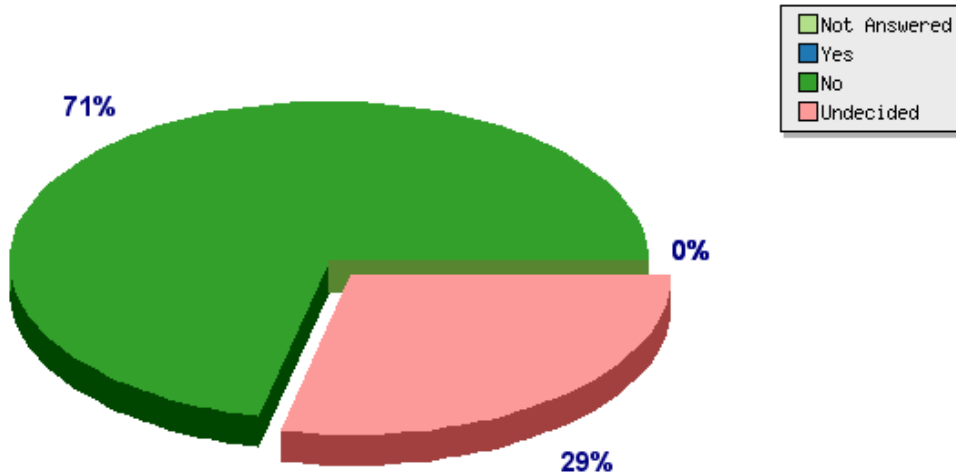
Students are attaining the
challenging academic
standards set by the State
and District/school.



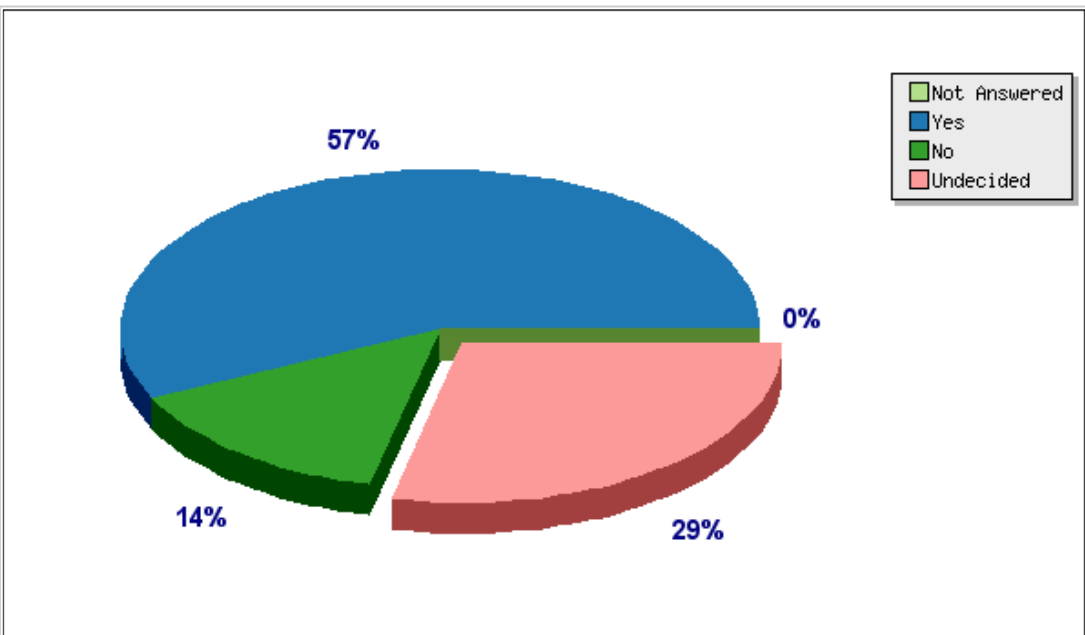
Current pass/fail rates (the number of students promoted or retained any given year) at the District/school level are acceptable.



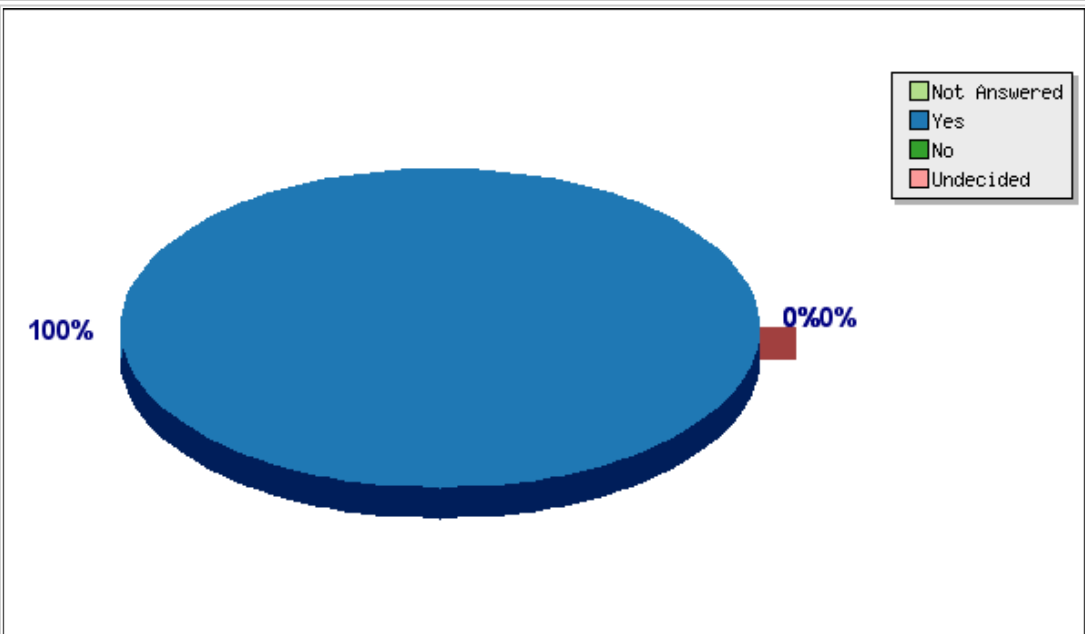
The calculated District graduation rate of 71.00% (2008/2009 school year) is acceptable as compared to the previous year of 71.00% (2007/2008 school year).



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

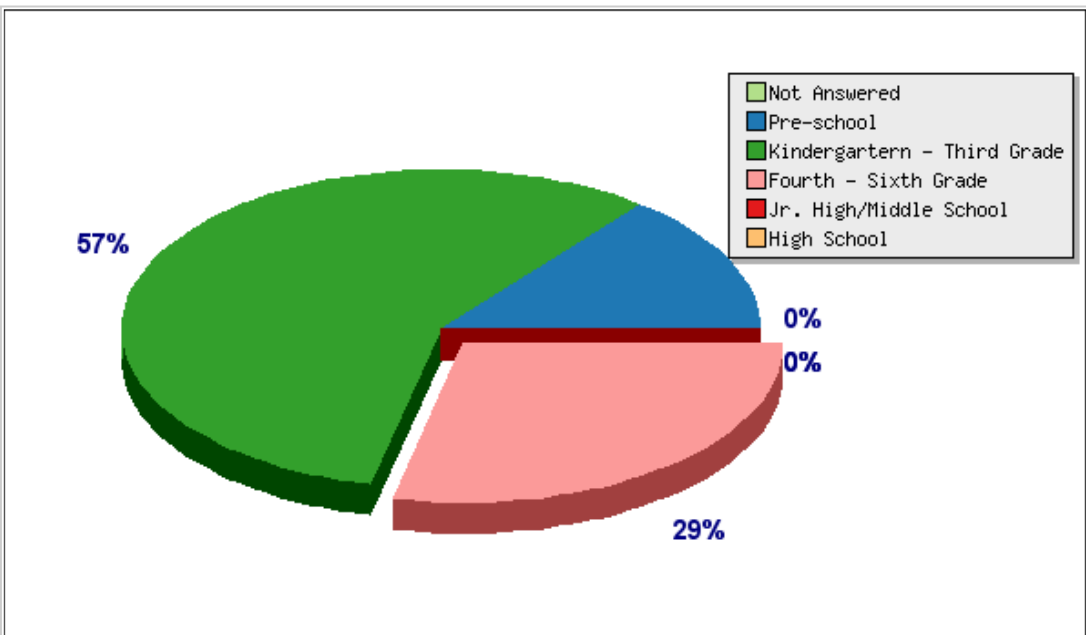


District/school is adequately providing a safe and drug-free environment which is conducive to student learning.

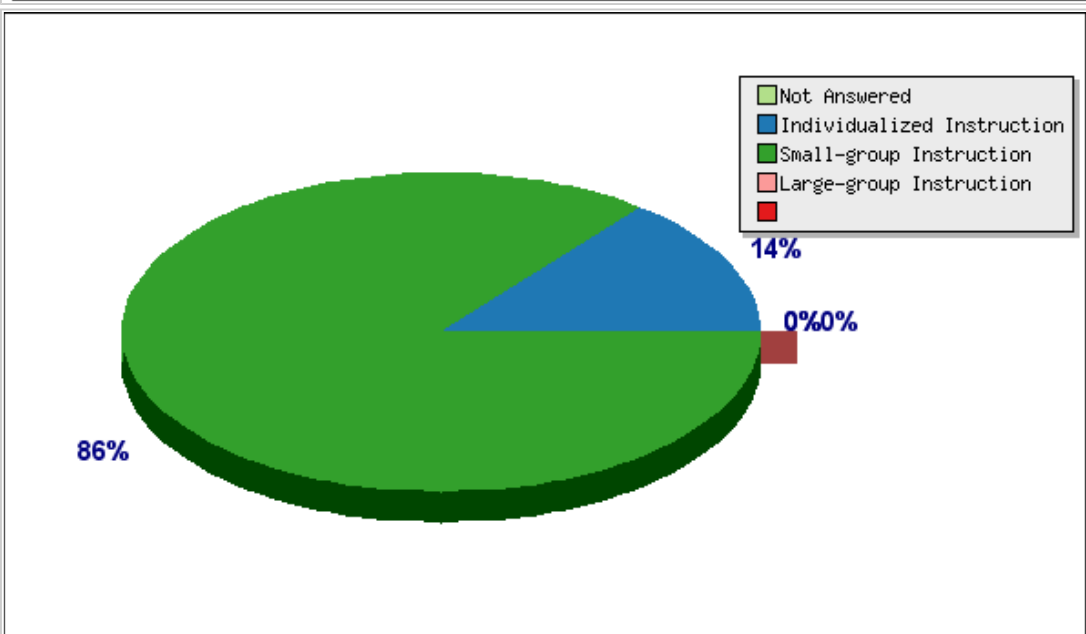


DIMENSION II: CURRICULUM AND INSTRUCTION

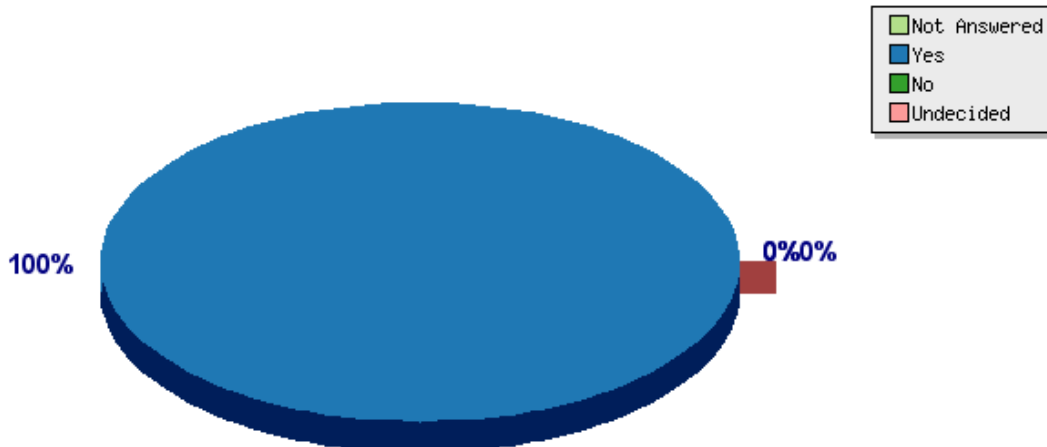
At which level should Title I Funding be utilized to provide the most effective instruction and for improving student achievement?



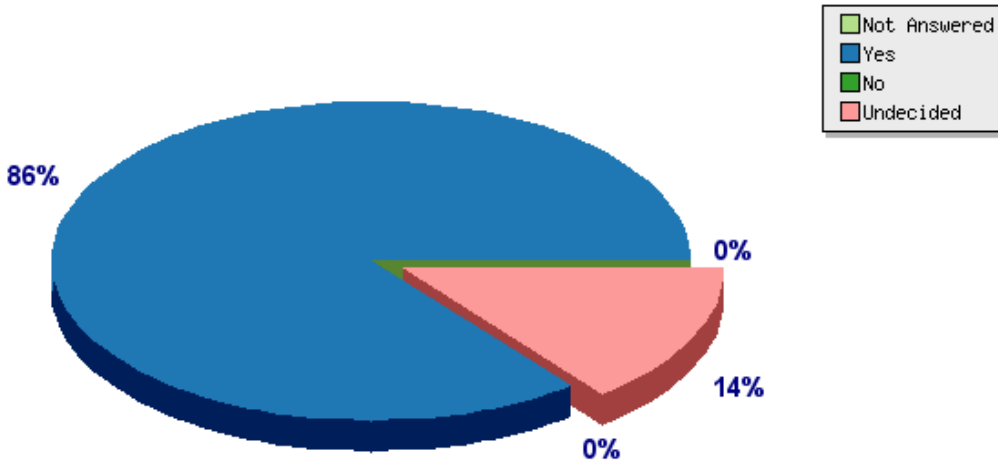
Select only one of the following types of instruction the District/school should provide with Title funding to improve instruction and student achievement.



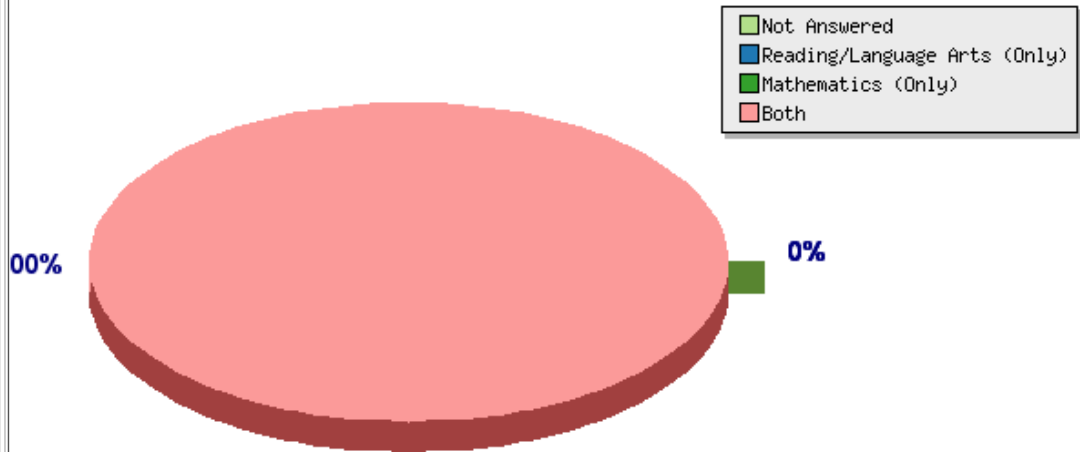
To ensure teaching methods are up-to-date and curriculum reflects state, local, and national content standards, administrators and teachers should participate in professional development opportunities and follow prescribed state and national content standards.



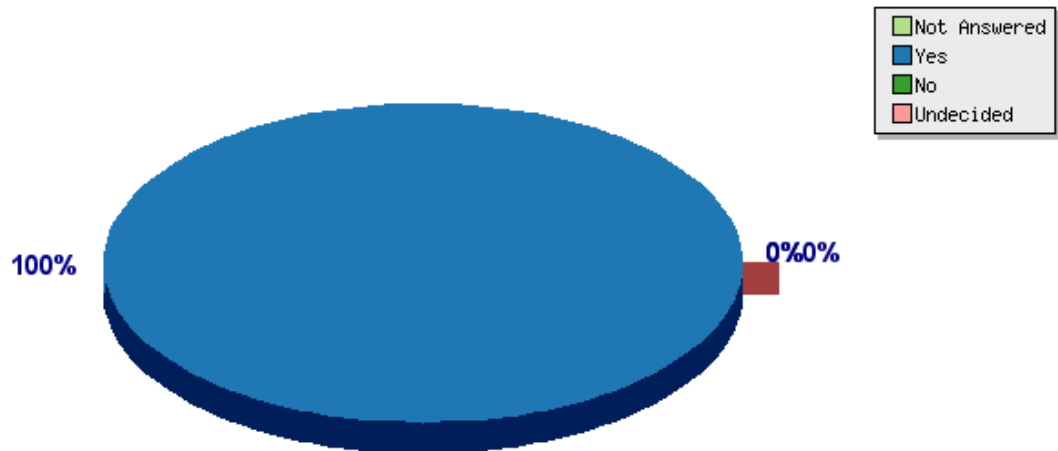
District/school should utilize Title Funding to improve curriculum, raise expectations of staff, and secure top-quality instructional materials?



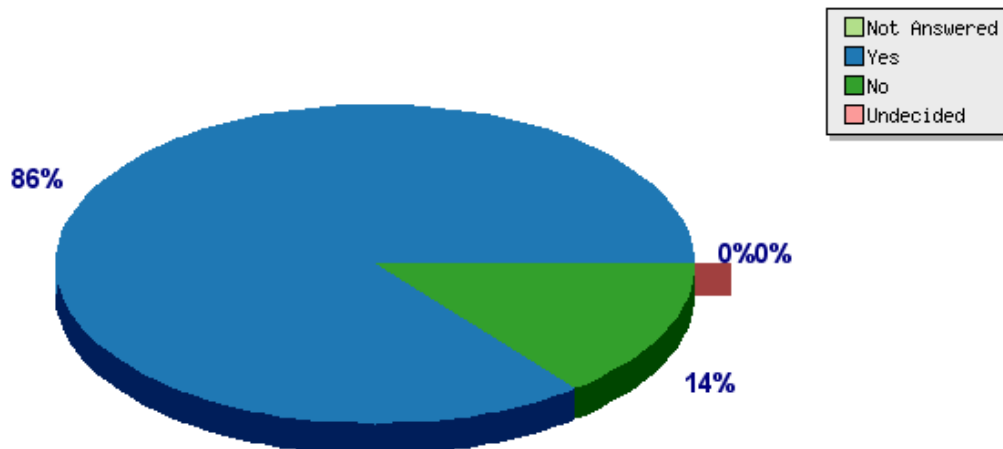
District/school should use Title funding to support:



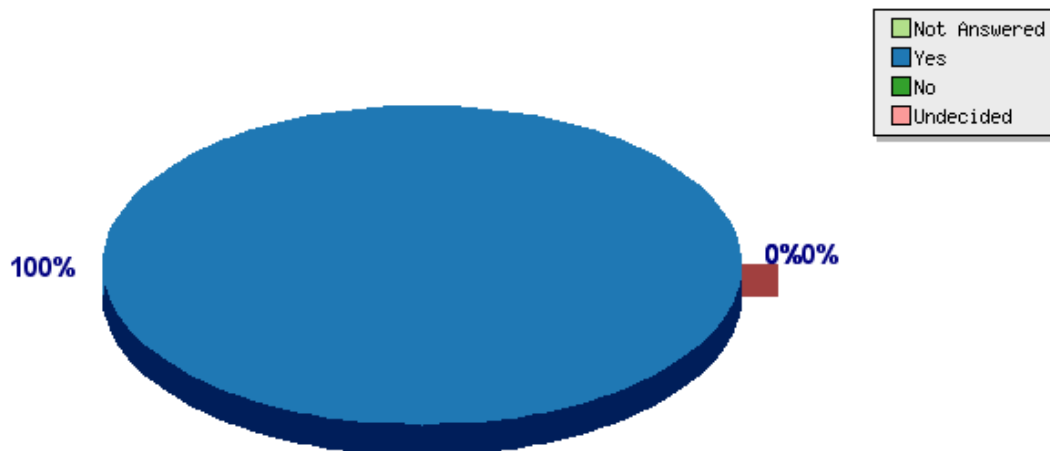
District/school should continue to use Title Funds to operate computer labs which provide remediation to improve student achievement.



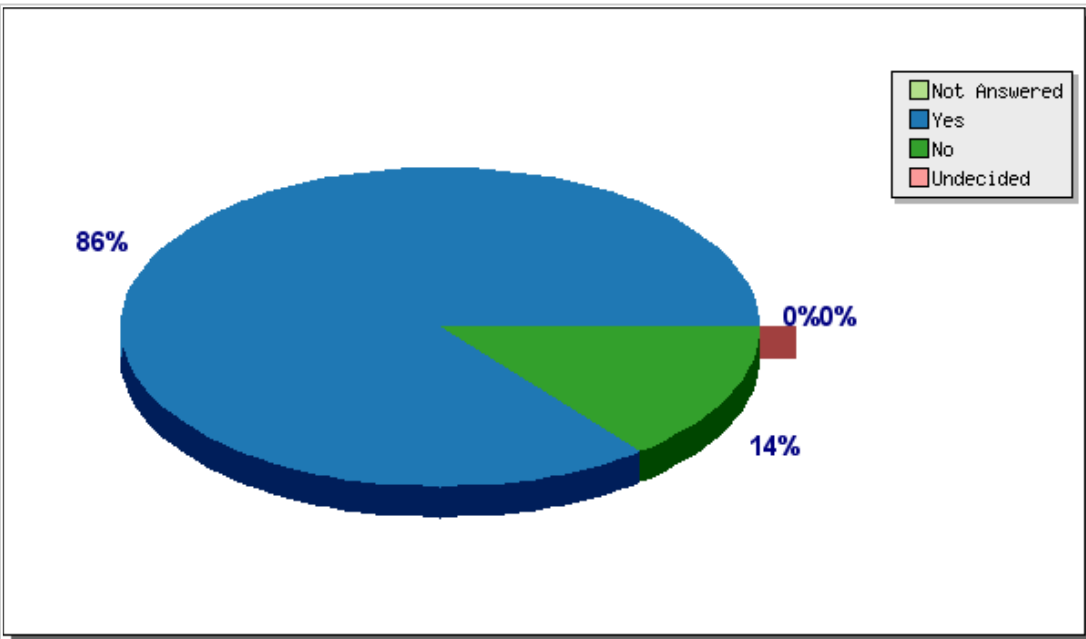
District/school should continue to use Title Funding to support extended-day and extended-year tutorial programs.



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

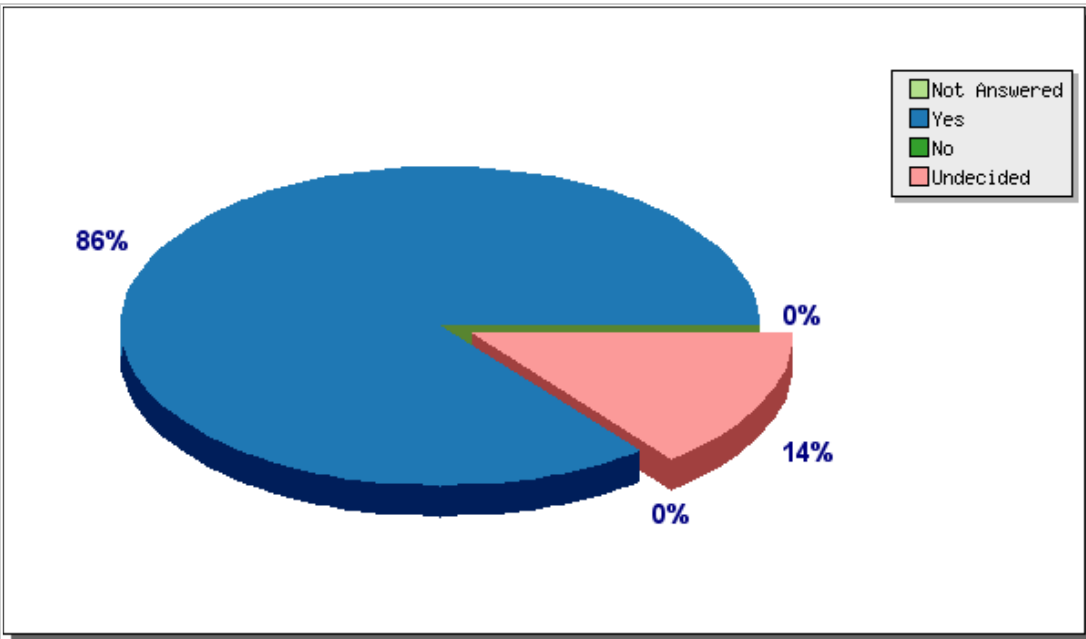


District/school should use available Title II funds to improve student achievement by providing more professional development opportunities to administrators and teachers.

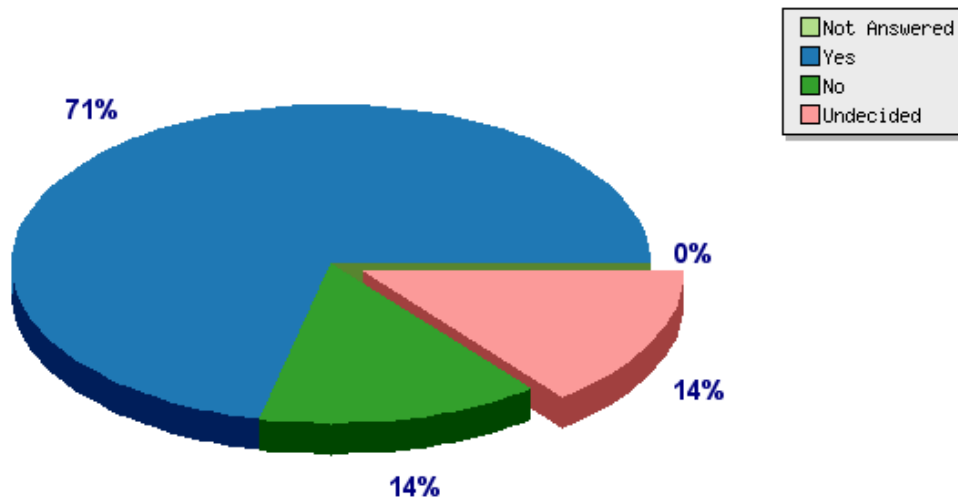


DIMENSION III: PROFESSIONAL DEVELOPMENT

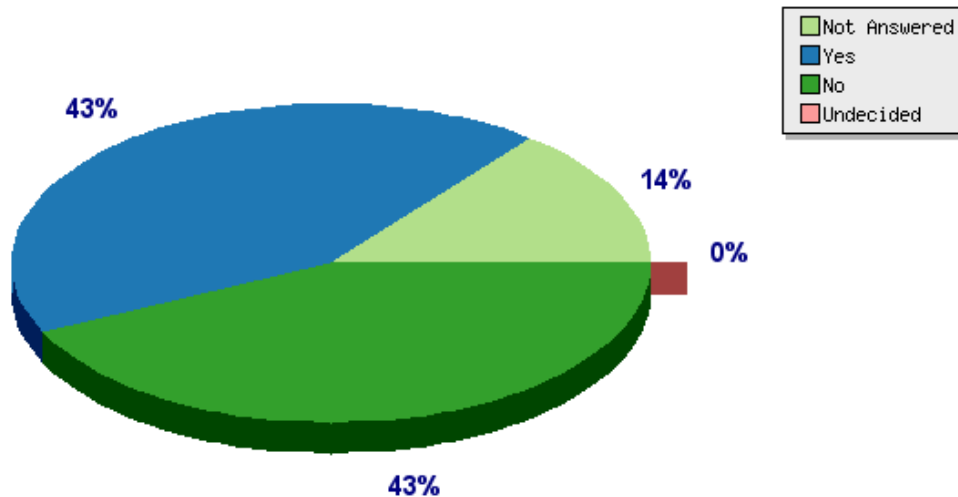
District school is providing on-the-job opportunities for teachers to participate in meaningful professional development.



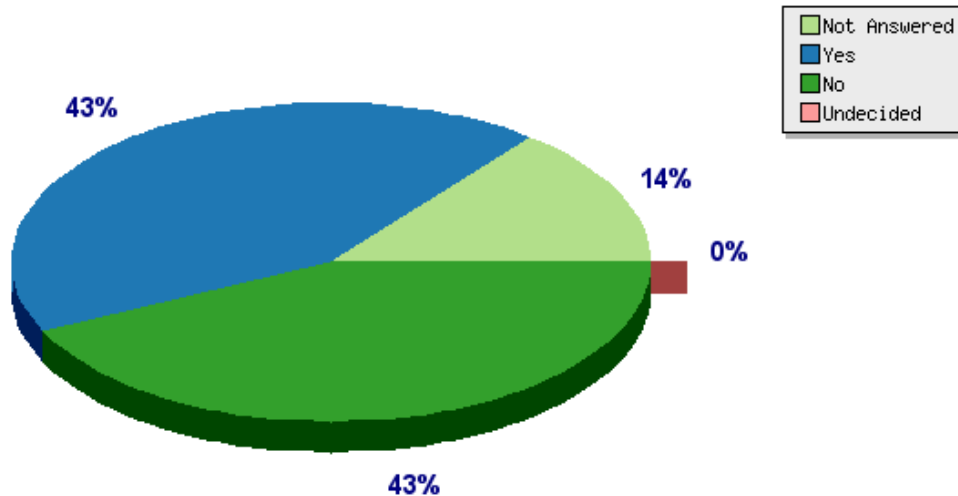
District/school allows teachers to participate in the selection of professional development opportunities provide to them.



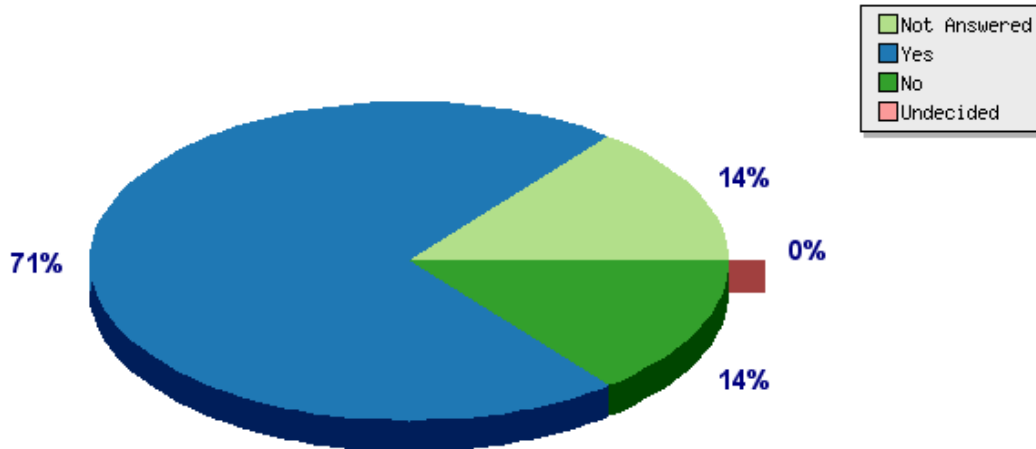
District/school is providing follow-up to professional activities in which teachers are involved.



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

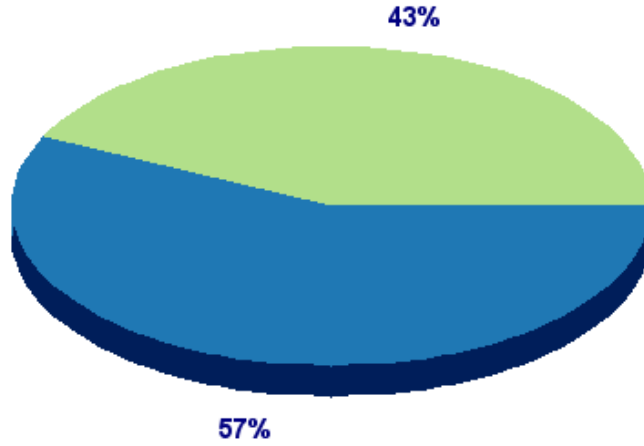


District/school provides opportunities and encourages mentoring among teachers.

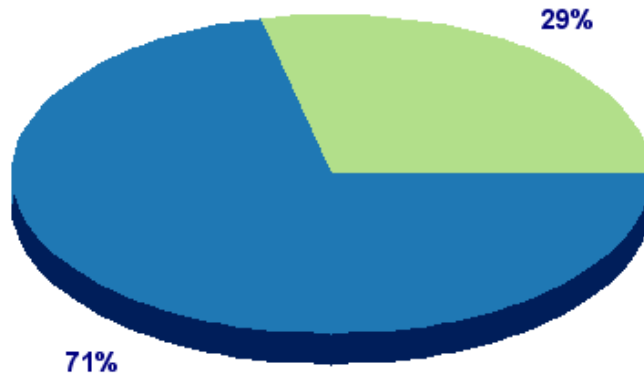


Which instrument can best assess the extent to which teachers are collaborating?

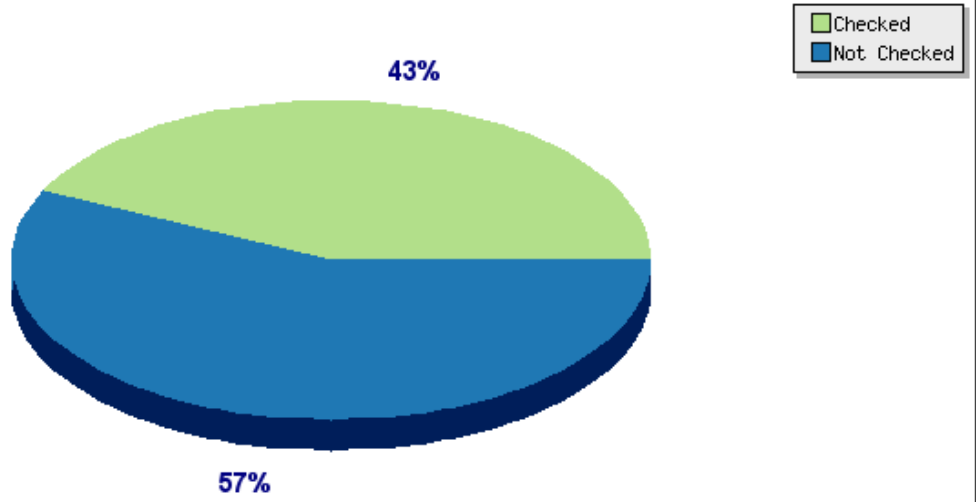
Daily/Weekly Walk-through Observation



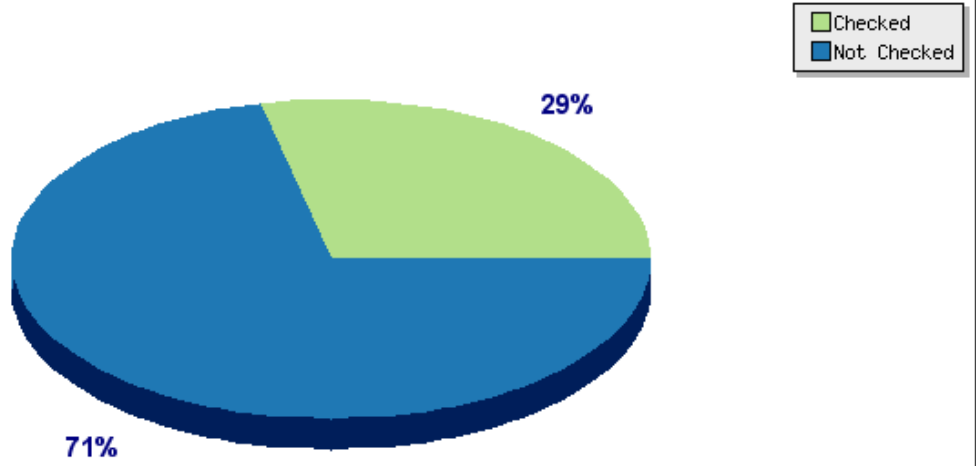
Monthly Walk-through Observation

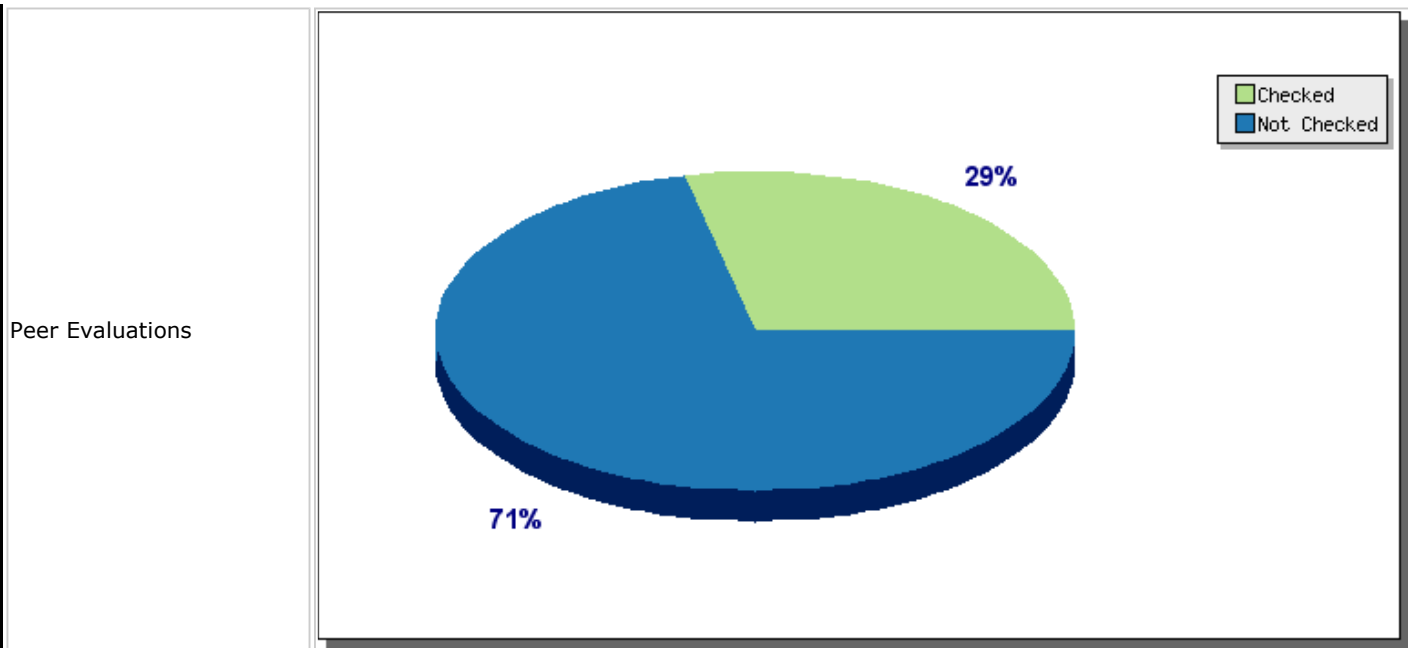


Yearly Teacher Evaluation



Teacher Self-evaluation





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

- Depth of Knowledge
- MCT test preparation
- Inclusion Training
- How to write meaningful lesson plans.
- How to challenge and deal with educationally handicapped children in the same environment

Professional Development Program #2

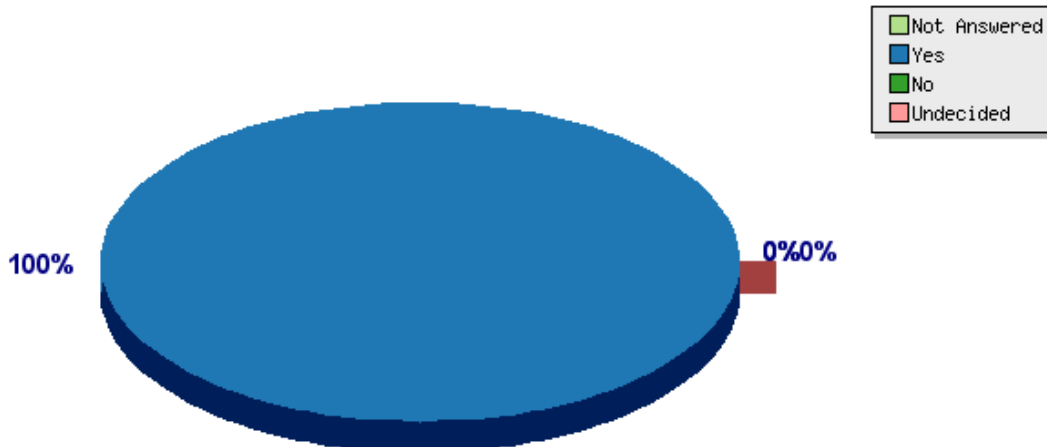
- Alignment of Curriculum
- classroom management
- CPR
- Creative classroom instruction materials.
- Motivating children to express themselves in writing

Professional Development Program #3

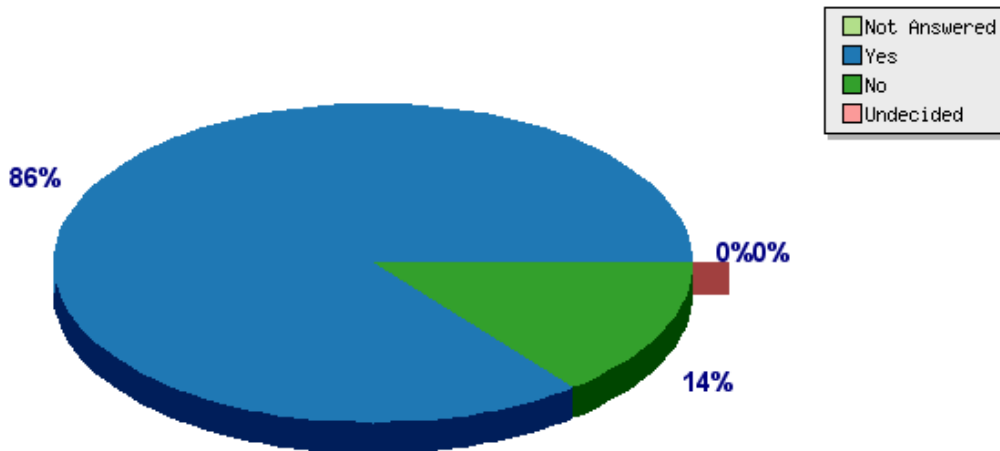
- Professional Performance and Responsibilities of Educators
- differentiated instruction
- Angry Management among Students
- How to use bubble maps successfully.
- peer tutoring and mentoring

DIMENSION IV: FAMILY AND COMMUNITY INVOLVEMENT

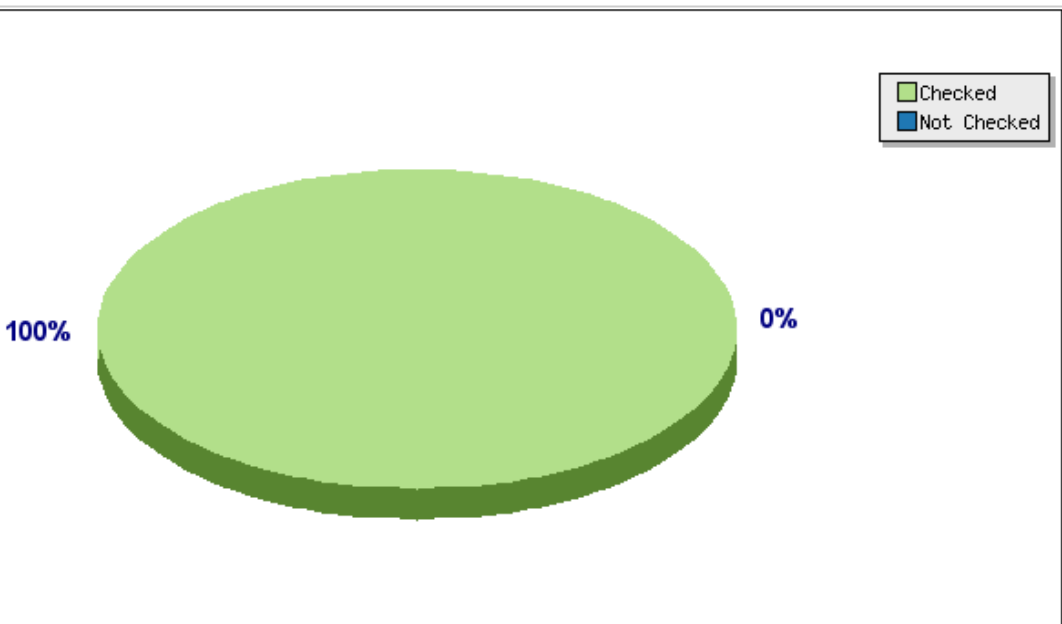
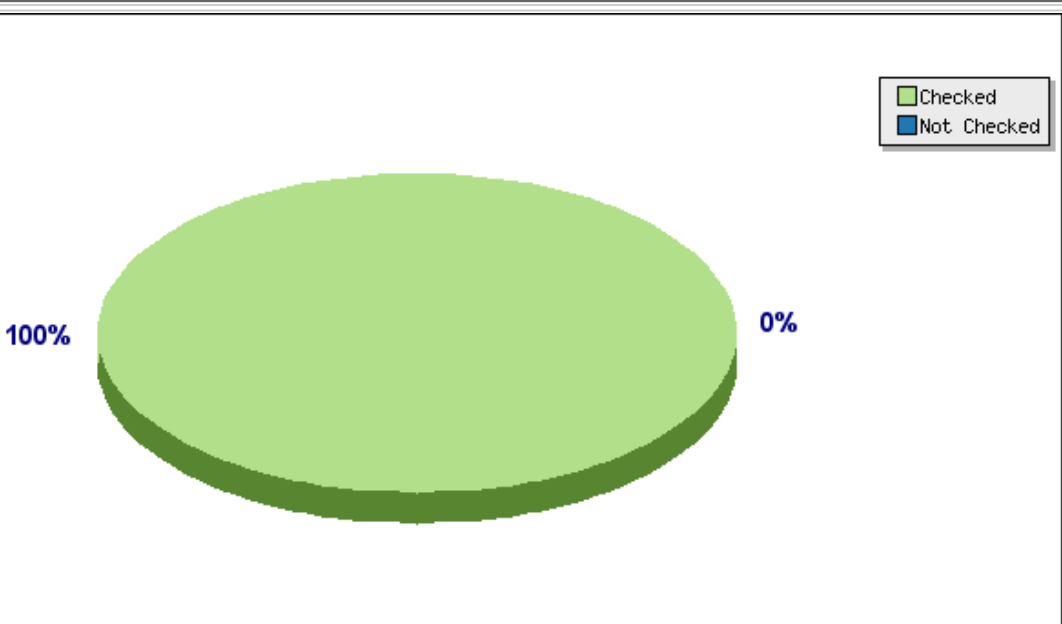
District/school makes family/community feel welcome and actively solicits their participation in the educational process.





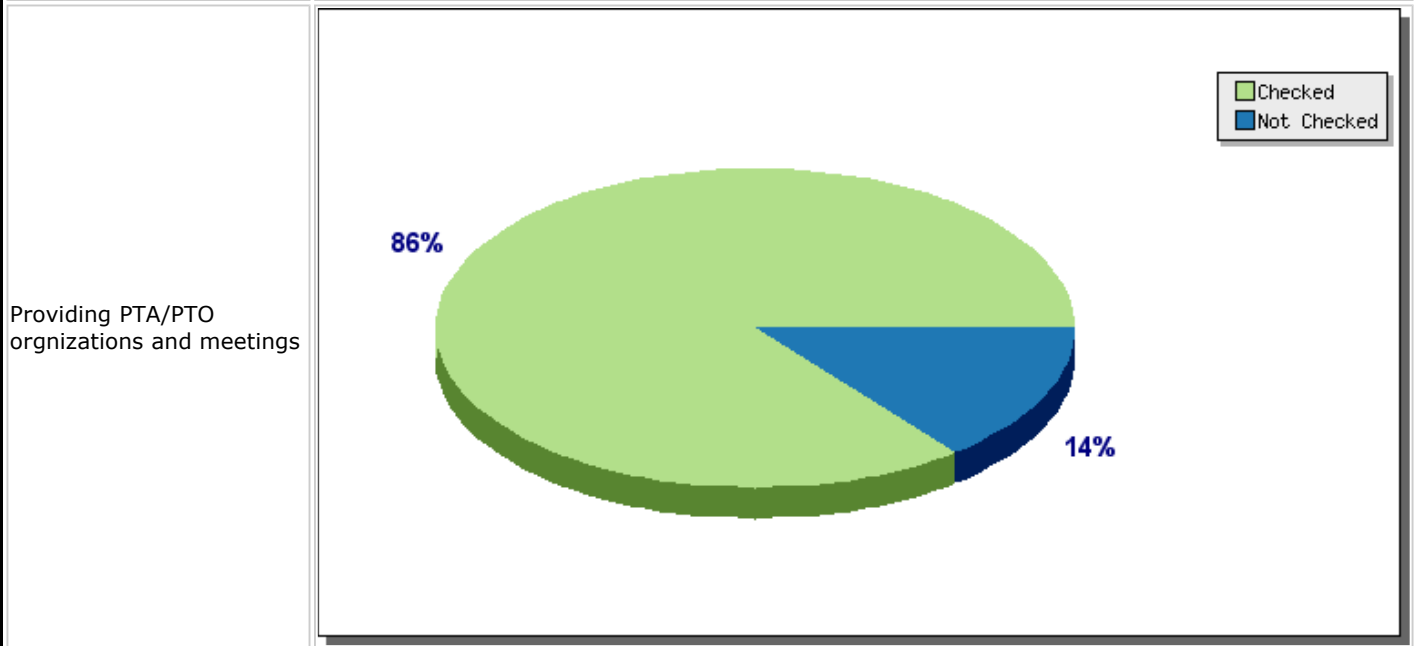
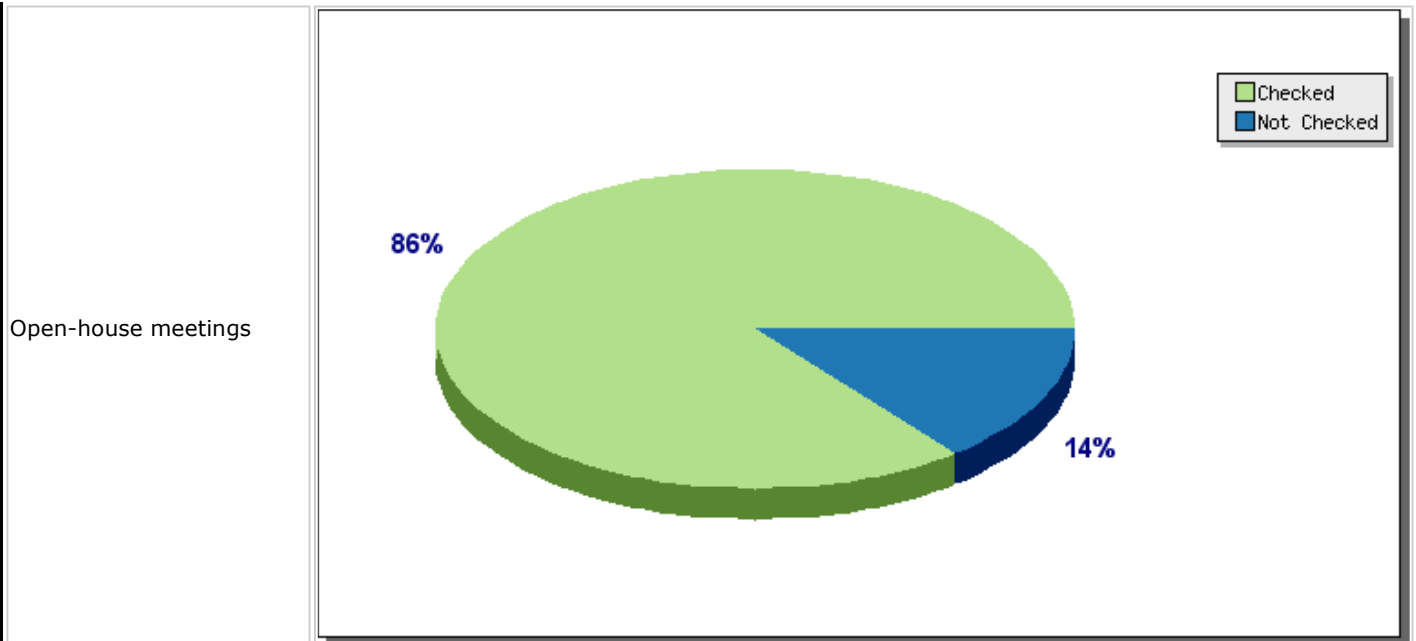
District/school is scheduling meetings/activities at flexible times and places which allow parents/community to actively participate.


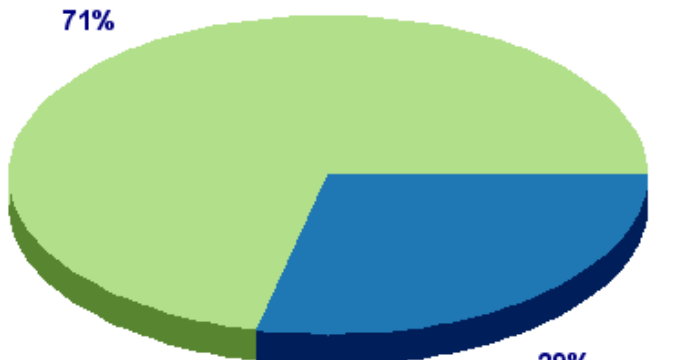


Select any of the following which should be used to engage family/community in meaningful activities which support/promote student learning.

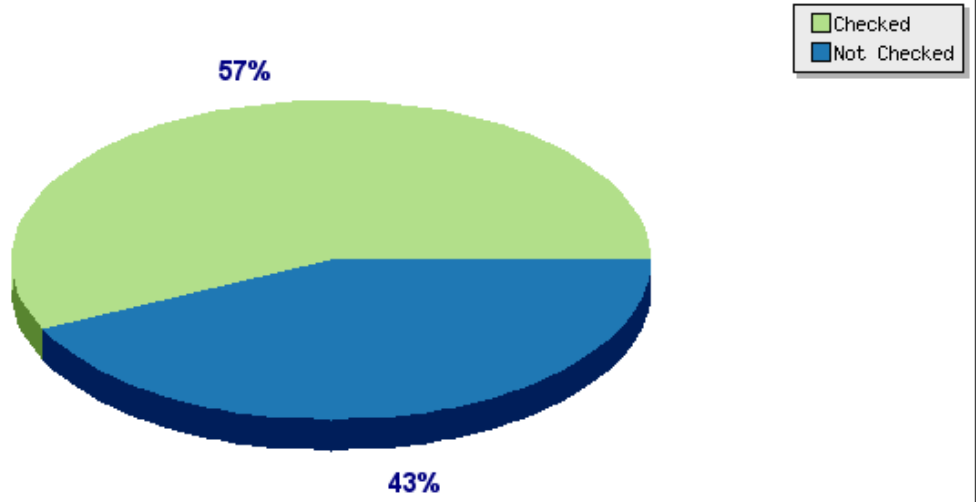
<p>Volunteering during the instructional day activities</p>	 <p>A 3D pie chart with a light green slice representing 100% and a blue slice representing 0%. A legend in the top right corner shows a light green square for 'Checked' and a blue square for 'Not Checked'.</p> <table border="1"><thead><tr><th>Category</th><th>Percentage</th></tr></thead><tbody><tr><td>Checked</td><td>100%</td></tr><tr><td>Not Checked</td><td>0%</td></tr></tbody></table>	Category	Percentage	Checked	100%	Not Checked	0%
Category	Percentage						
Checked	100%						
Not Checked	0%						
<p>Volunteering during after school activities</p>	 <p>A 3D pie chart with a light green slice representing 100% and a blue slice representing 0%. A legend in the top right corner shows a light green square for 'Checked' and a blue square for 'Not Checked'.</p> <table border="1"><thead><tr><th>Category</th><th>Percentage</th></tr></thead><tbody><tr><td>Checked</td><td>100%</td></tr><tr><td>Not Checked</td><td>0%</td></tr></tbody></table>	Category	Percentage	Checked	100%	Not Checked	0%
Category	Percentage						
Checked	100%						
Not Checked	0%						

Annual parent meetings	 <p>A 3D pie chart showing the distribution of responses for 'Annual parent meetings'. The chart is divided into two segments: a large light green segment representing 'Checked' at 86%, and a smaller blue segment representing 'Not Checked' at 14%. 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>86%</td></tr><tr><td>Not Checked</td><td>14%</td></tr></tbody></table>	Category	Percentage	Checked	86%	Not Checked	14%
Category	Percentage						
Checked	86%						
Not Checked	14%						
Parent/Teacher conferences	 <p>A 3D pie chart showing the distribution of responses for 'Parent/Teacher conferences'. The chart is divided into two segments: a large light green segment representing 'Checked' at 86%, and a smaller blue segment representing 'Not Checked' at 14%. 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>86%</td></tr><tr><td>Not Checked</td><td>14%</td></tr></tbody></table>	Category	Percentage	Checked	86%	Not Checked	14%
Category	Percentage						
Checked	86%						
Not Checked	14%						

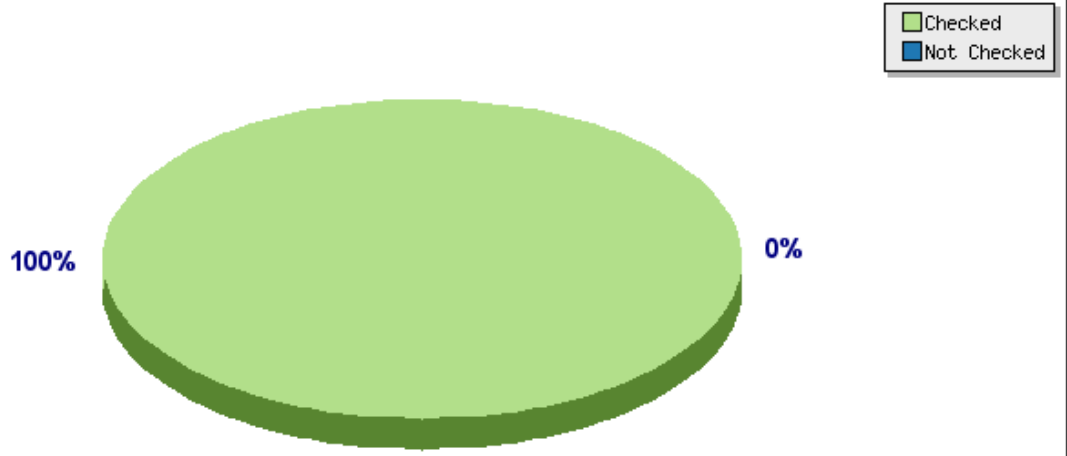




<p>Mentoring opportunities for students</p>	 <p>A 3D pie chart with a legend in the top right corner. The legend shows a light green square for 'Checked' and a blue square for 'Not Checked'. The pie chart is divided into two segments: a large light green segment representing 86% and a smaller blue segment representing 14%.</p> <table border="1"><thead><tr><th>Category</th><th>Percentage</th></tr></thead><tbody><tr><td>Checked</td><td>86%</td></tr><tr><td>Not Checked</td><td>14%</td></tr></tbody></table>	Category	Percentage	Checked	86%	Not Checked	14%
Category	Percentage						
Checked	86%						
Not Checked	14%						
<p>Parent/community information centers</p>	 <p>A 3D pie chart with a legend in the top right corner. The legend shows a light green square for 'Checked' and a blue square for 'Not Checked'. The pie chart is divided into two segments: a large light green segment representing 71% and a smaller blue segment representing 29%.</p> <table border="1"><thead><tr><th>Category</th><th>Percentage</th></tr></thead><tbody><tr><td>Checked</td><td>71%</td></tr><tr><td>Not Checked</td><td>29%</td></tr></tbody></table>	Category	Percentage	Checked	71%	Not Checked	29%
Category	Percentage						
Checked	71%						
Not Checked	29%						

Workshop and seminar opportunities

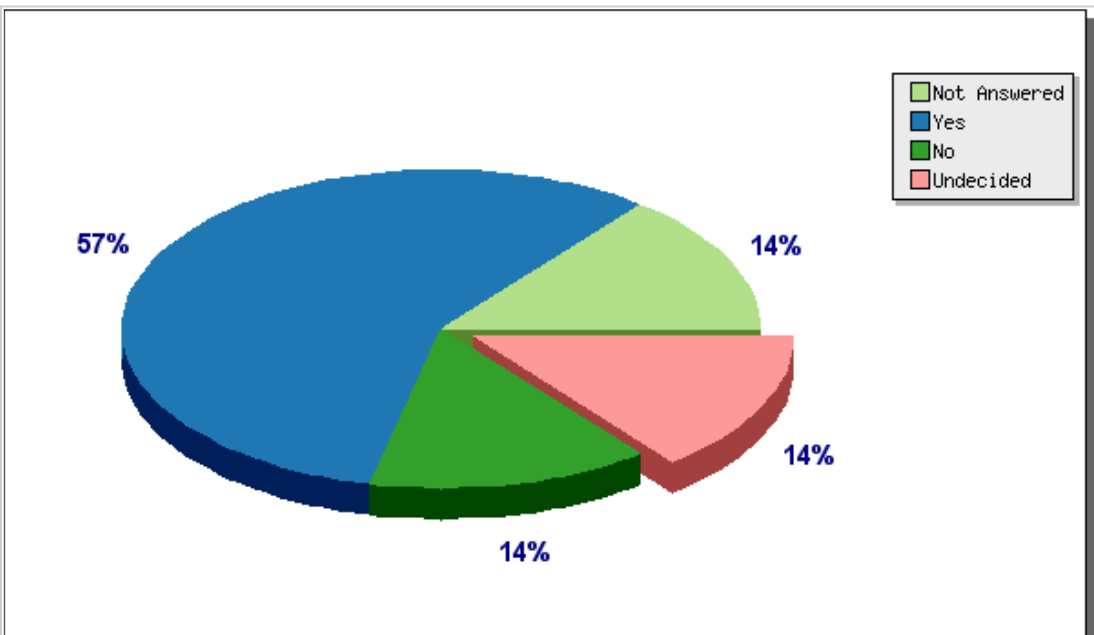


Newsletters



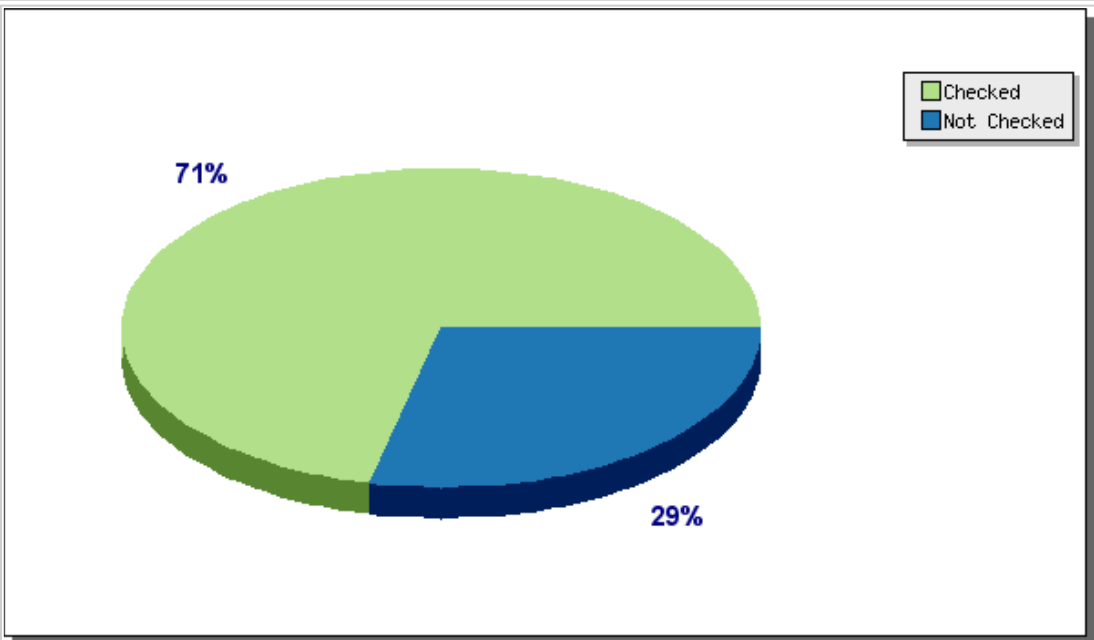
School internet website	 <p>A 3D pie chart showing the status of 'School internet website'. The chart is divided into two segments: a large light green segment representing 'Checked' at 86%, and a smaller blue segment representing 'Not Checked' at 14%. A legend in the top right corner identifies the 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>86%</td></tr><tr><td>Not Checked</td><td>14%</td></tr></tbody></table>	Category	Percentage	Checked	86%	Not Checked	14%
Category	Percentage						
Checked	86%						
Not Checked	14%						
Greater involvement of family/community in the planning and use of Parental Involvement funds	 <p>A 3D pie chart showing the status of 'Greater involvement of family/community in the planning and use of Parental Involvement funds'. The chart is divided into two segments: a large light green segment representing 'Checked' at 86%, and a smaller blue segment representing 'Not Checked' at 14%. 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>86%</td></tr><tr><td>Not Checked</td><td>14%</td></tr></tbody></table>	Category	Percentage	Checked	86%	Not Checked	14%
Category	Percentage						
Checked	86%						
Not Checked	14%						
Other							
Parenting Classes							

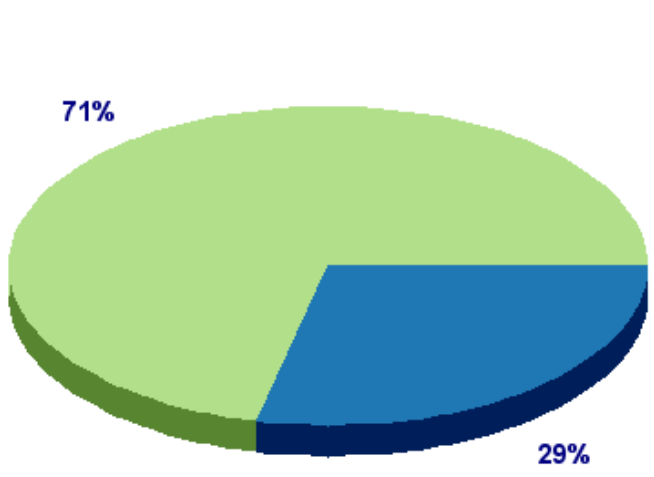
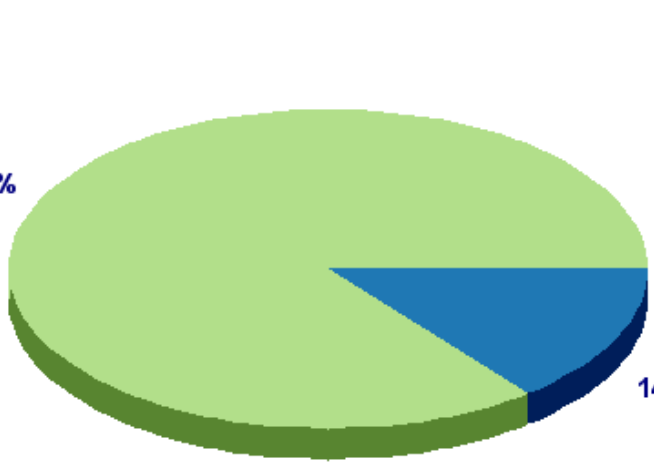
District/school provides opportunities and encourages family/community to participate in the decision-making process.



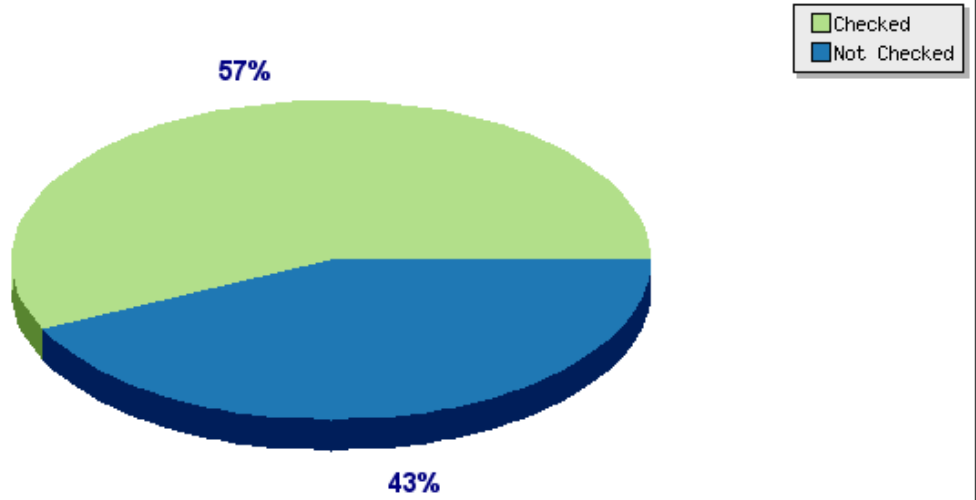
Select any of the following which District/school should use to involve family/community in the decision-making process.

Parent/teacher conferences

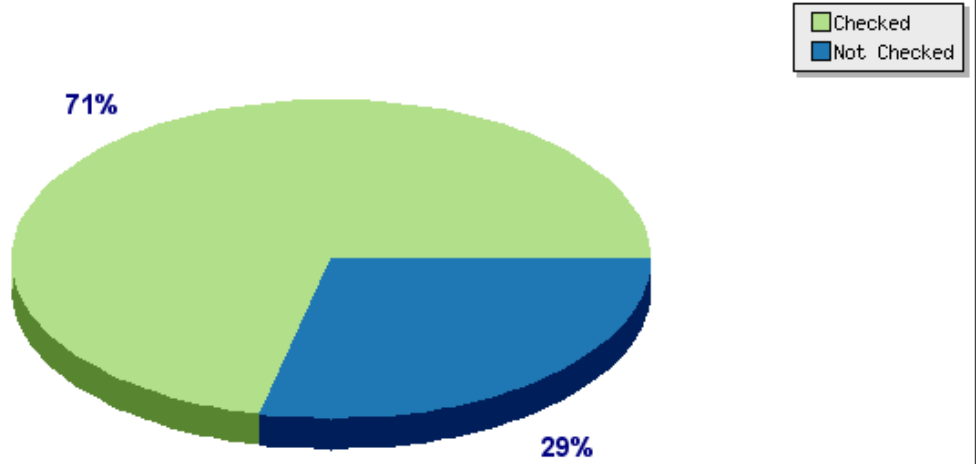


Open-house meetings	 <p>A 3D pie chart showing the distribution of 'Checked' and 'Not Checked' responses for 'Open-house meetings'. The 'Checked' category is represented by a light green slice, which is 71% of the total. The 'Not Checked' category is represented by a blue slice, which is 29% of the total. 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>71%</td></tr><tr><td>Not Checked</td><td>29%</td></tr></tbody></table>	Category	Percentage	Checked	71%	Not Checked	29%
Category	Percentage						
Checked	71%						
Not Checked	29%						
PTA/PTO organizations	 <p>A 3D pie chart showing the distribution of 'Checked' and 'Not Checked' responses for 'PTA/PTO organizations'. The 'Checked' category is represented by a light green slice, which is 86% of the total. The 'Not Checked' category is represented by a blue slice, which is 14% 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>86%</td></tr><tr><td>Not Checked</td><td>14%</td></tr></tbody></table>	Category	Percentage	Checked	86%	Not Checked	14%
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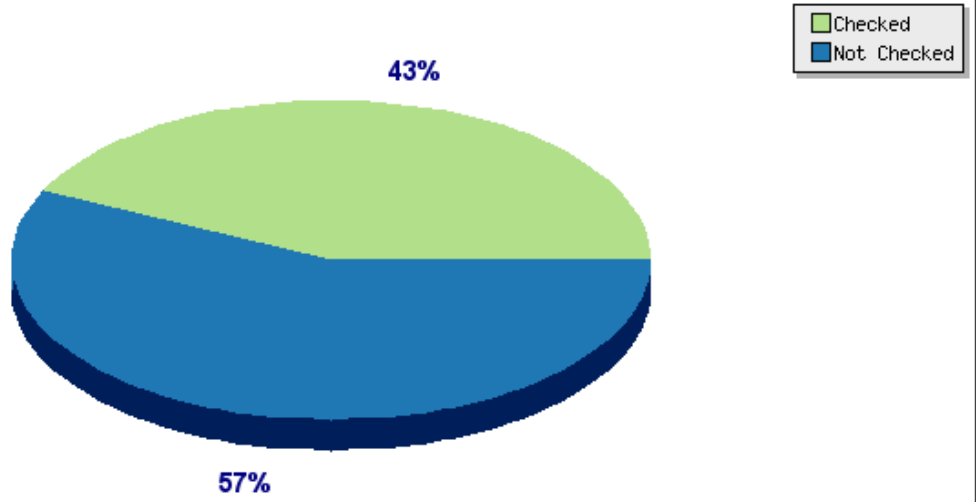
Parent information centers



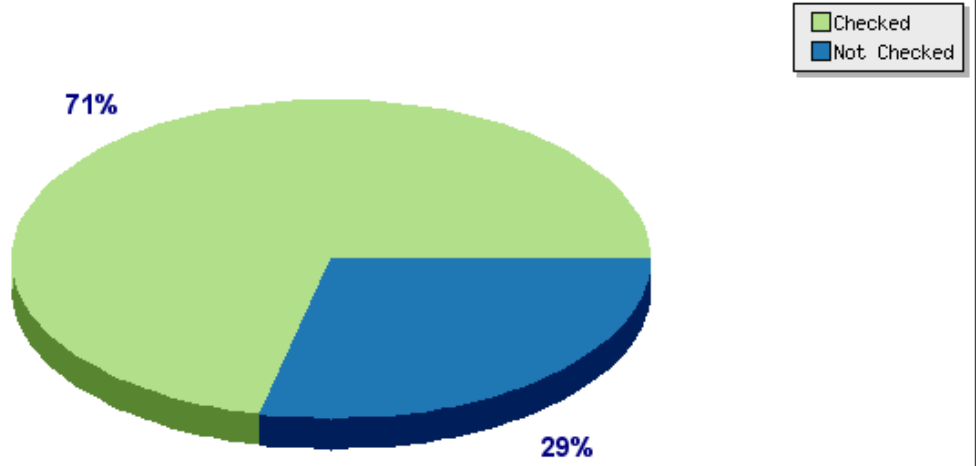
Parents-as-Teacher programs

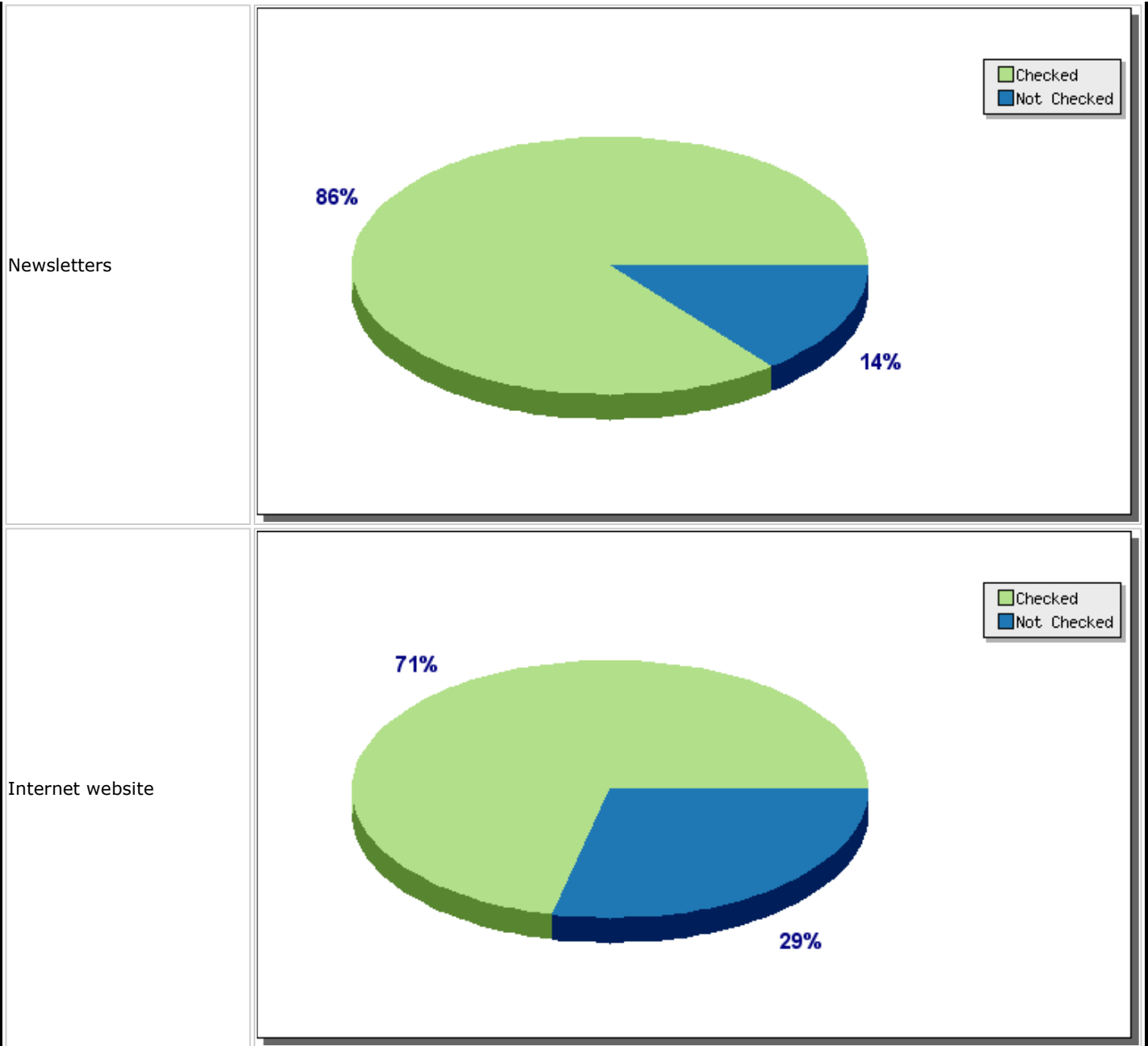


Booster clubs

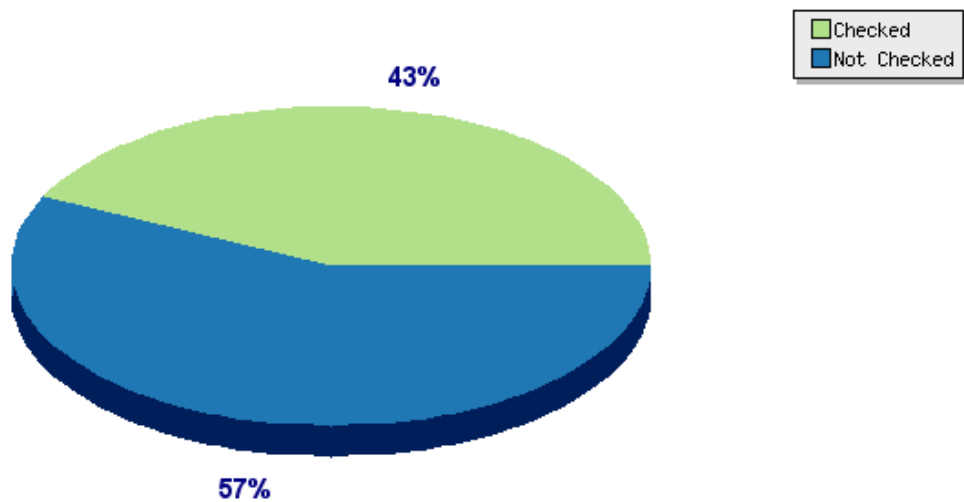


Workshops and Seminars

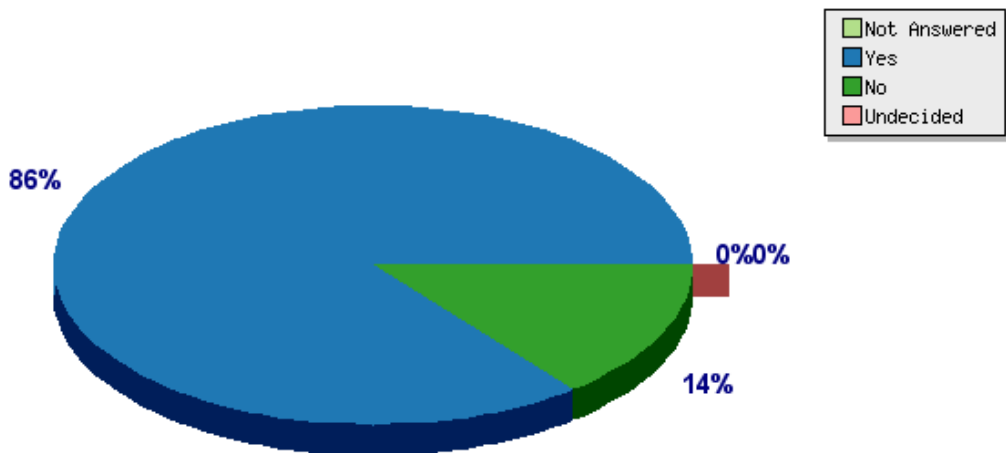




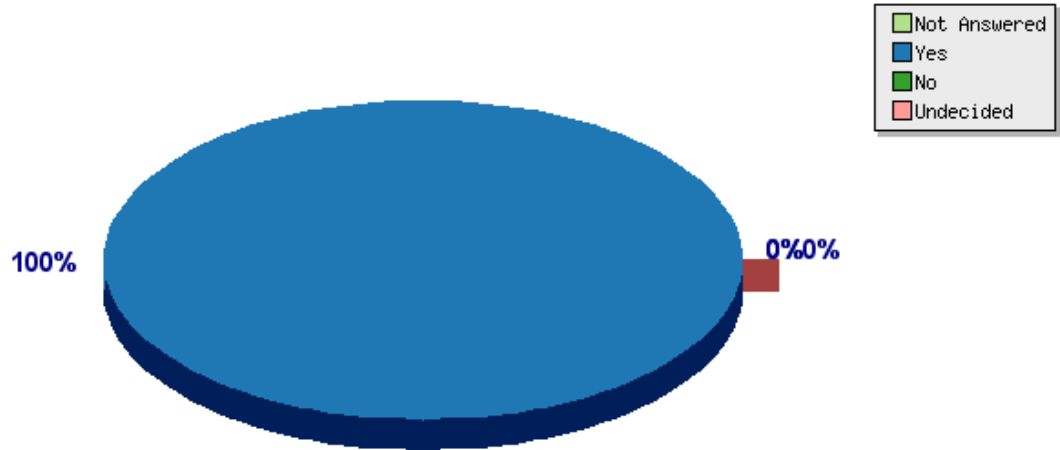
District/school planning committees



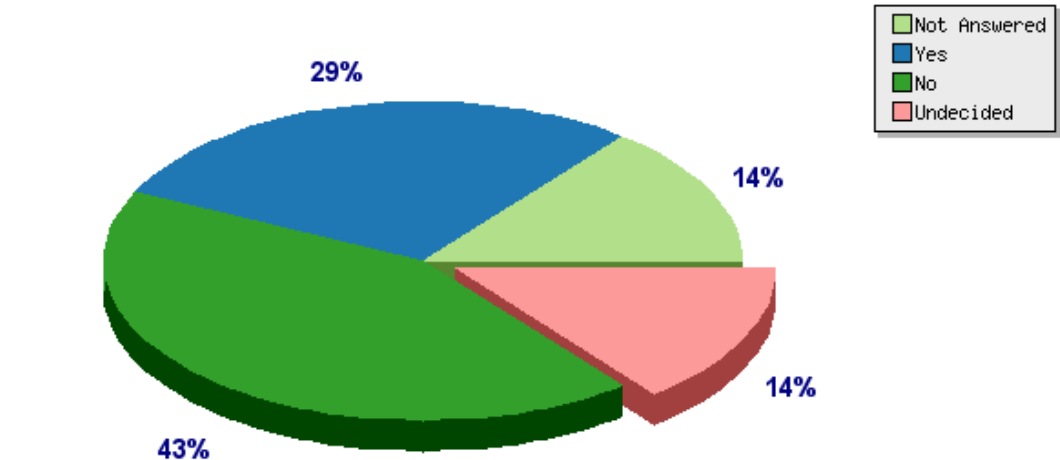
District/school is communicating with non-English speaking families in the language they speak.



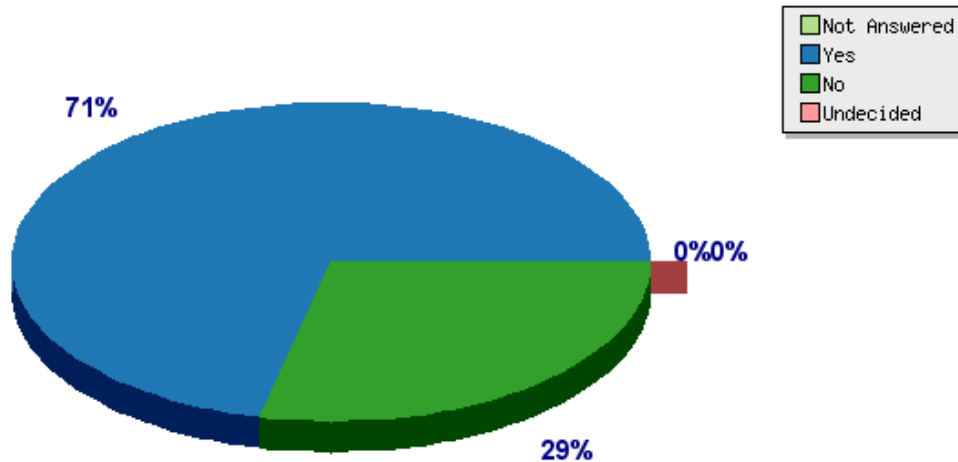
District/school is meeting the needs of students with both physical and educational disabilities.



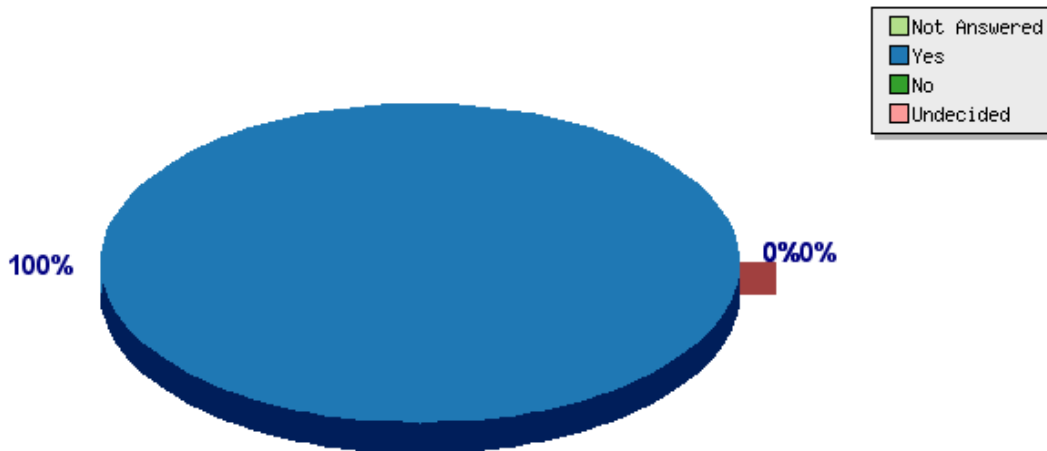
District/school is providing opportunities for parents to develop their parenting skills.



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

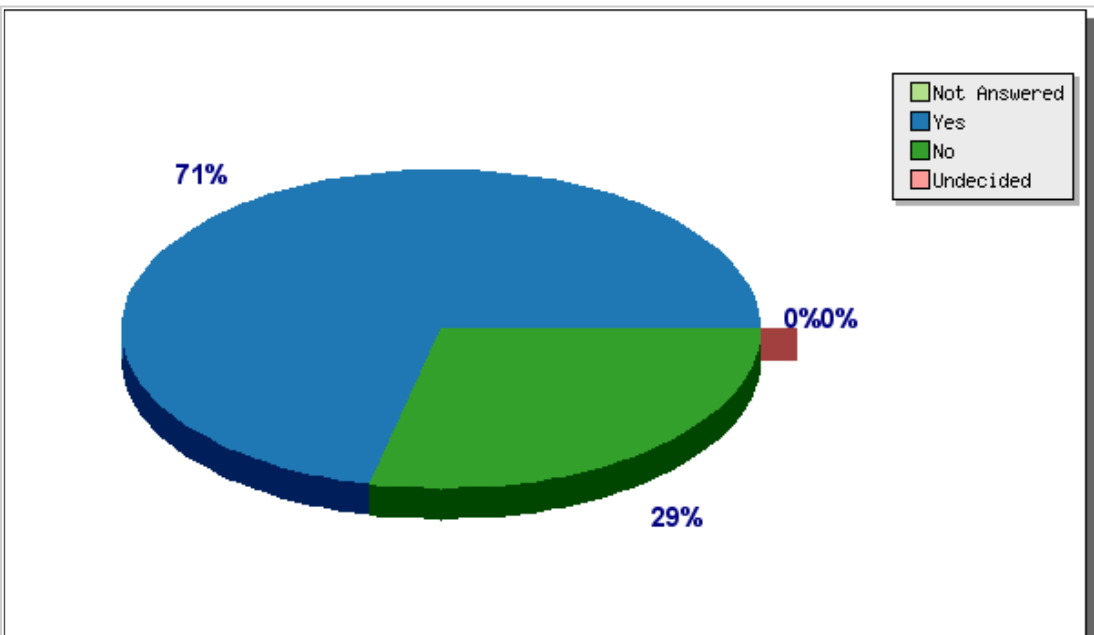


District/school is providing all students access to an education and co-curricular activities even when any of the following conditions exist: Delinquent, Homeless/Unaccompanied, Limited English Proficient, or Migrant.

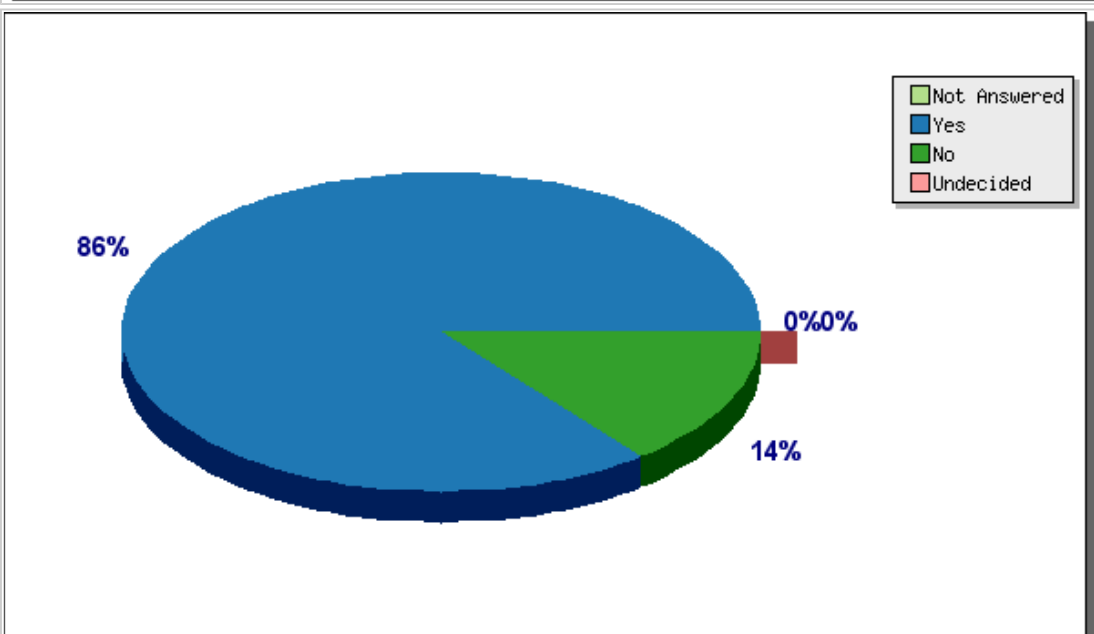


DIMENSION V: SCHOOL CONTEXT AND ORGANIZATION

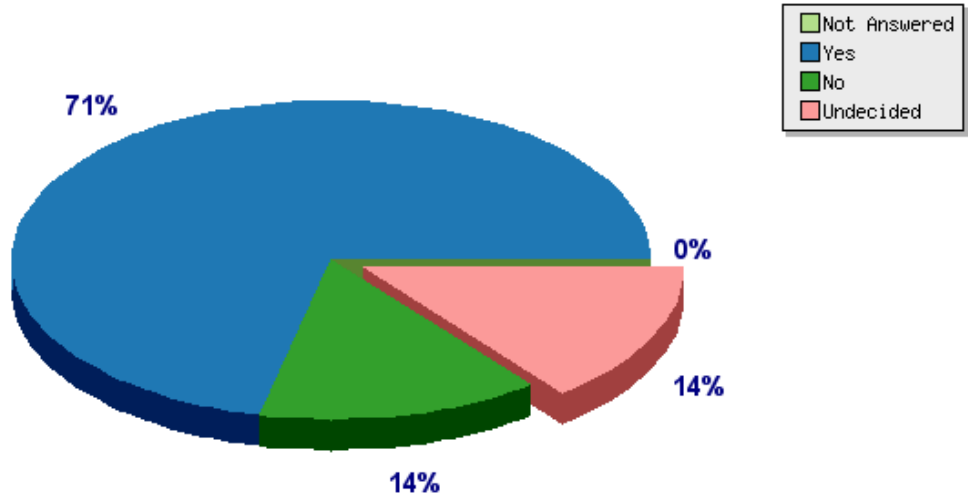
District/school class size is appropriate for providing adequate instruction and improving student achievement.



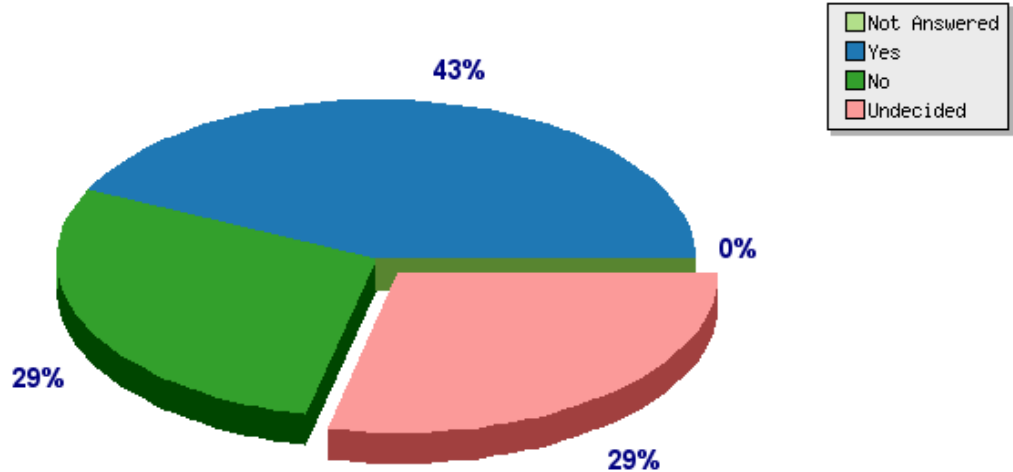
District/school provides adequate instructional time for subjects in which students perform poorly.



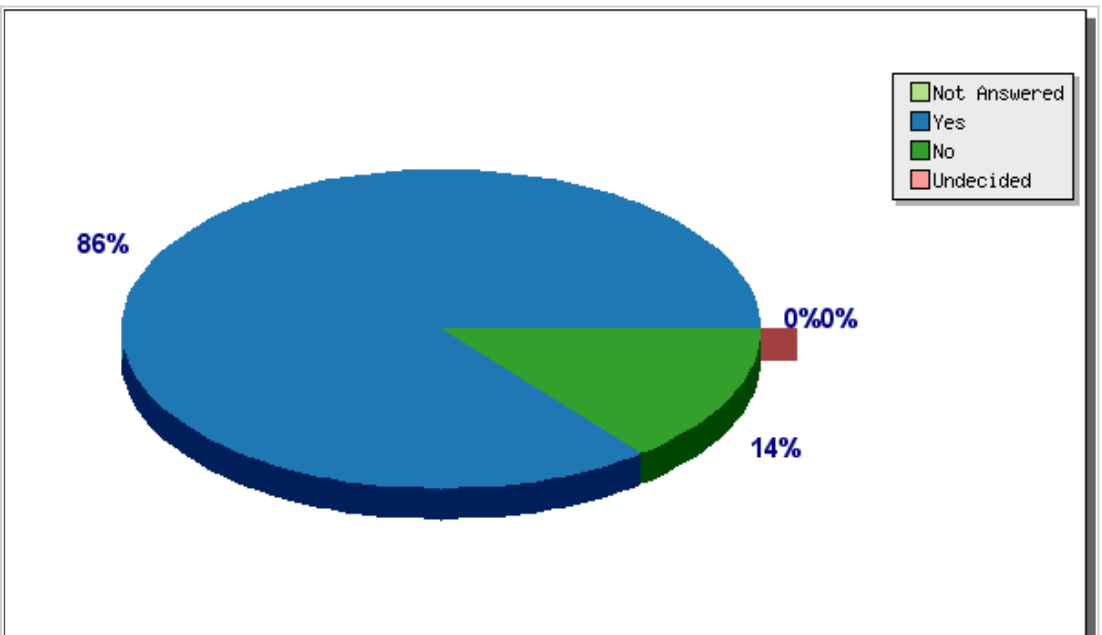
District/school allows teachers to participate in the decision making process and the development of school policies.



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.

