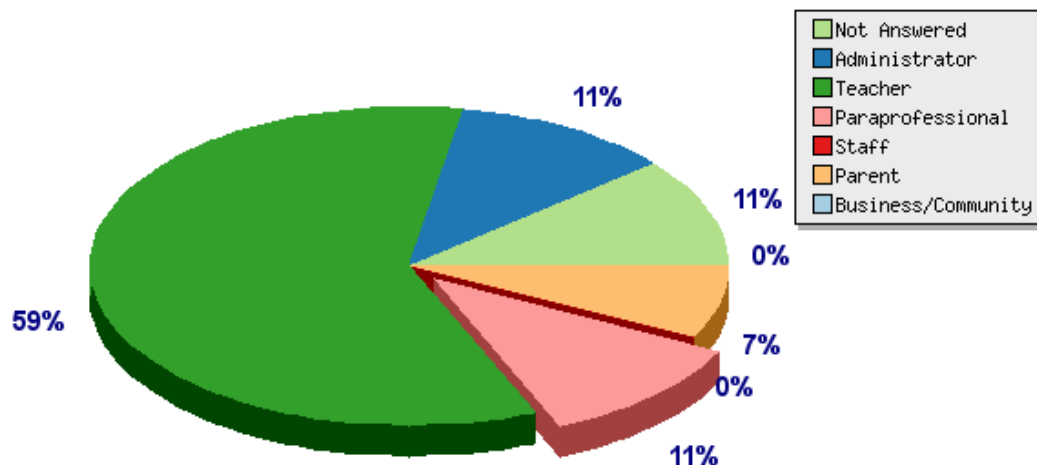


# Federal Programs Comprehensive Needs Assessment Summary 2010-2011

## Results for Roseland Park Elementary

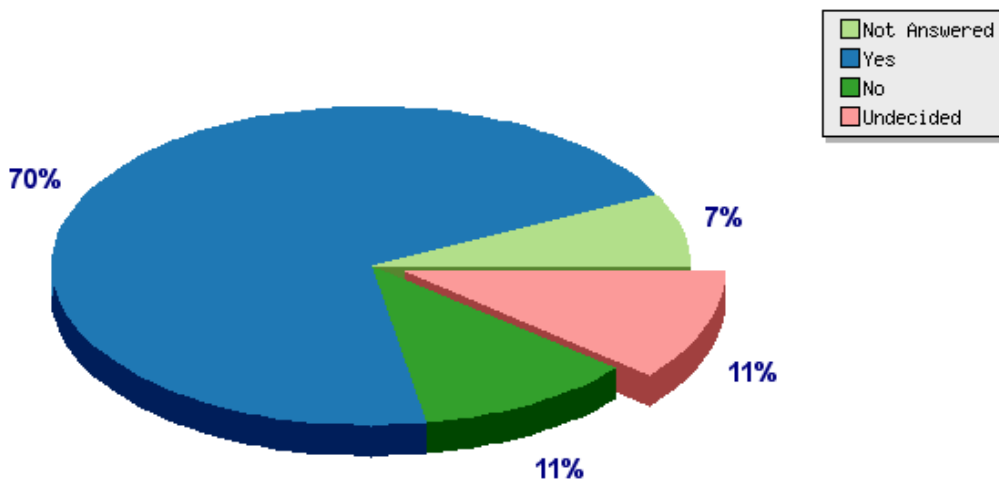
The comprehensive needs assessment will focus on five dimensions: Student Achievement, Curriculum and Instruction, Professional Development, Parent/Family and Community Involvement, and School Context/Organization.

PARTICIPATION  
CATEGORY: Select the  
appropriate category

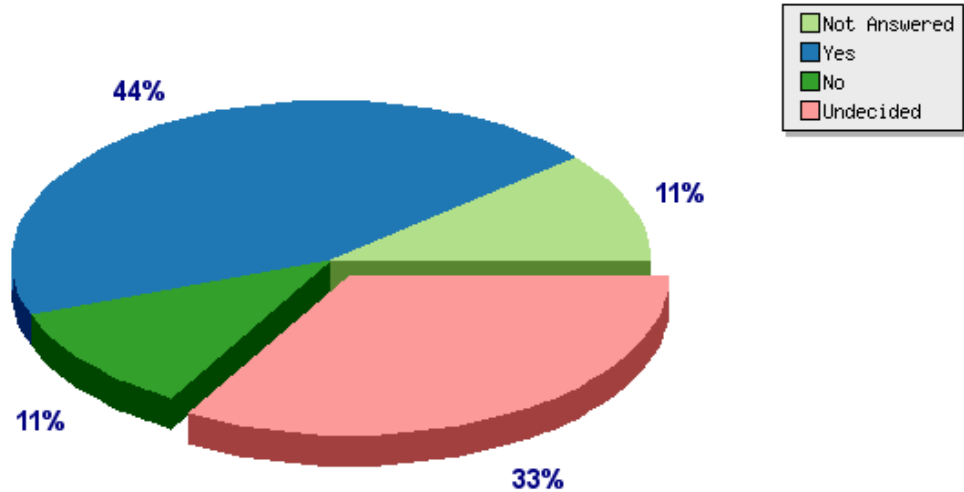


### DIMENSION I: STUDENT ACHIEVEMENT

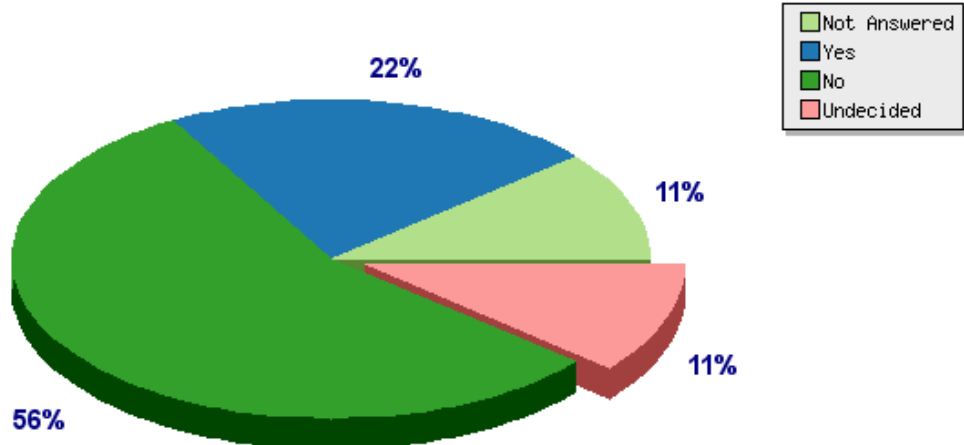
Students are attaining the  
challenging academic  
standards set by the State  
and District/school.



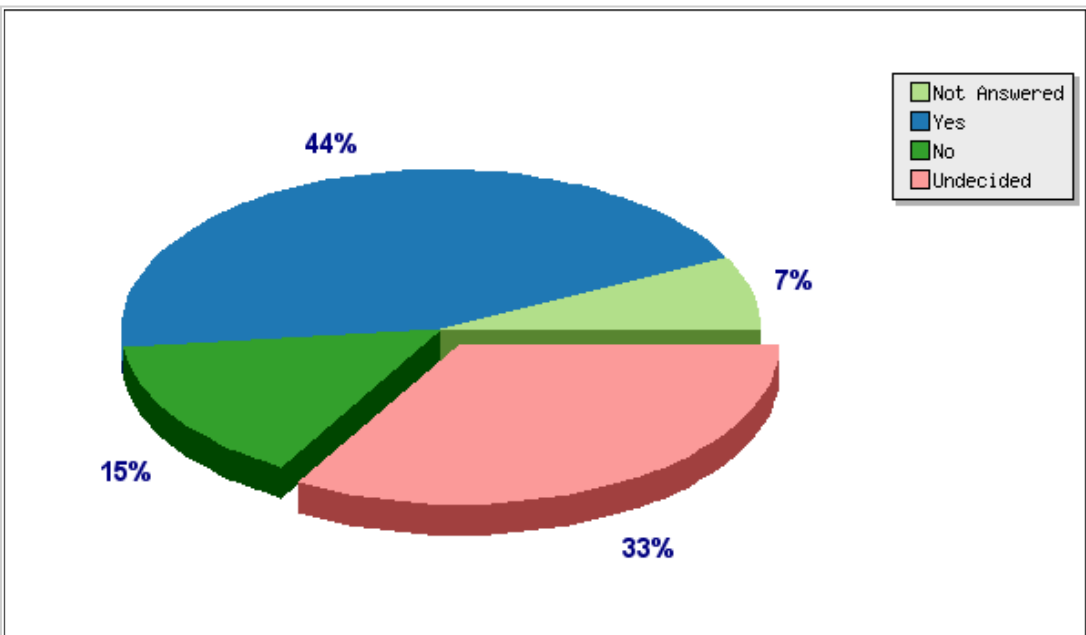
Current pass/fail rates (the number of students promoted or retained any given year) at the District/school level are acceptable.



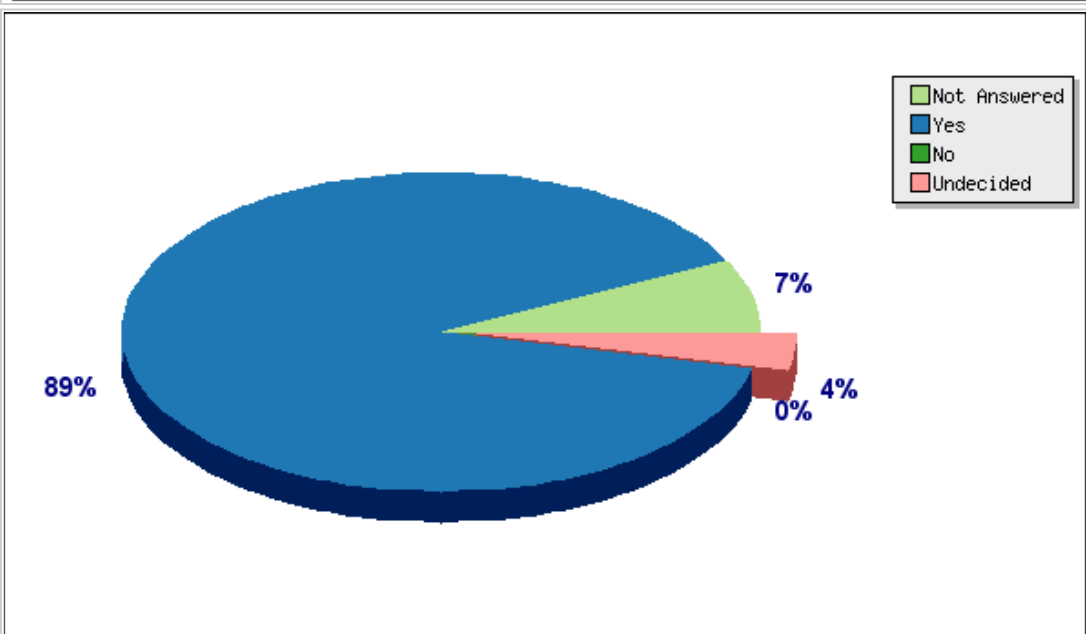
The calculated District graduation rate of 71.00% (2008/2009 school year) is acceptable as compared to the previous year of 71.00% (2007/2008 school year).



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

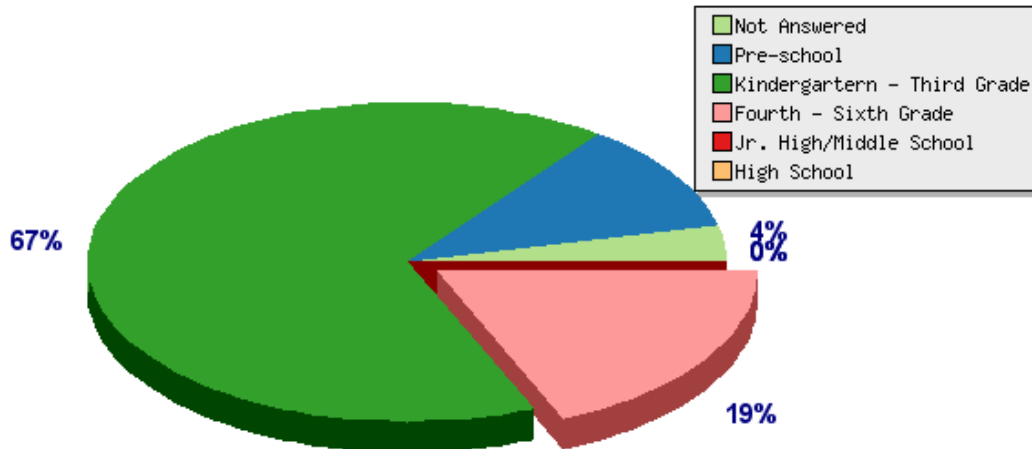


District/school is adequately providing a safe and drug-free environment which is conducive to student learning.

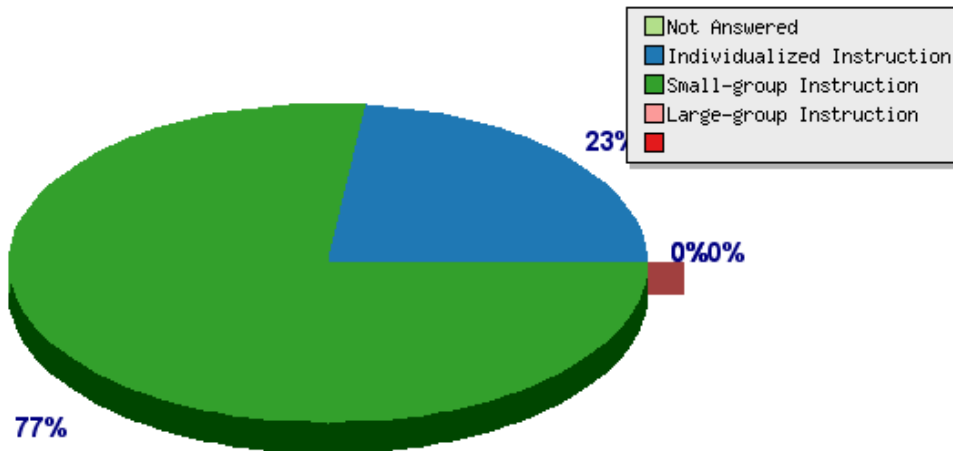


**DIMENSION II: CURRICULUM AND INSTRUCTION**

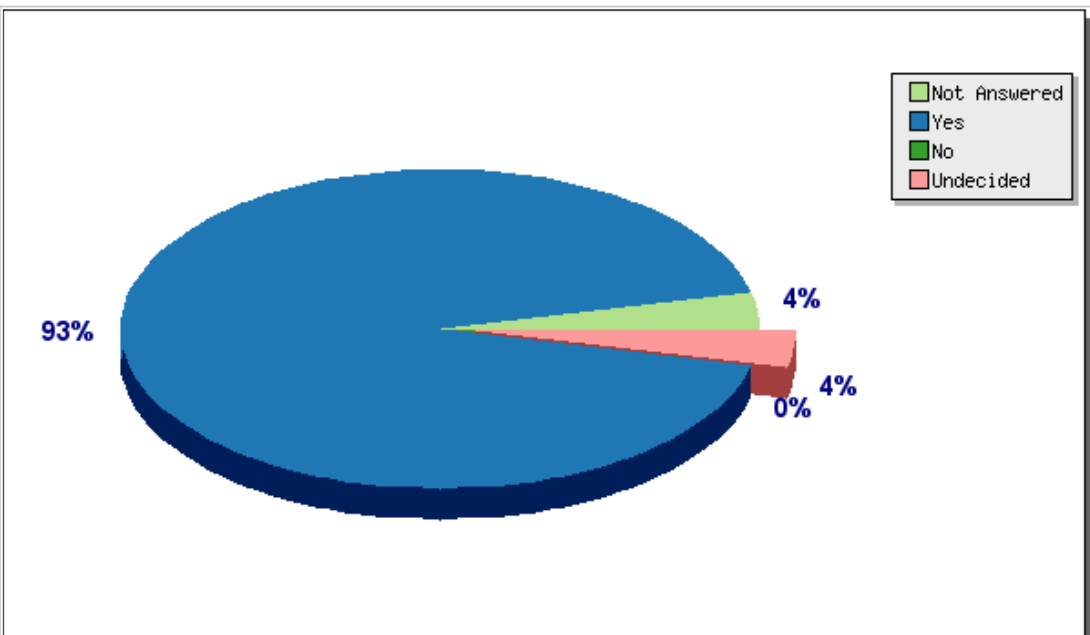
At which level should Title I Funding be utilized to provide the most effective instruction and for improving student achievement?



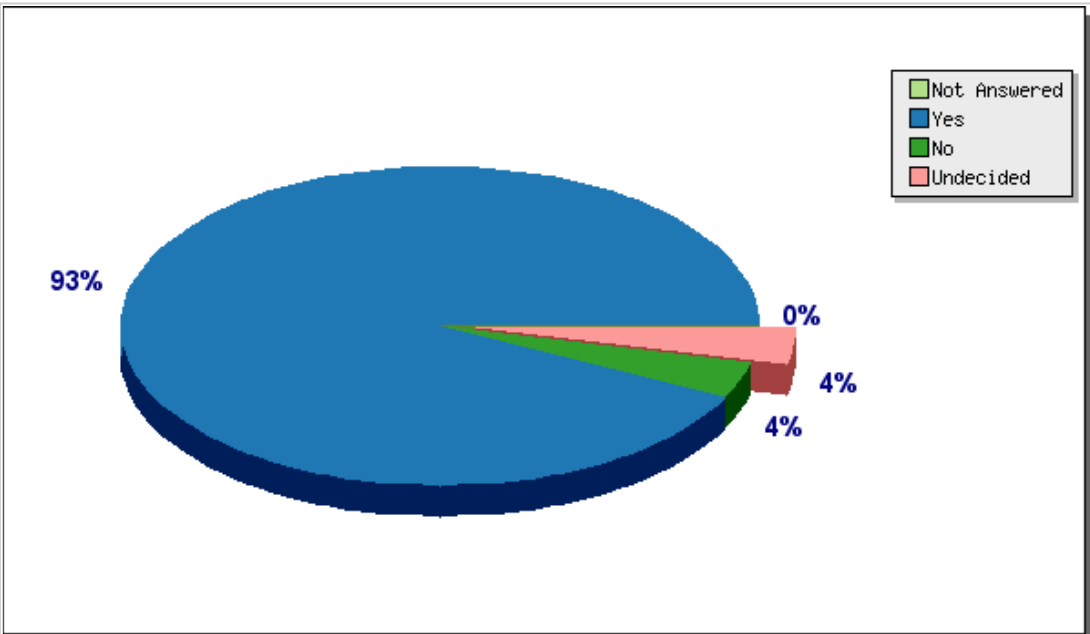
Select only one of the following types of instruction the District/school should provide with Title funding to improve instruction and student achievement.



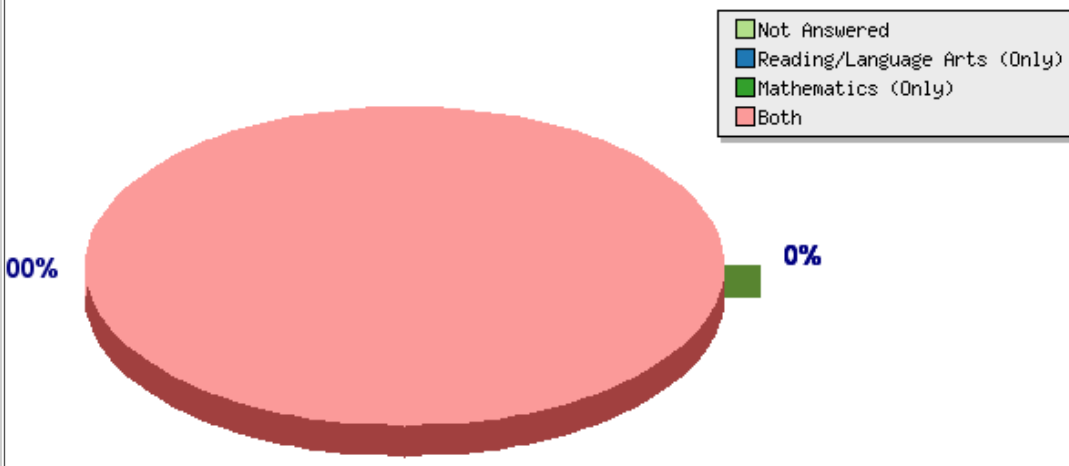
To ensure teaching methods are up-to-date and curriculum reflects state, local, and national content standards, administrators and teachers should participate in professional development opportunities and follow prescribed state and national content standards.



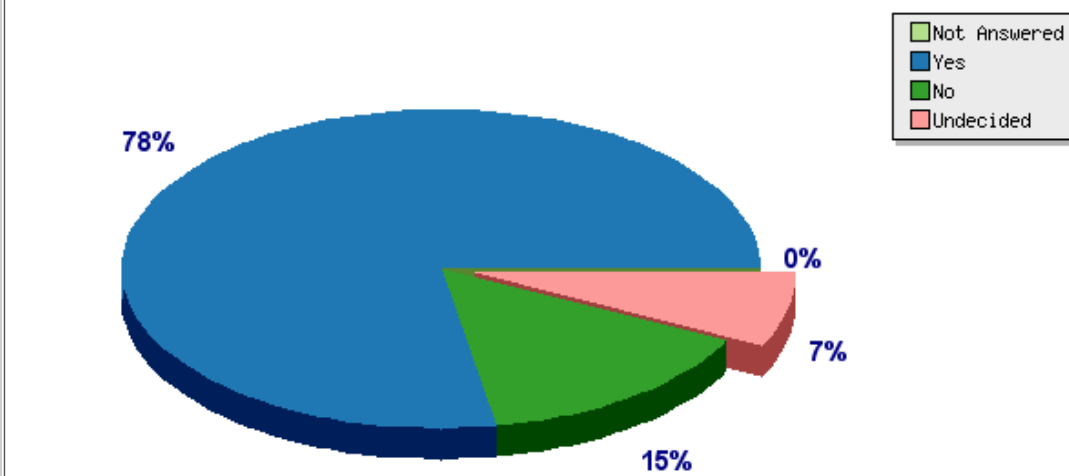
District/school should utilize Title Funding to improve curriculum, raise expectations of staff, and secure top-quality instructional materials?



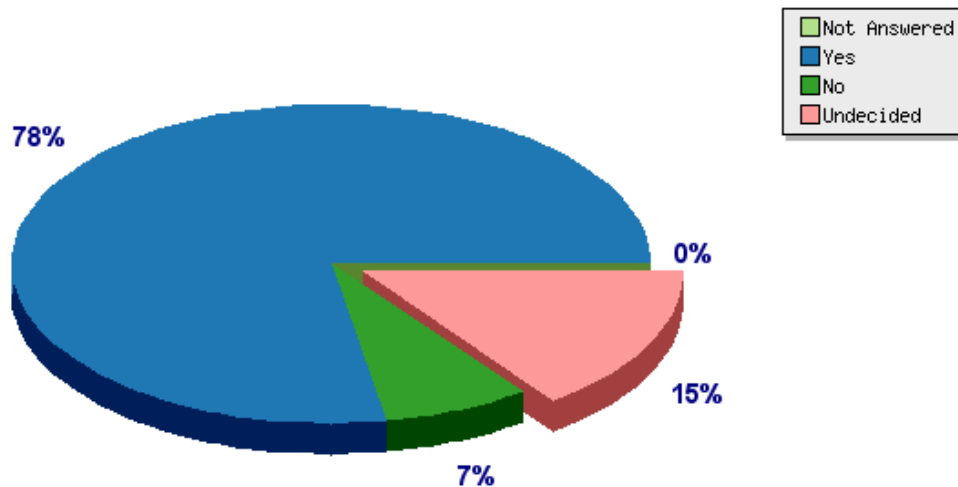
District/school should use Title funding to support:



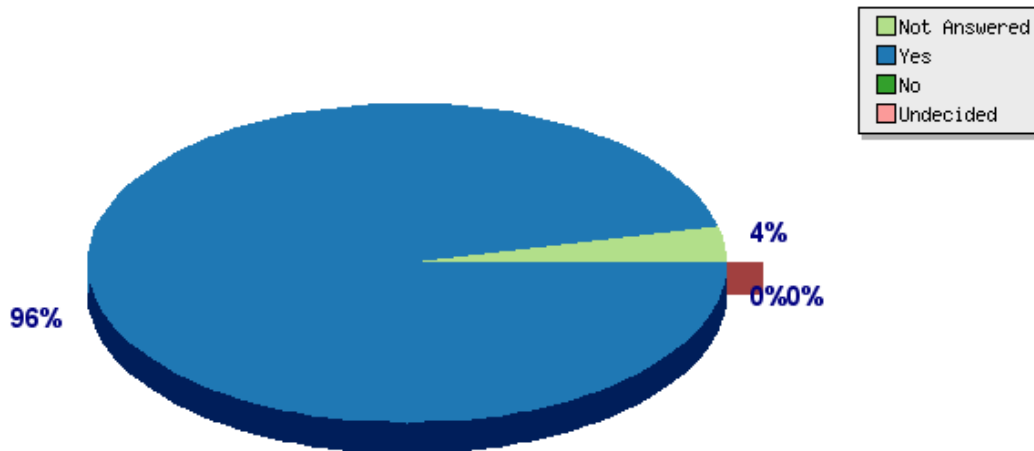
District/school should continue to use Title Funds to operate computer labs which provide remediation to improve student achievement.



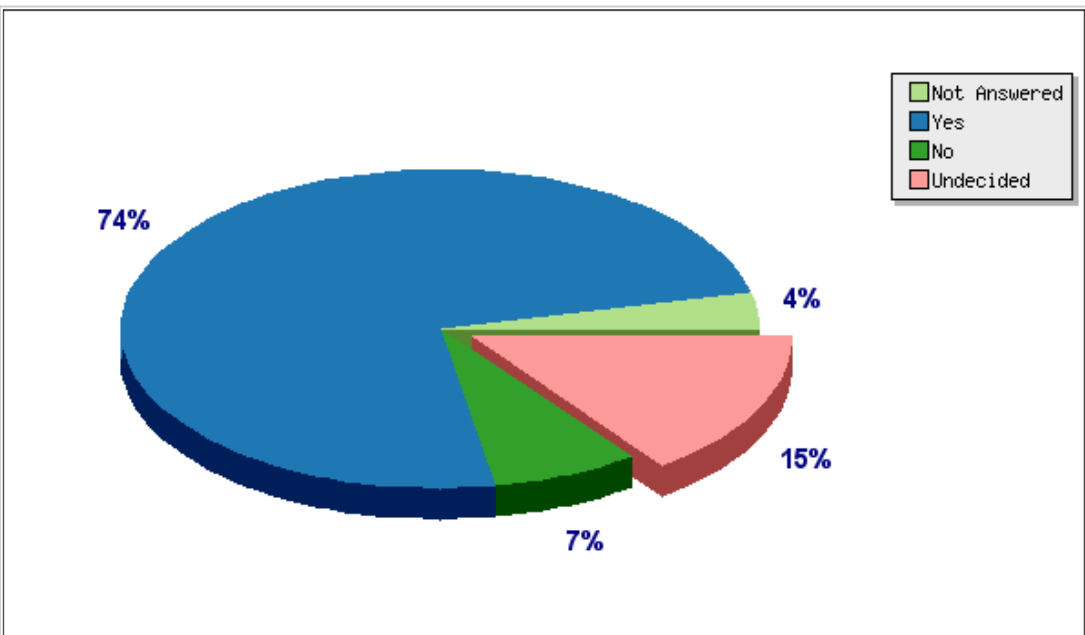
District/school should continue to use Title Funding to support extended-day and extended-year tutorial programs.



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

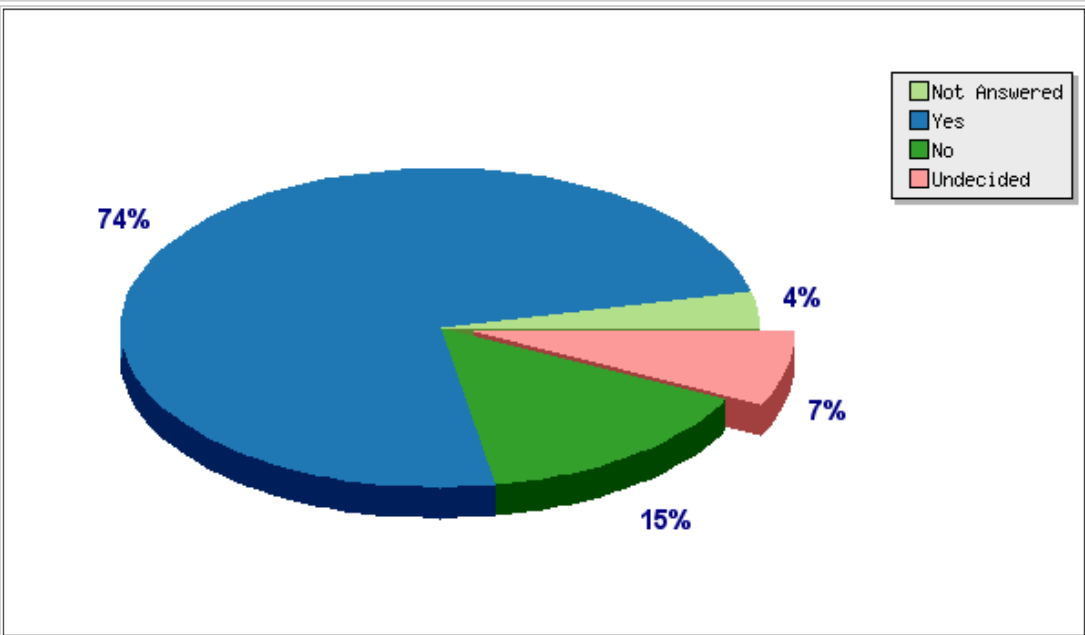


District/school should use available Title II funds to improve student achievement by providing more professional development opportunities to administrators and teachers.

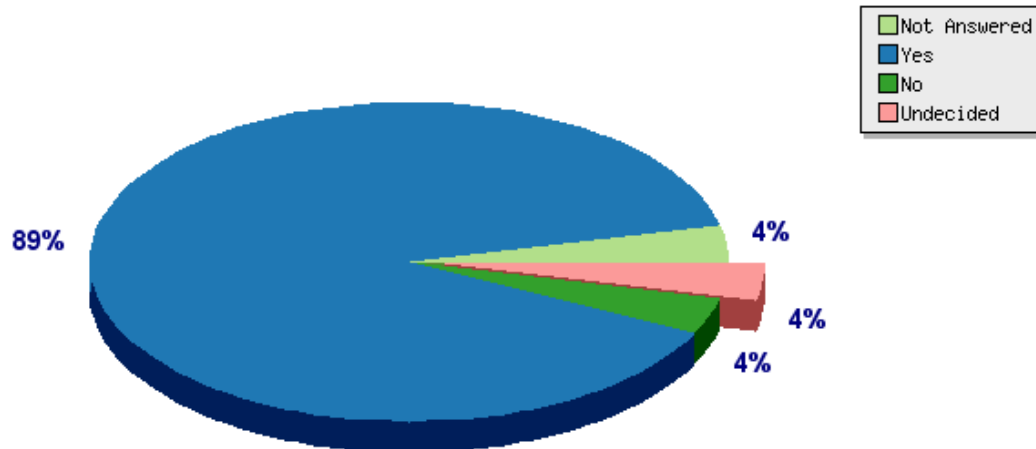


**DIMENSION III: PROFESSIONAL DEVELOPMENT**

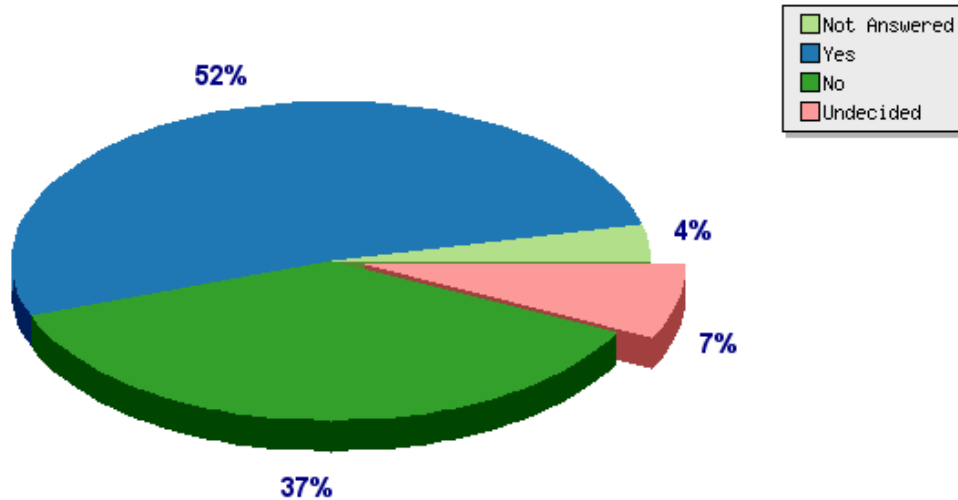
District school is providing on-the-job opportunities for teachers to participate in meaningful professional development.



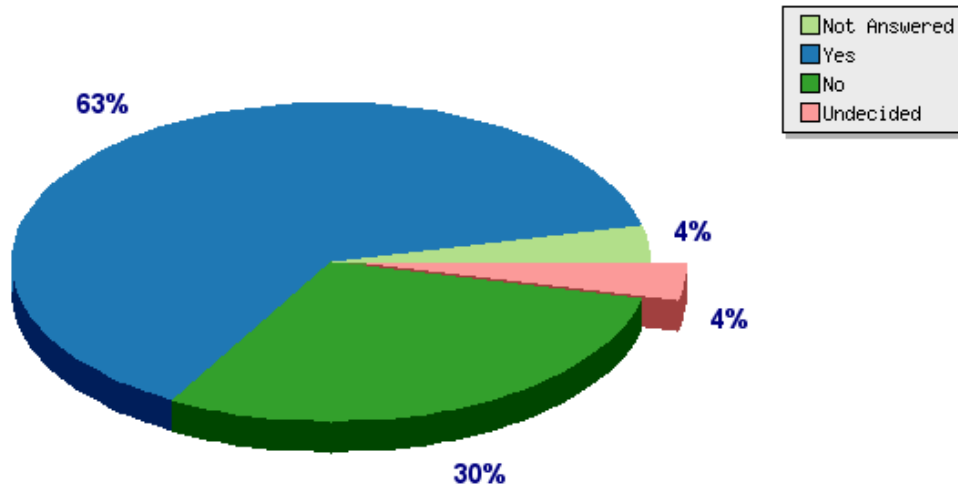
District/school allows teachers to participate in the selection of professional development opportunities provide to them.



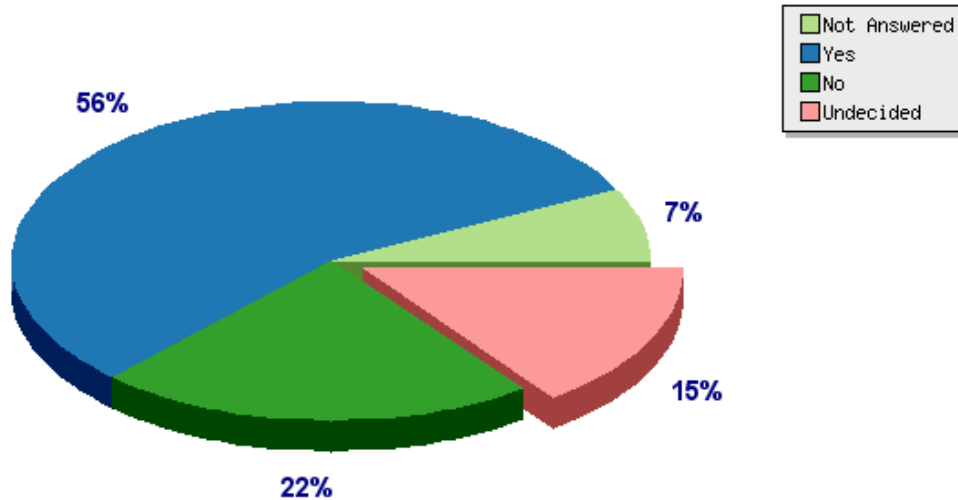
District/school is providing follow-up to professional activities in which teachers are involved.



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

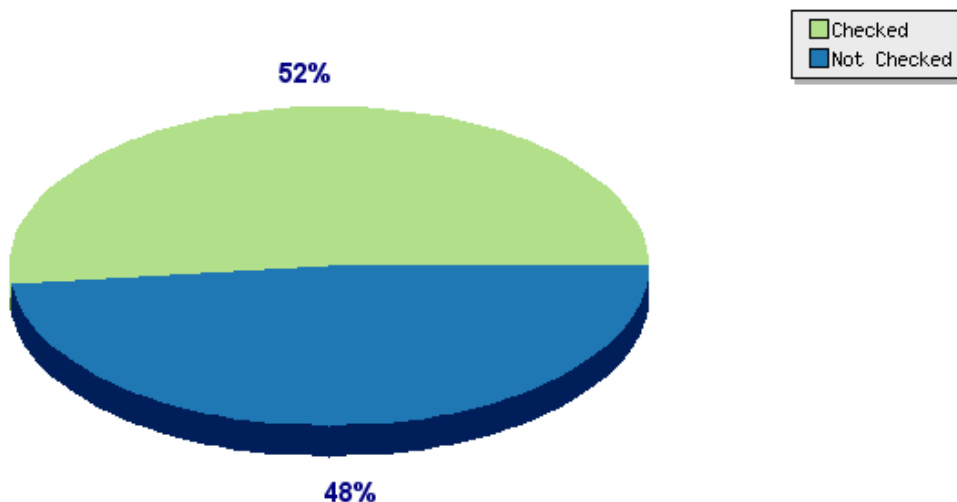


District/school provides opportunities and encourages mentoring among teachers.

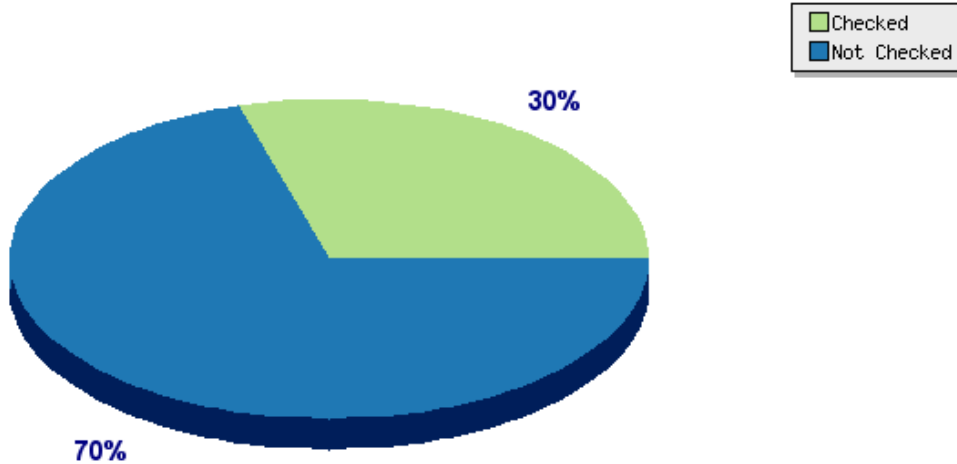


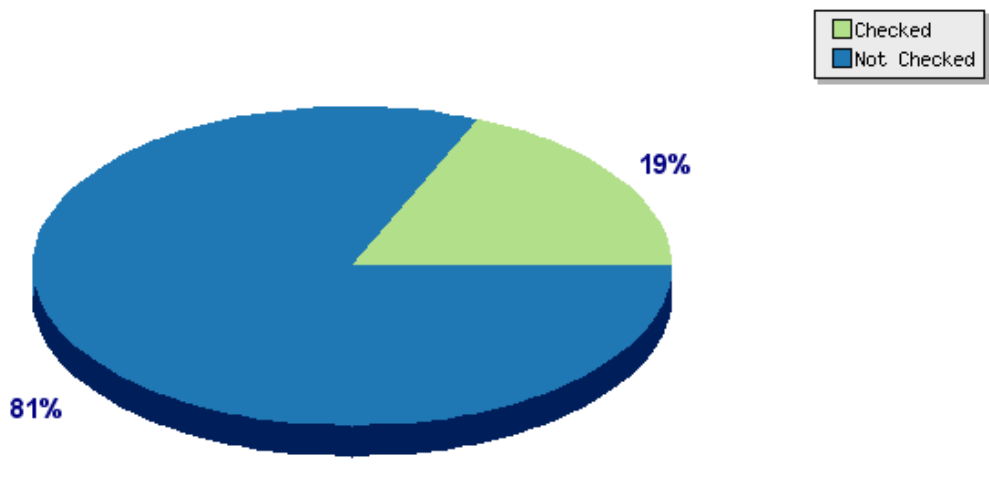
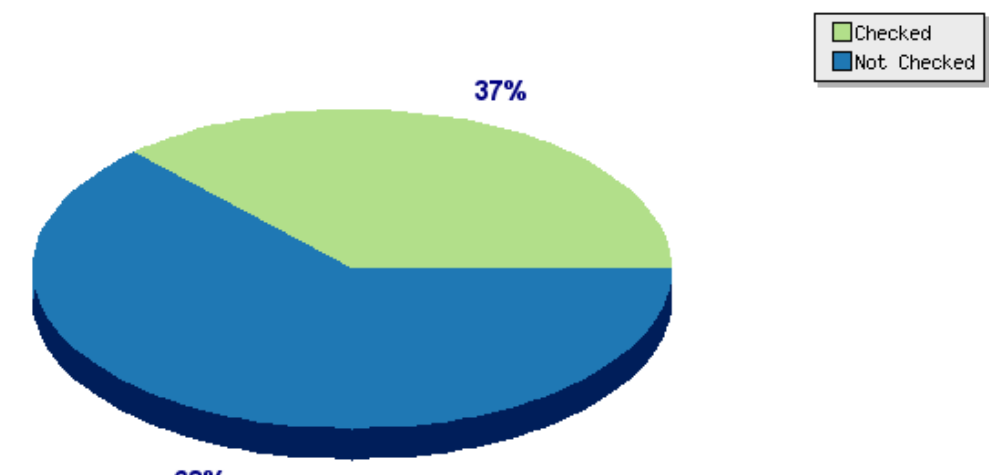
**Which instrument can best assess the extent to which teachers are collaborating?**

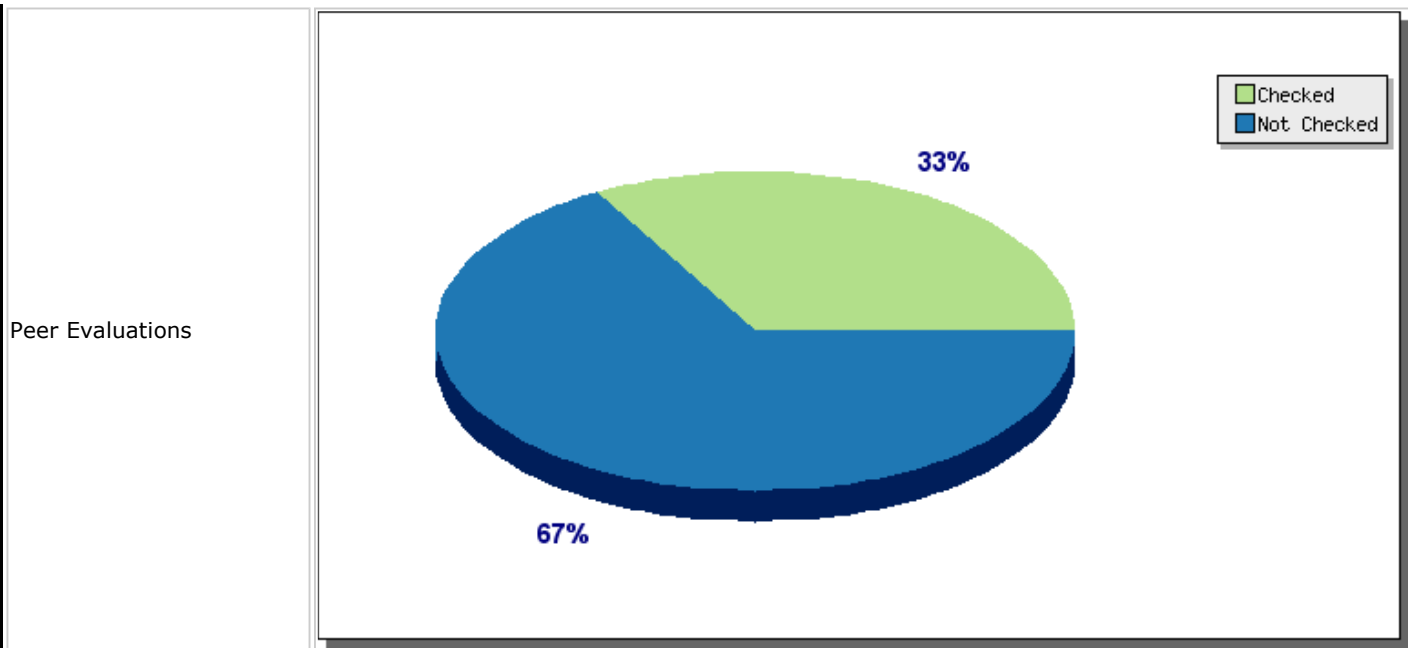
Daily/Weekly Walk-through Observation



Monthly Walk-through Observation



Yearly Teacher Evaluation	 <p>A 3D pie chart showing the distribution of 'Yearly Teacher Evaluation'. The 'Checked' category is represented by a light green slice, which is 19% of the total. The 'Not Checked' category is represented by a blue slice, which is 81% 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>19%</td></tr><tr><td>Not Checked</td><td>81%</td></tr></tbody></table>	Category	Percentage	Checked	19%	Not Checked	81%
Category	Percentage						
Checked	19%						
Not Checked	81%						
Teacher Self-evaluation	 <p>A 3D pie chart showing the distribution of 'Teacher Self-evaluation'. The 'Checked' category is represented by a light green slice, which is 37% of the total. The 'Not Checked' category is represented by a blue slice, which is 63% 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>37%</td></tr><tr><td>Not Checked</td><td>63%</td></tr></tbody></table>	Category	Percentage	Checked	37%	Not Checked	63%
Category	Percentage						
Checked	37%						
Not Checked	63%						



**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**

- Motivational Programs
- Differentiated Instruction
- Differentiated Instructions Differentiated Instruction
- cooperative learning
- Depth of Knowledge
- collaborating among teachers
- behavior management
- 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
- Discipline for the immature child
- Conscious Discipline: BrainSmart Classroom Management
- Conscious discipline: Brainsmart Classroom Managements
- Small Group Instruction
- differentiated instruction
- writing MCT questions

**Professional Development Program #2**

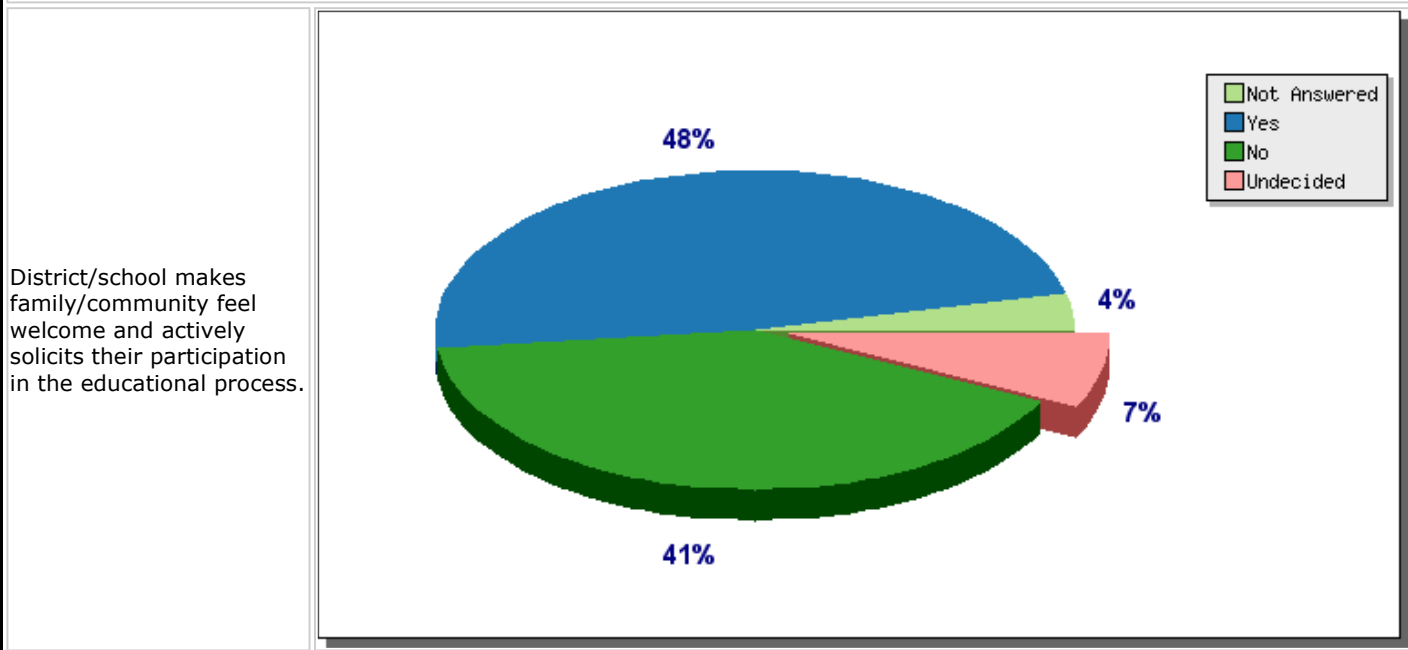
- Inclusion as it relates to each school's circumstances
- Centers
- RTI training
- understanding poverty
- Curriculum Alignment
- attitude/morale
- collaboration among teachers
- data analysis
- District Assessments

volunteering to help/mentor
Educating Parents
MCT 2 Training
Discipline for the child used to having his own way
Stress Relief
Differentiated Instruction
new math series-Envision
improving writing skills

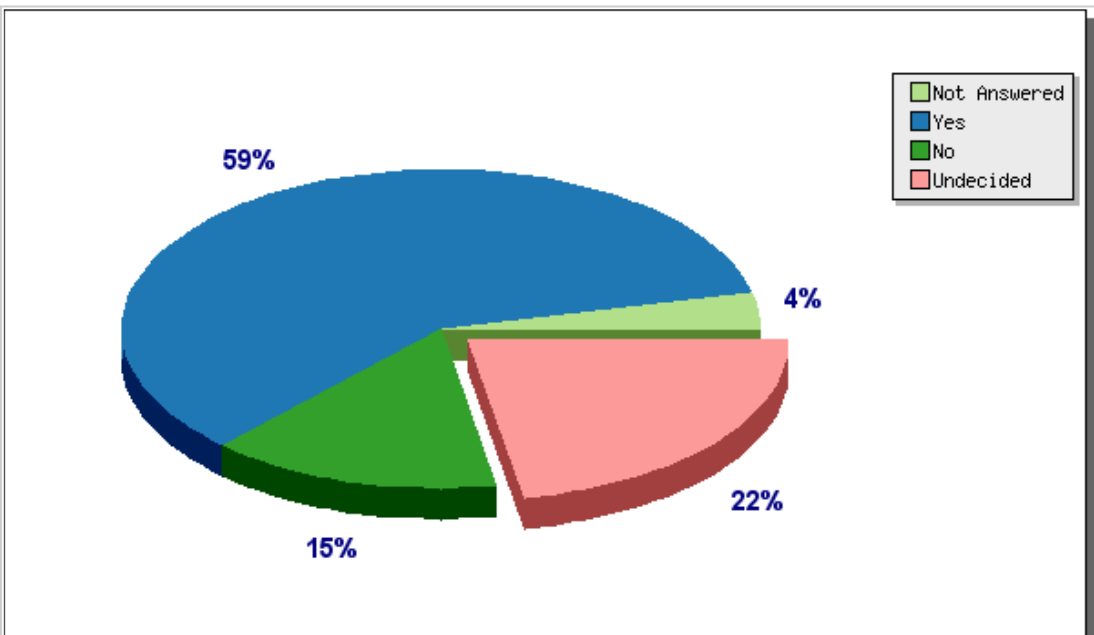
**Professional Development Program #3**

Differentiated Instruction
Lesson Planning to Meet Individual Needs
Mathematic Instructional Strategies
positive discipline
Professional Responsibilities and Performance of Teachers
behavior management
positive motivation/discipline
using test scores to improve instruction.
more outside/parental involvement
Observations of classrooms that are effectively being successful.
Aspergers and how to teach those children
Using Music to teach reading/math
Inclusion/Special Ed. Instruction
hands on activities

**DIMENSION IV: FAMILY AND COMMUNITY INVOLVEMENT**

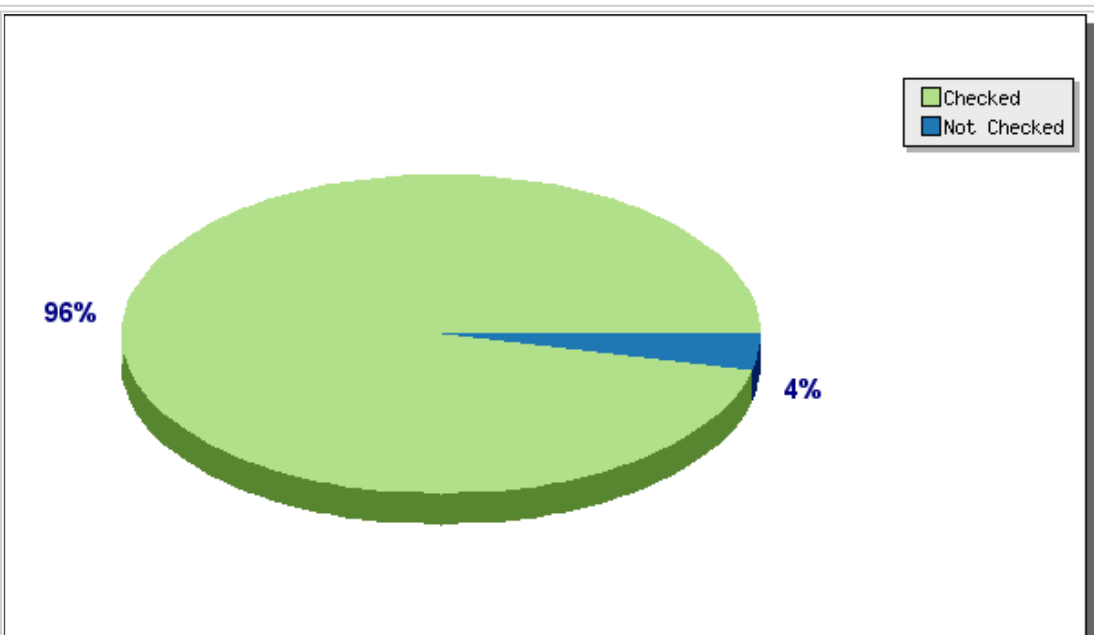


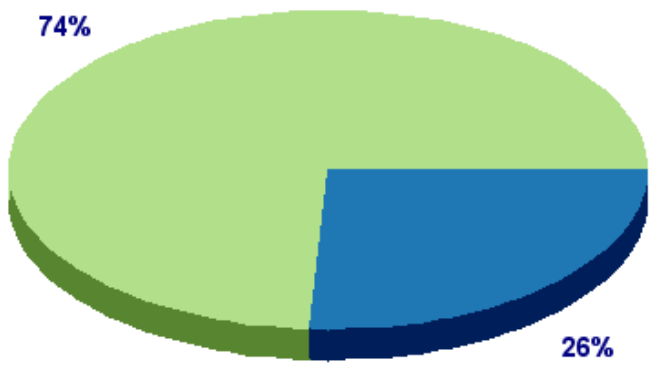
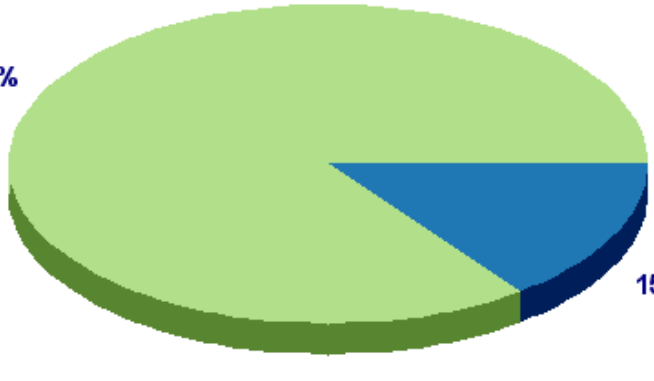
District/school is scheduling meetings/activities at flexible times and places which allow parents/community to actively participate.

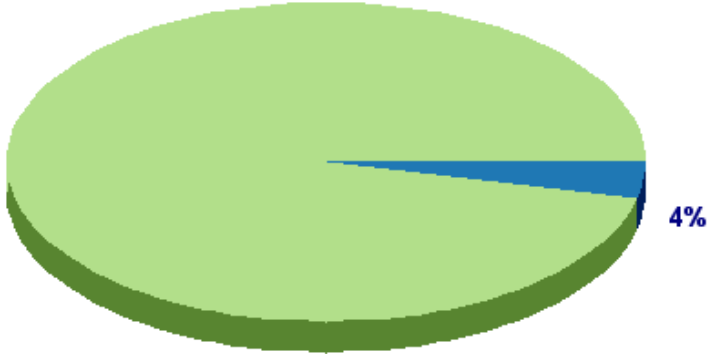
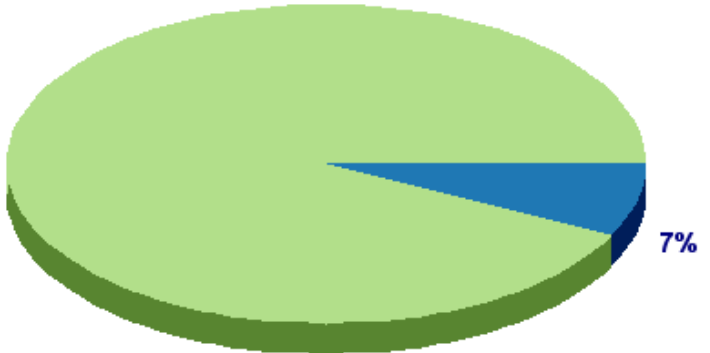


Select any of the following which should be used to engage family/community in meaningful activities which support/promote student learning.

Volunteering during the instructional day activities

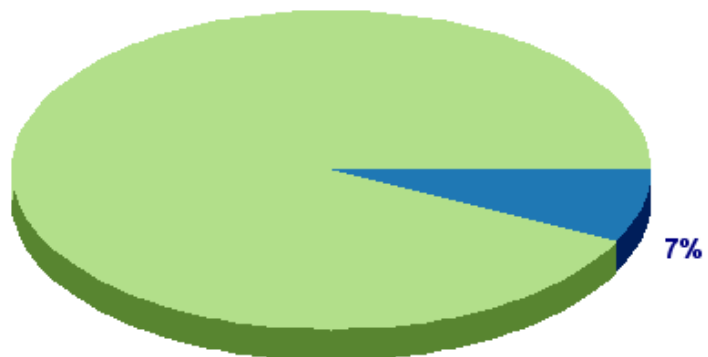


<p>Volunteering during after school activities</p>	 <p>A 3D pie chart with a light green slice representing 74% and a blue slice representing 26%. A legend in the top right corner shows a light green square for 'Checked' and a blue square for 'Not Checked'.</p> <table border="1"><thead><tr><th>Category</th><th>Percentage</th></tr></thead><tbody><tr><td>Checked</td><td>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%						
<p>Annual parent meetings</p>	 <p>A 3D pie chart with a light green slice representing 85% and a blue slice representing 15%. 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>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%						

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 96%, and a small blue segment representing 'Not Checked' at 4%. 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>96%</td></tr><tr><td>Not Checked</td><td>4%</td></tr></tbody></table>	Category	Percentage	Checked	96%	Not Checked	4%
Category	Percentage						
Checked	96%						
Not Checked	4%						
Open-house meetings	 <p>A 3D pie chart showing the distribution of responses for Open-house meetings. The chart is divided into two segments: a large light green segment representing 'Checked' at 93%, and a small blue segment representing 'Not Checked' at 7%. 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>93%</td></tr><tr><td>Not Checked</td><td>7%</td></tr></tbody></table>	Category	Percentage	Checked	93%	Not Checked	7%
Category	Percentage						
Checked	93%						
Not Checked	7%						

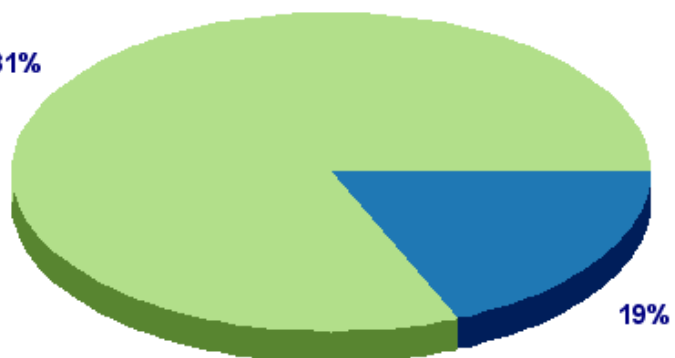
Providing PTA/PTO  
organizations and meetings

93%

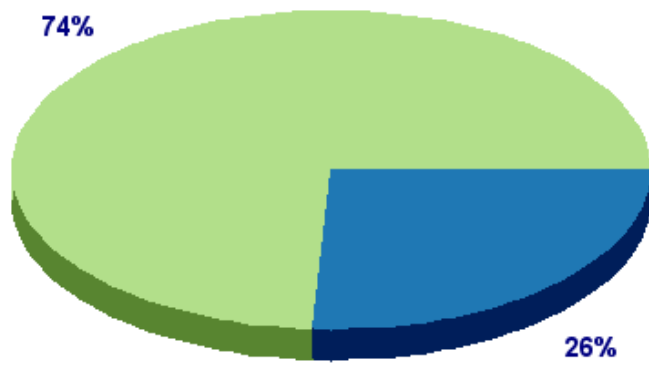


Mentoring opportunities  
for students

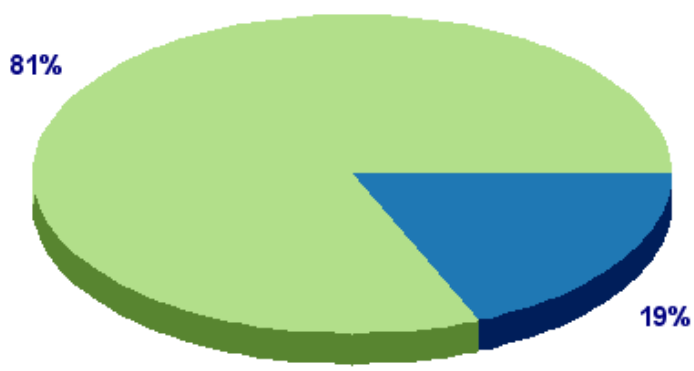
81%

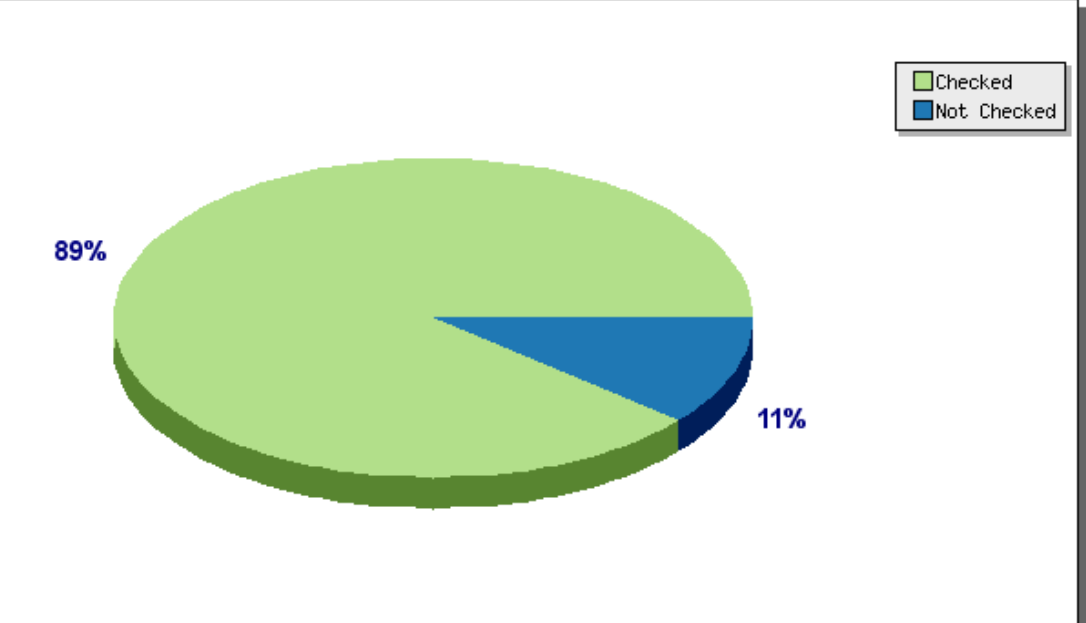
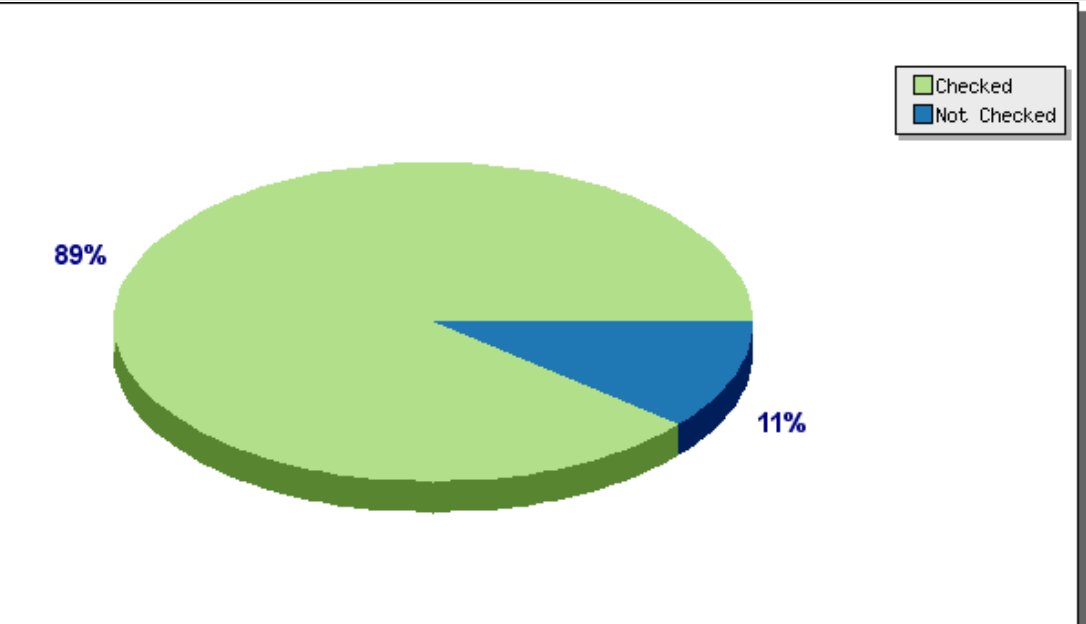


Parent/community information centers

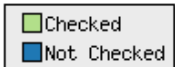
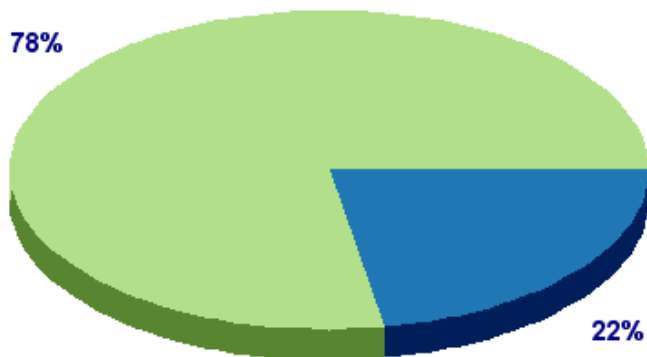


Workshop and seminar opportunities



Newsletters	 <p>A 3D pie chart showing the status of newsletters. The chart is divided into two segments: a large light green segment representing 'Checked' at 89%, and a smaller blue segment representing 'Not Checked' at 11%. 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>89%</td></tr><tr><td>Not Checked</td><td>11%</td></tr></tbody></table>	Category	Percentage	Checked	89%	Not Checked	11%
Category	Percentage						
Checked	89%						
Not Checked	11%						
School internet website	 <p>A 3D pie chart showing the status of school internet websites. The chart is divided into two segments: a large light green segment representing 'Checked' at 89%, and a smaller blue segment representing 'Not Checked' at 11%. 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>89%</td></tr><tr><td>Not Checked</td><td>11%</td></tr></tbody></table>	Category	Percentage	Checked	89%	Not Checked	11%
Category	Percentage						
Checked	89%						
Not Checked	11%						

Greater involvement of family/community in the planning and use of Parental Involvement funds

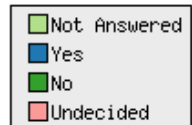
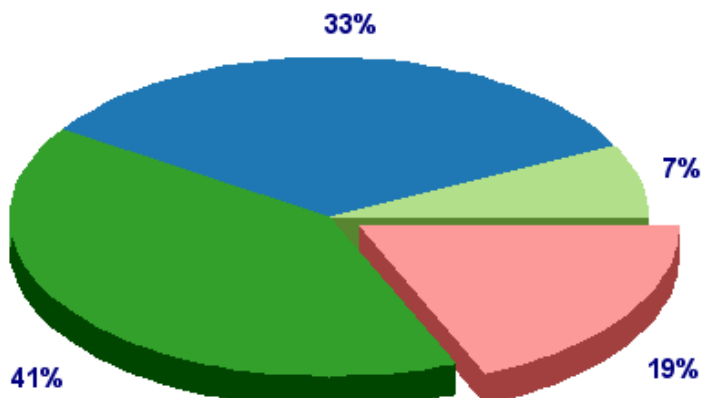


**Other**

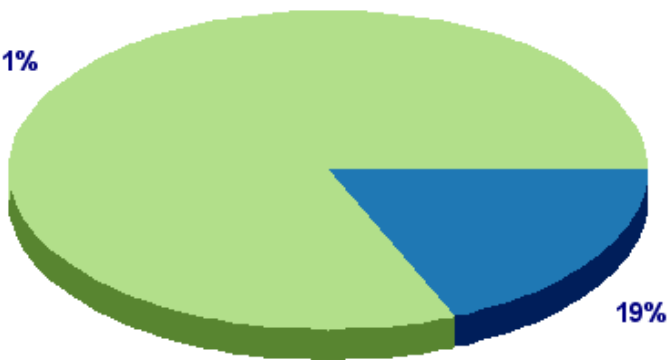
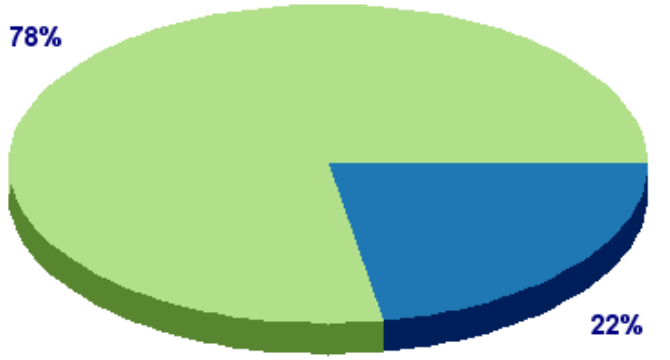
report card conference with parents

Daily/Weekly Communication (Positive and Negative)

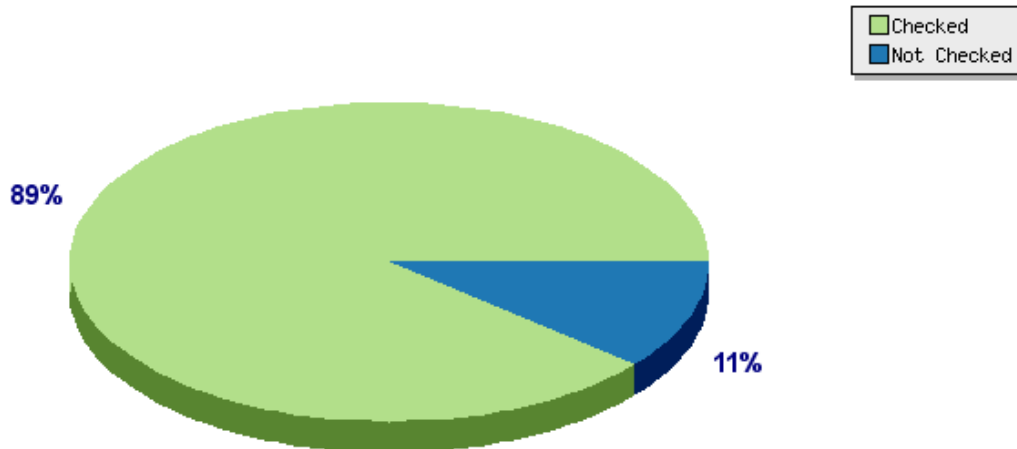
District/school provides opportunities and encourages family/community to participate in the decision-making process.



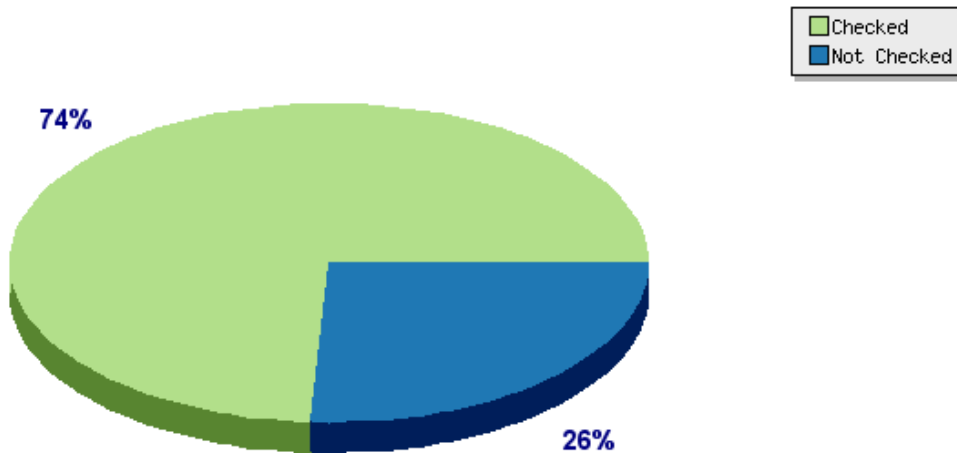
Select any of the following which District/school should use to involve family/community in the decision-making process.

Parent/teacher conferences	 <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 81%, and a smaller blue segment representing 'Not Checked' at 19%. 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>81%</td></tr><tr><td>Not Checked</td><td>19%</td></tr></tbody></table>	Category	Percentage	Checked	81%	Not Checked	19%
Category	Percentage						
Checked	81%						
Not Checked	19%						
Open-house meetings	 <p>A 3D pie chart showing the distribution of responses for 'Open-house meetings'. The chart is divided into two segments: a large light green segment representing 'Checked' at 78%, and a smaller blue segment representing 'Not Checked' at 22%. 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>78%</td></tr><tr><td>Not Checked</td><td>22%</td></tr></tbody></table>	Category	Percentage	Checked	78%	Not Checked	22%
Category	Percentage						
Checked	78%						
Not Checked	22%						

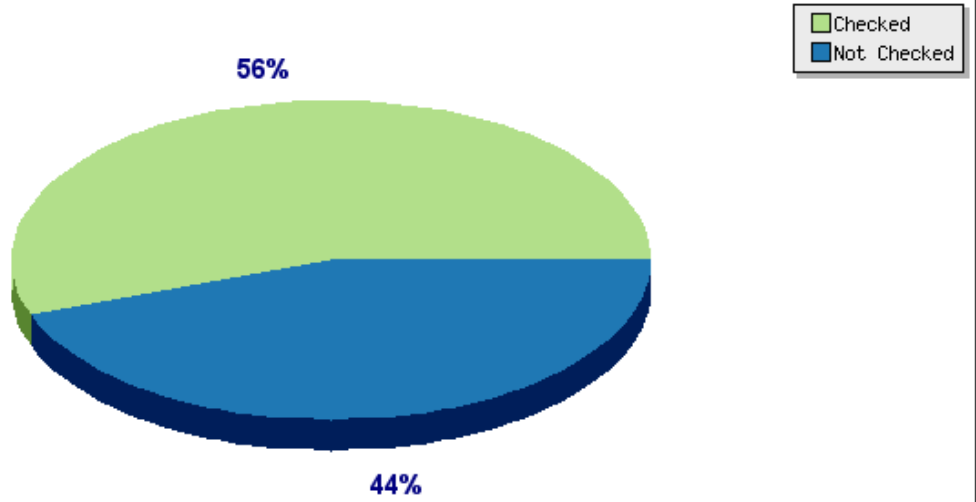
PTA/PTO organizations



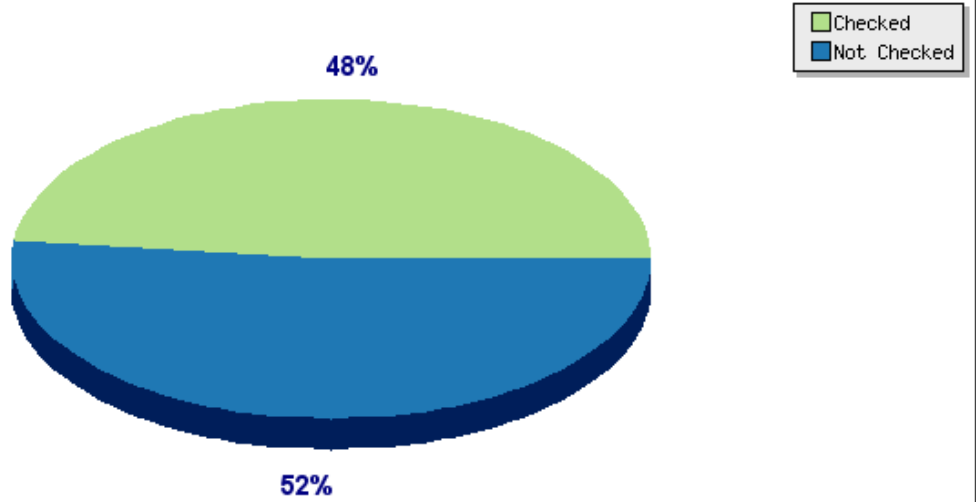
Parent information centers

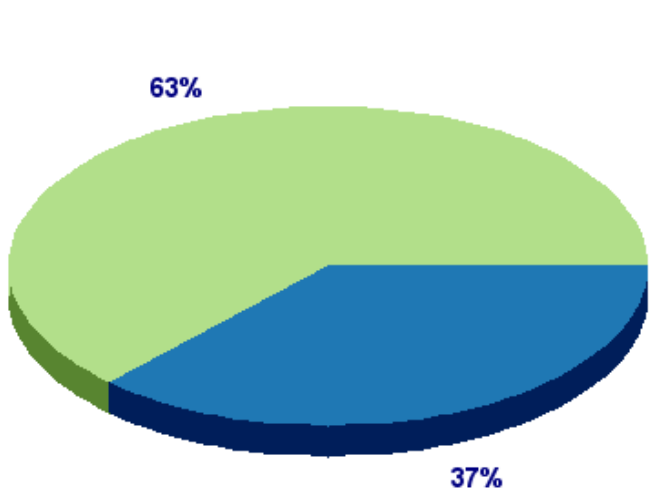
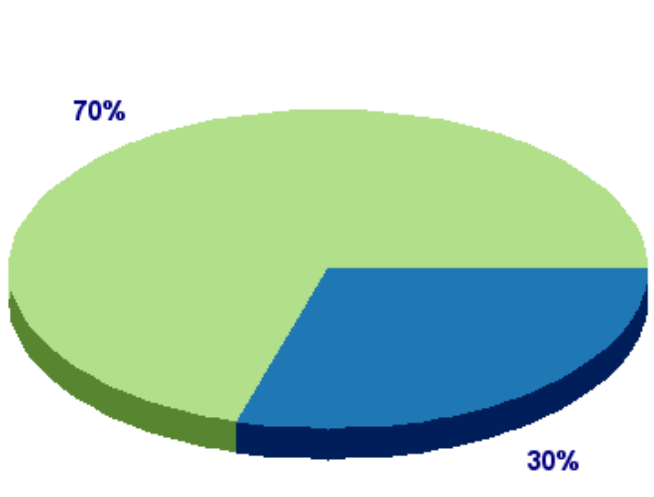


Parents-as-Teacher programs

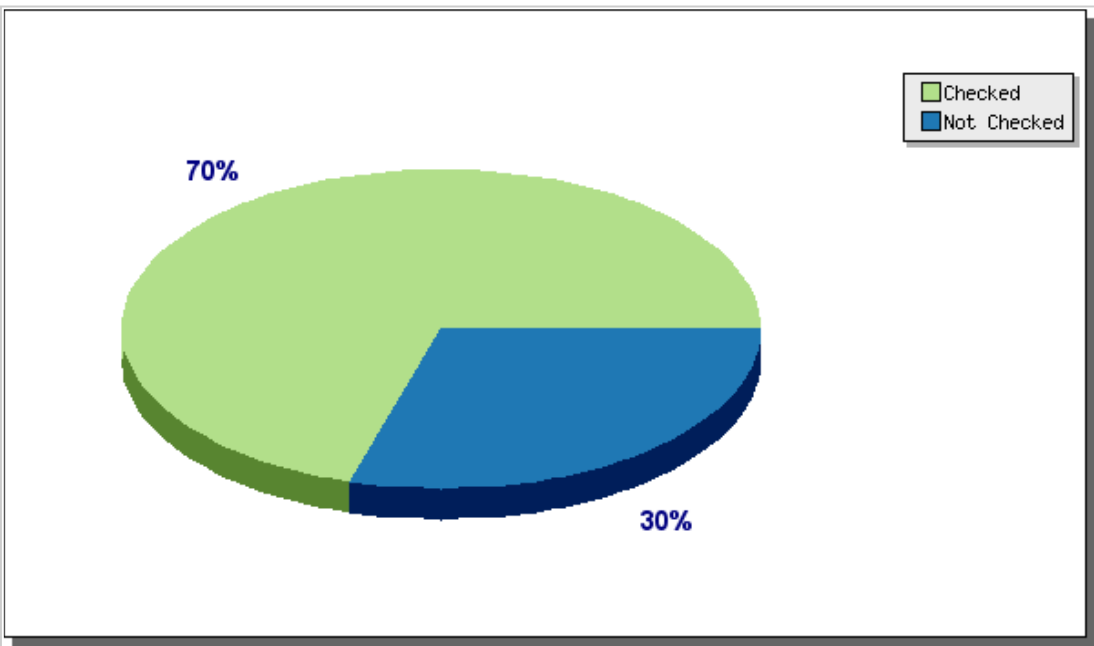


Booster clubs

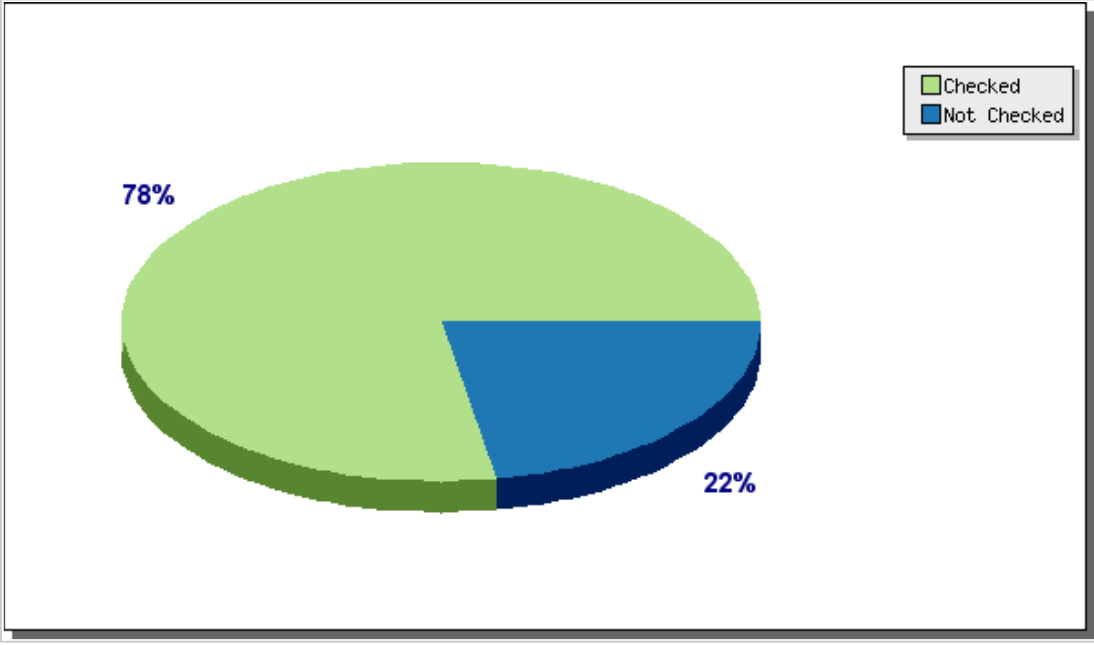


Workshops and Seminars	 <p>A 3D pie chart showing the distribution of 'Checked' and 'Not Checked' for 'Workshops and Seminars'. The 'Checked' category is represented by a light green slice, which is 63% of the total. The 'Not Checked' category is represented by a blue slice, which is 37% of the total. 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>63%</td></tr><tr><td>Not Checked</td><td>37%</td></tr></tbody></table>	Category	Percentage	Checked	63%	Not Checked	37%
Category	Percentage						
Checked	63%						
Not Checked	37%						
Newsletters	 <p>A 3D pie chart showing the distribution of 'Checked' and 'Not Checked' for 'Newsletters'. The 'Checked' category is represented by a light green slice, which is 70% of the total. The 'Not Checked' category is represented by a blue slice, which is 30% 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>70%</td></tr><tr><td>Not Checked</td><td>30%</td></tr></tbody></table>	Category	Percentage	Checked	70%	Not Checked	30%
Category	Percentage						
Checked	70%						
Not Checked	30%						

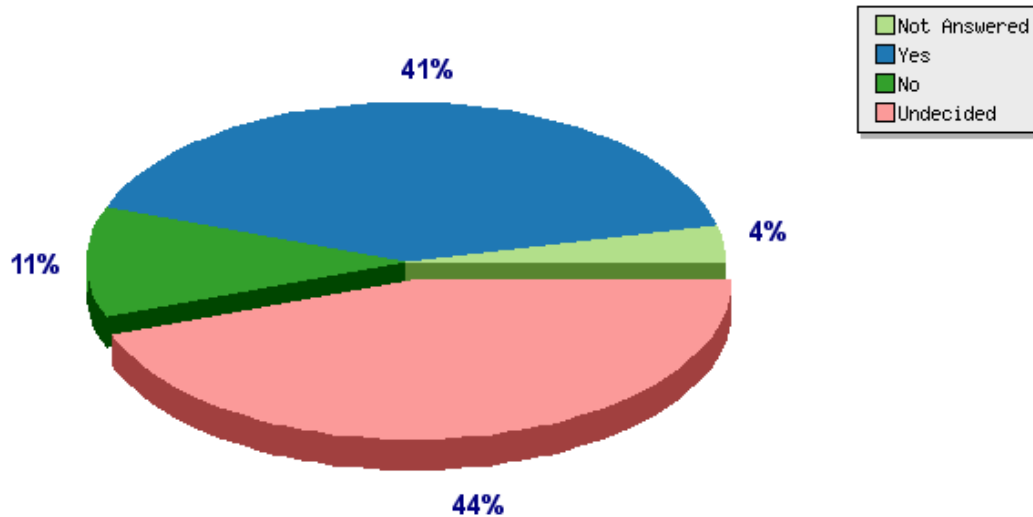
Internet website



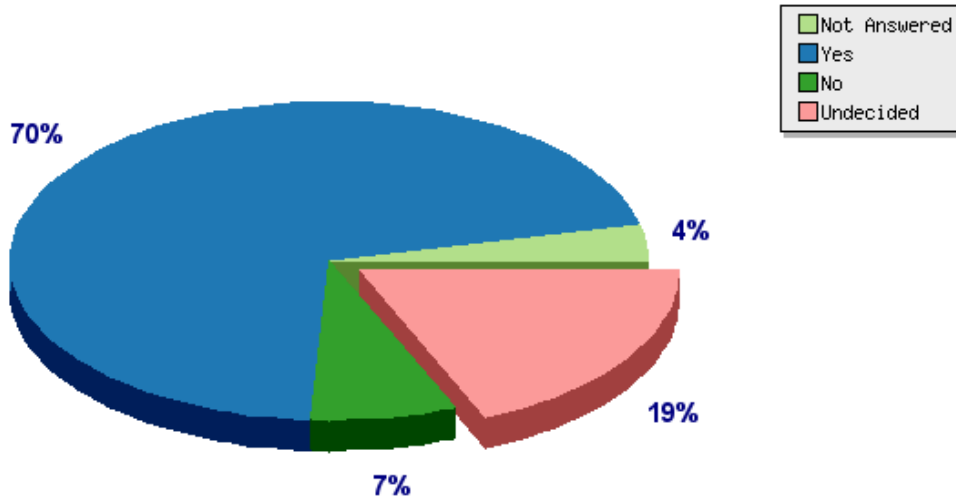
District/school planning committees



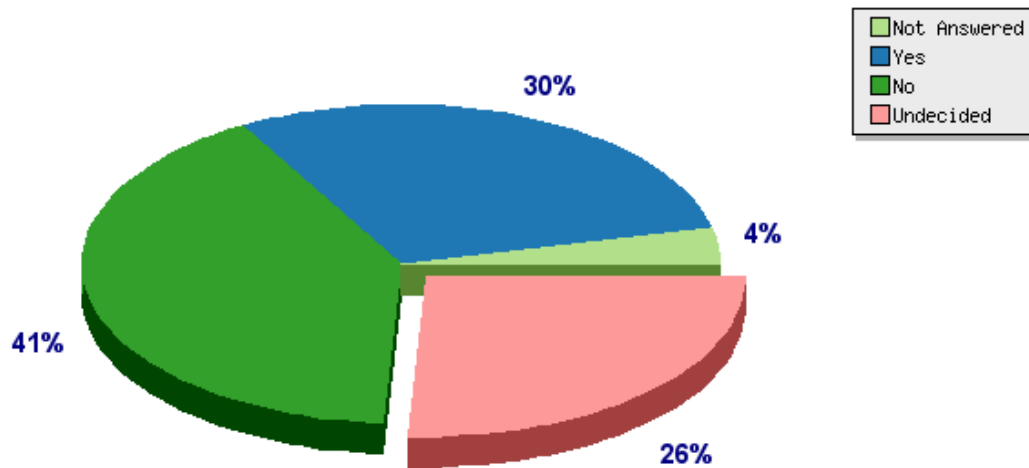
District/school is communicating with non-English speaking families in the language they speak.



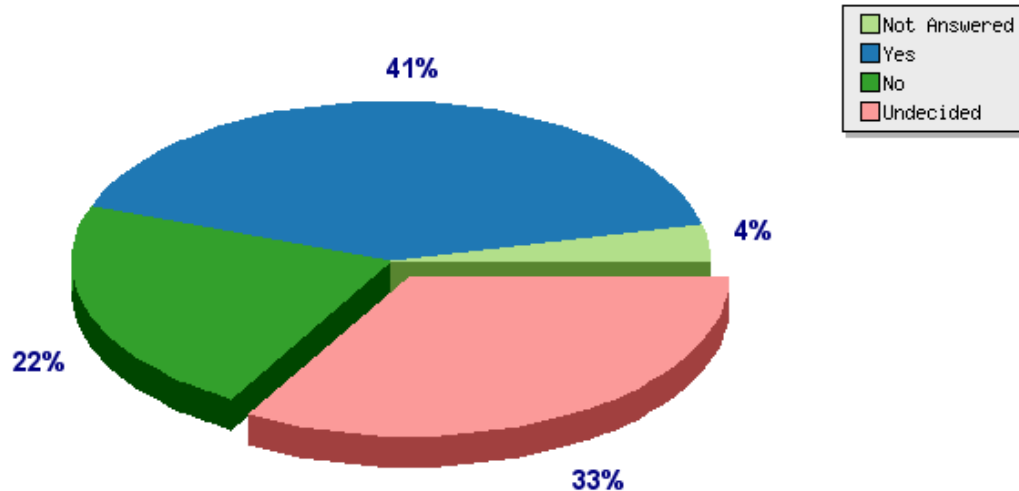
District/school is meeting the needs of students with both physical and educational disabilities.



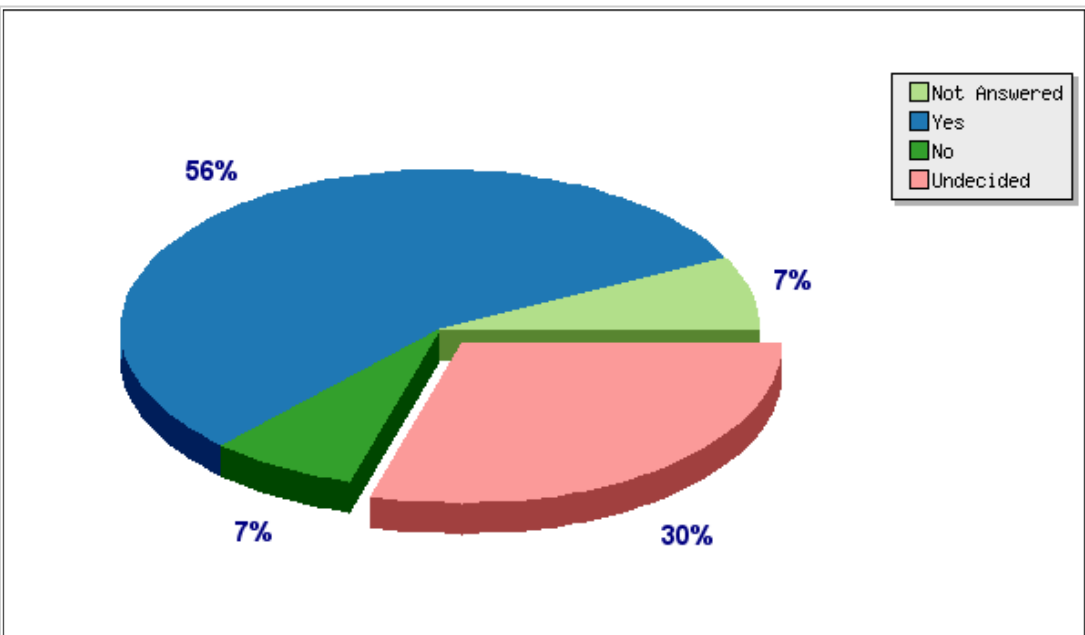
District/school is providing opportunities for parents to develop their parenting skills.



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

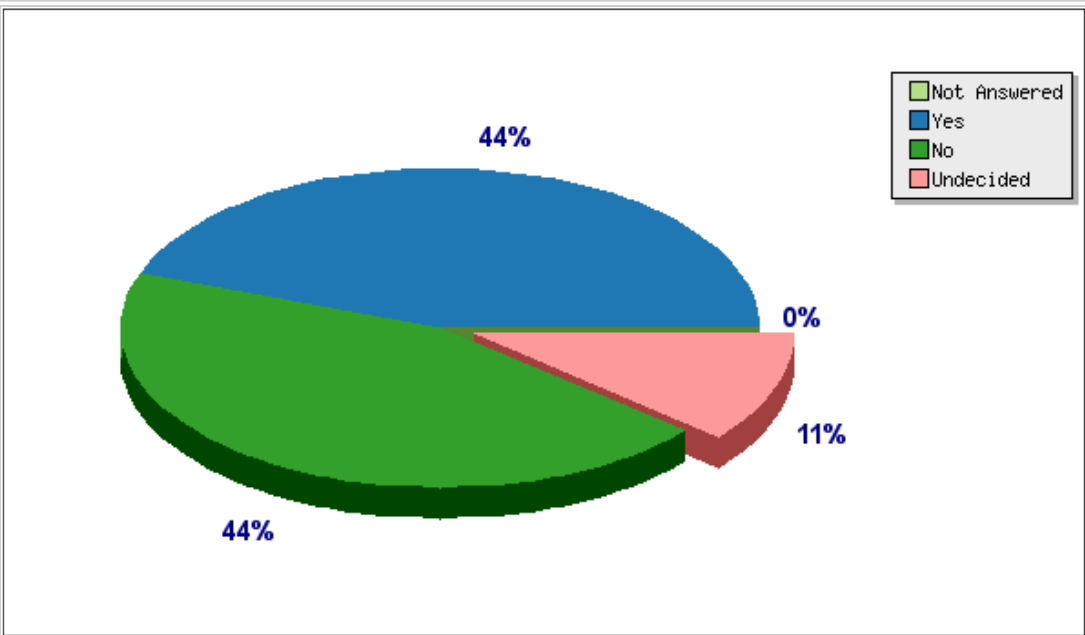


District/school is providing all students access to an education and co-curricular activities even when any of the following conditions exist: Delinquent, Homeless/Unaccompanied, Limited English Proficient, or Migrant.

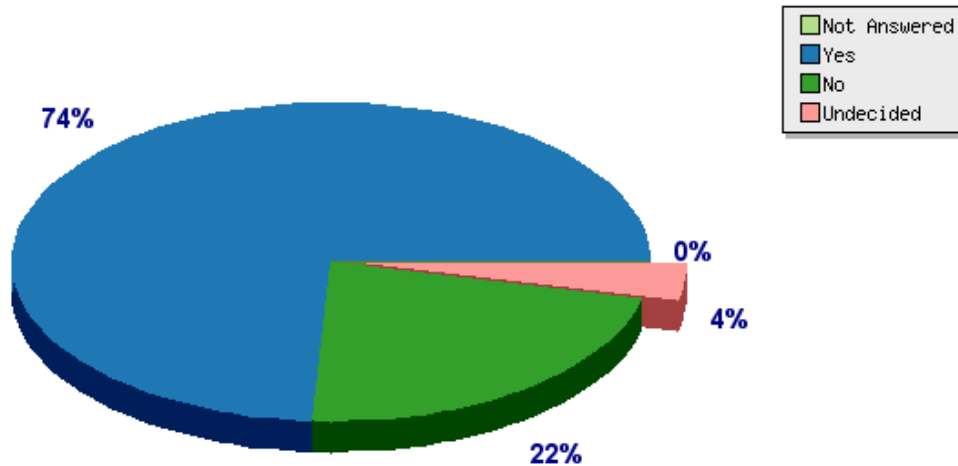


**DIMENSION V: SCHOOL CONTEXT AND ORGANIZATION**

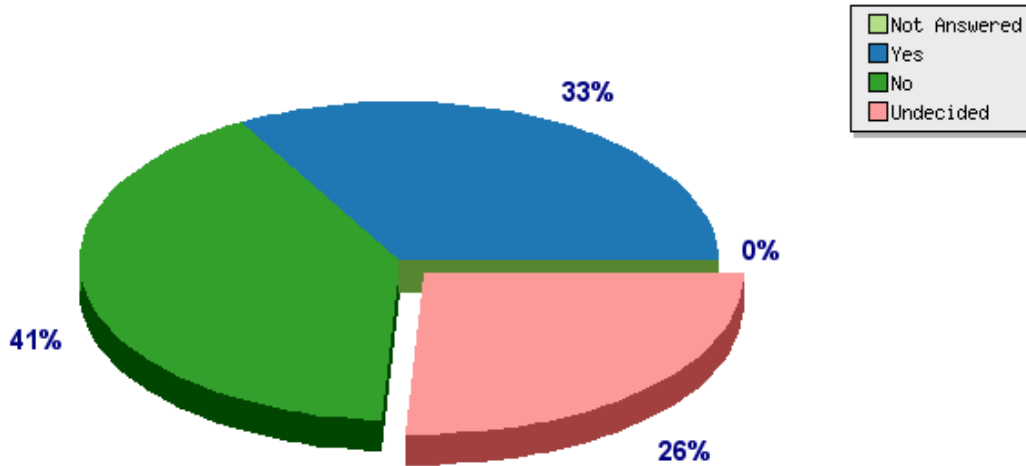
District/school class size is appropriate for providing adequate instruction and improving student achievement.



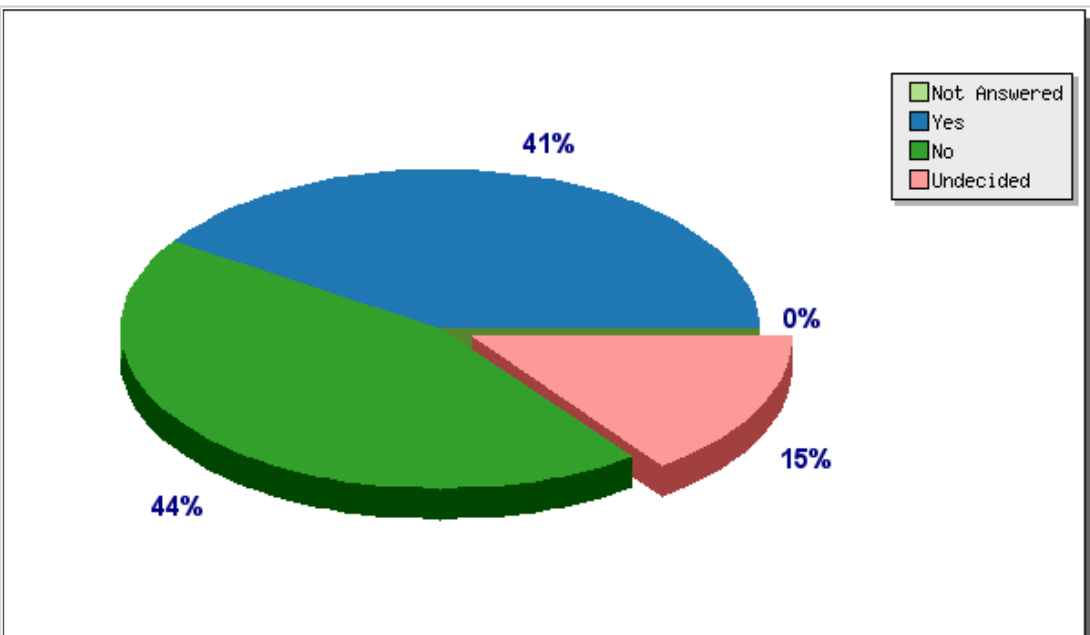
District/school provides adequate instructional time for subjects in which students perform poorly.



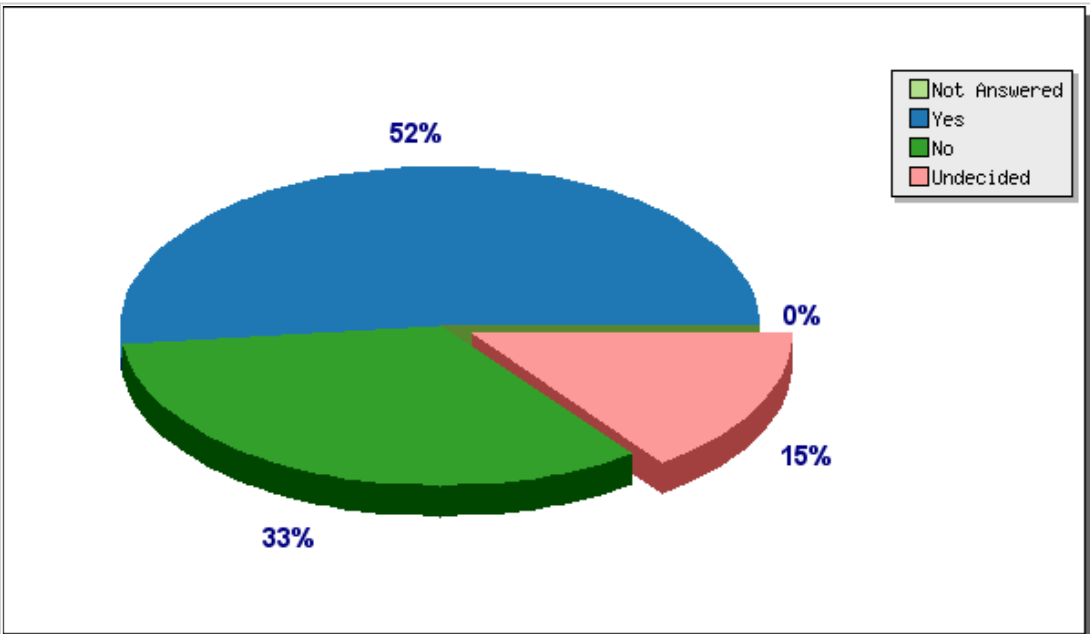
District/school allows teachers to participate in the decision making process and the development of school policies.



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.

