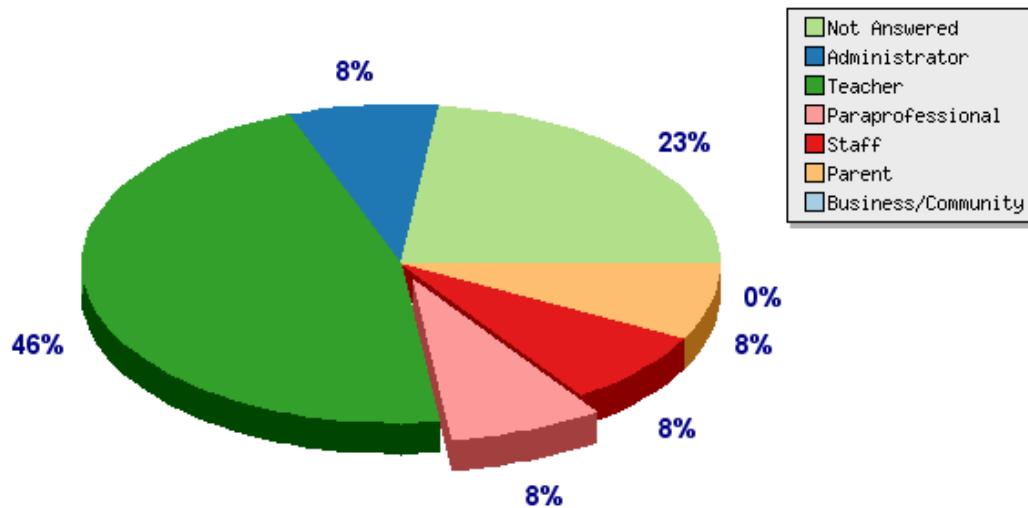


Federal Programs Comprehensive Needs Assessment Summary 2010-2011

Results for South Side Elementary

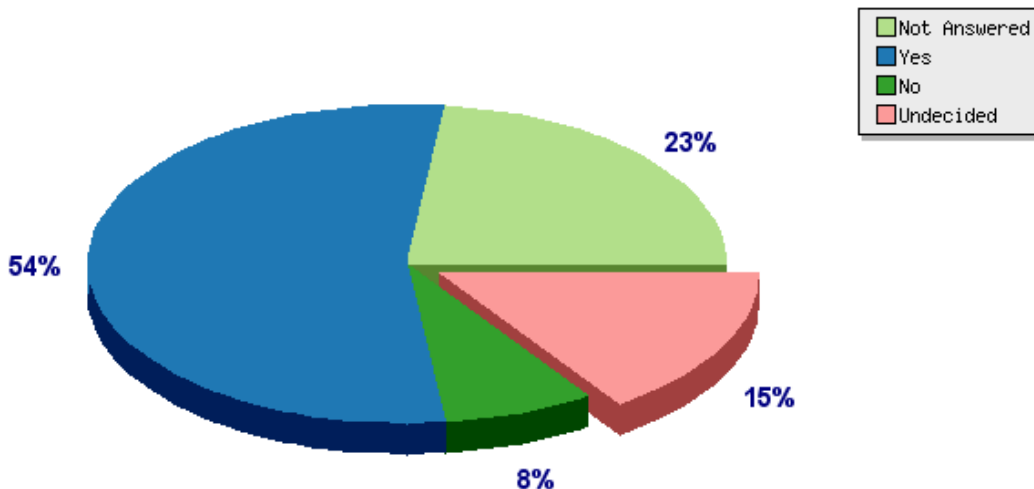
The comprehensive needs assessment will focus on five dimensions: Student Achievement, Curriculum and Instruction, Professional Development, Parent/Family and Community Involvement, and School Context/Organization.

PARTICIPATION
CATEGORY: Select the
appropriate category

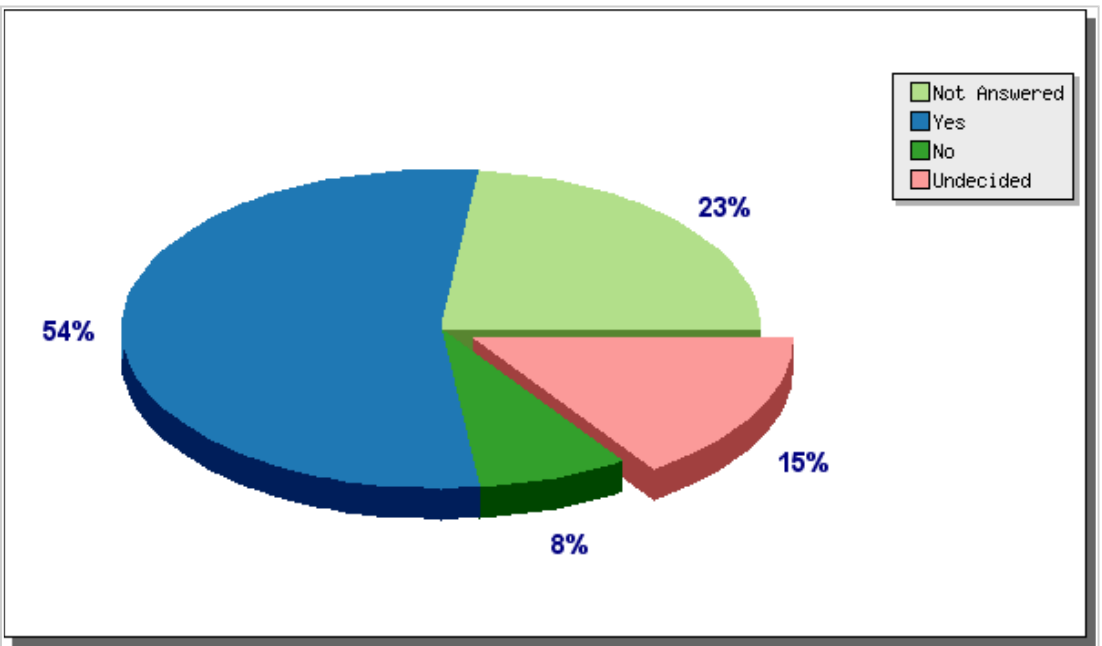


DIMENSION I: STUDENT ACHIEVEMENT

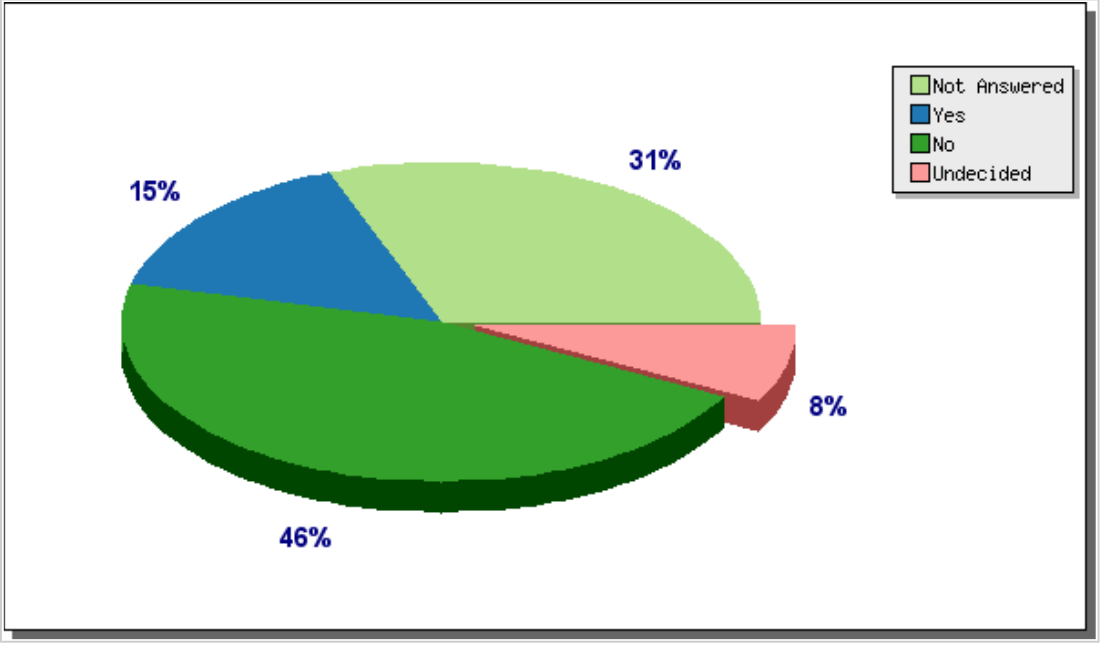
Students are attaining the
challenging academic
standards set by the State
and District/school.



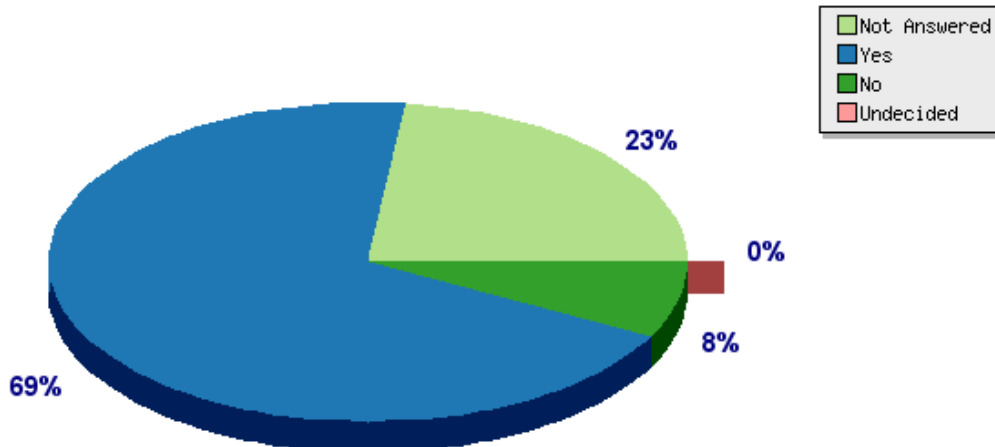
Current pass/fail rates (the number of students promoted or retained any given year) at the District/school level are acceptable.



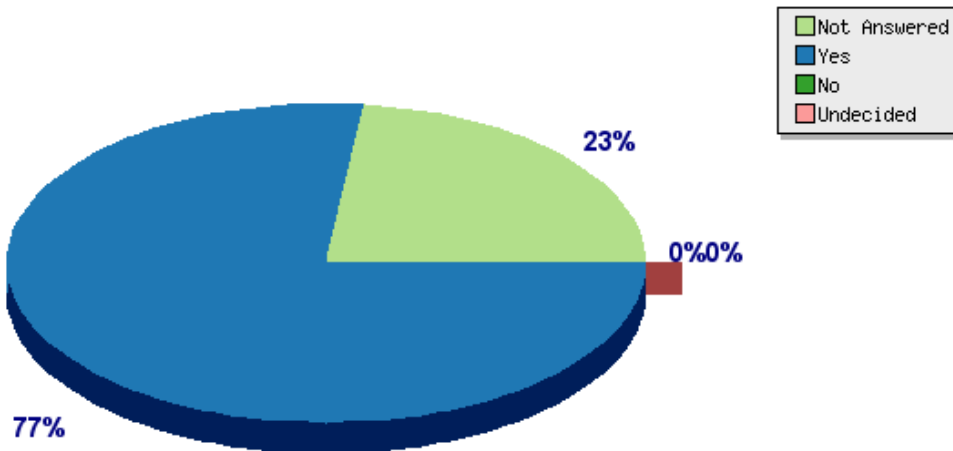
The calculated District graduation rate of 71.00% (2008/2009 school year) is acceptable as compared to the previous year of 71.00% (2007/2008 school year).



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

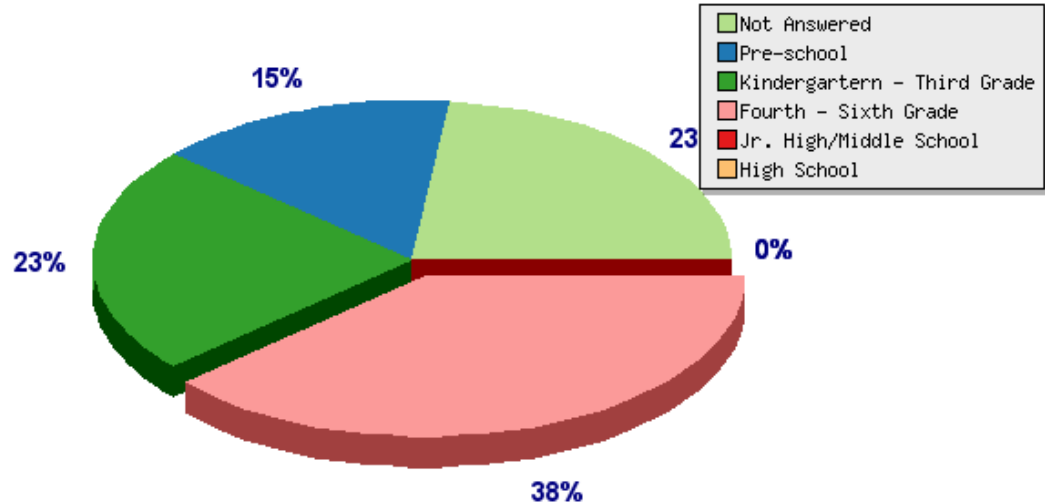


District/school is adequately providing a safe and drug-free environment which is conducive to student learning.

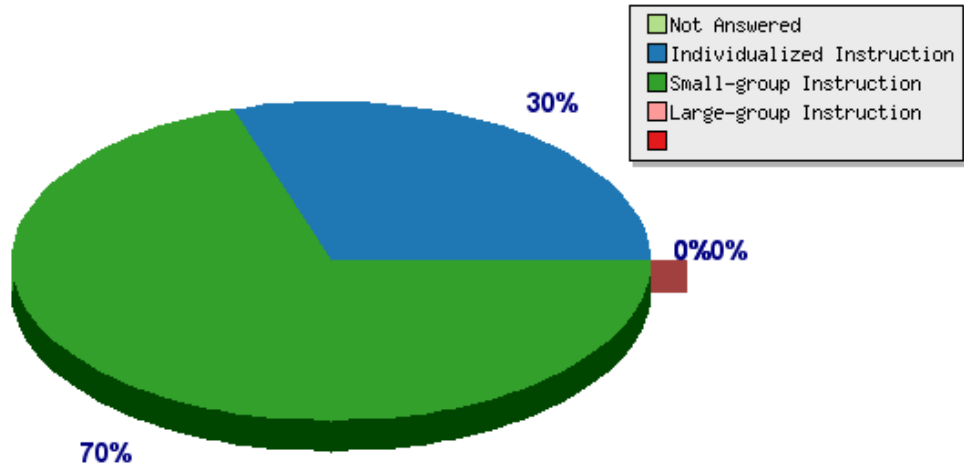


DIMENSION II: CURRICULUM AND INSTRUCTION

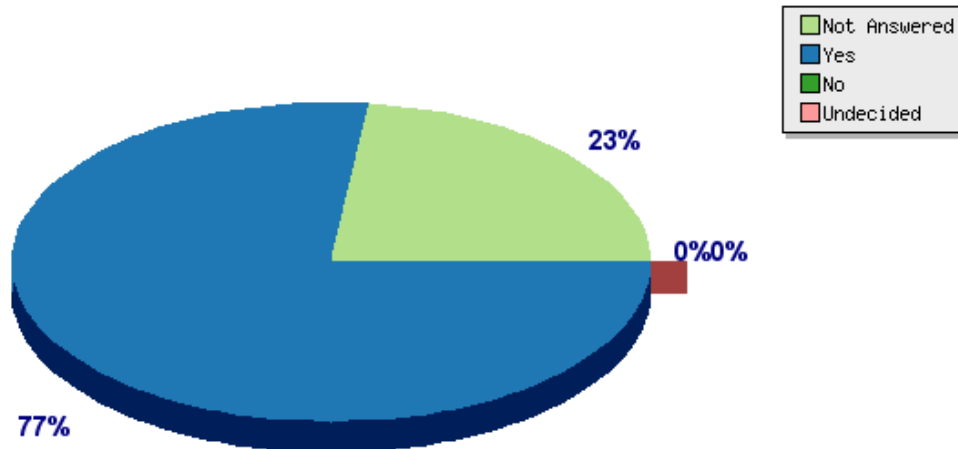
At which level should Title I Funding be utilized to provide the most effective instruction and for improving student achievement?



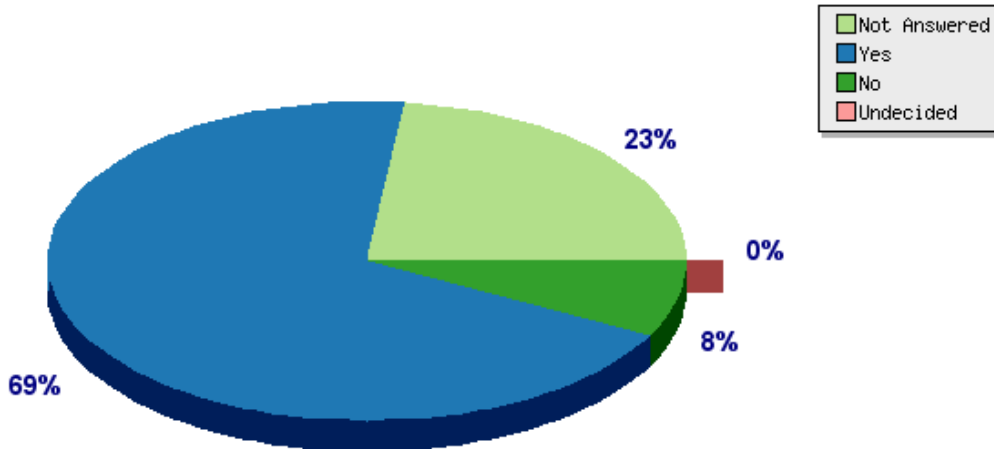
Select only one of the following types of instruction the District/school should provide with Title funding to improve instruction and student achievement.



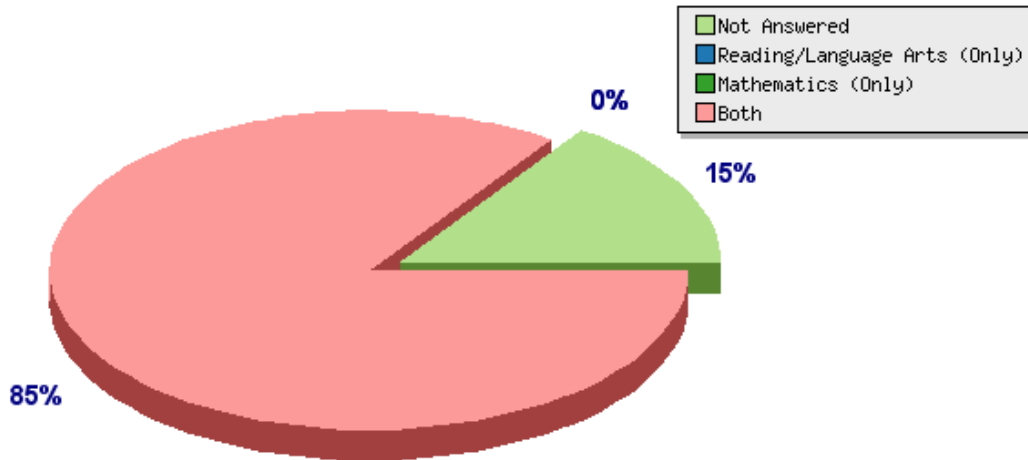
To ensure teaching methods are up-to-date and curriculum reflects state, local, and national content standards, administrators and teachers should participate in professional development opportunities and follow prescribed state and national content standards.



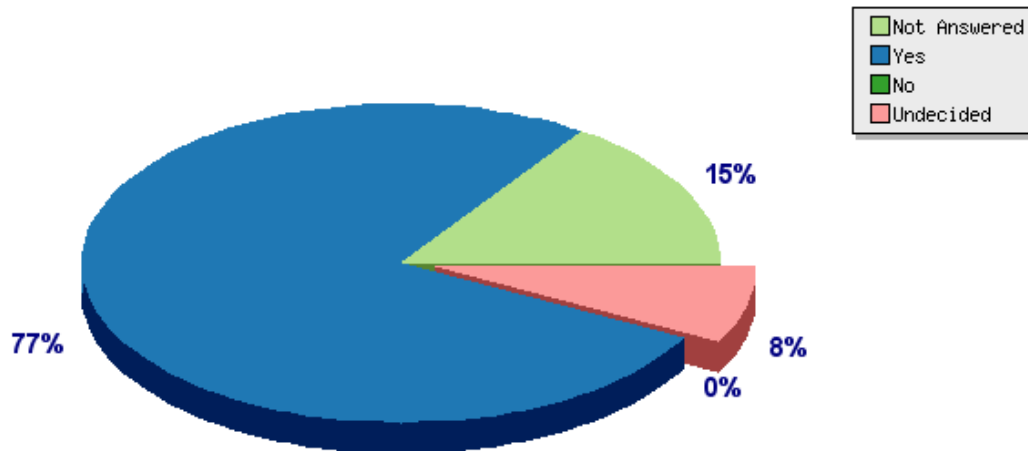
District/school should utilize Title Funding to improve curriculum, raise expectations of staff, and secure top-quality instructional materials?



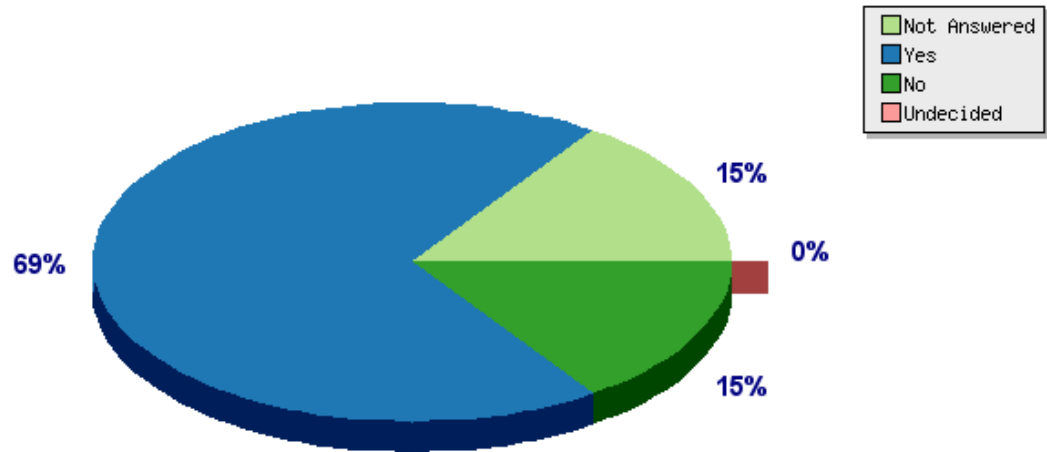
District/school should use Title funding to support:



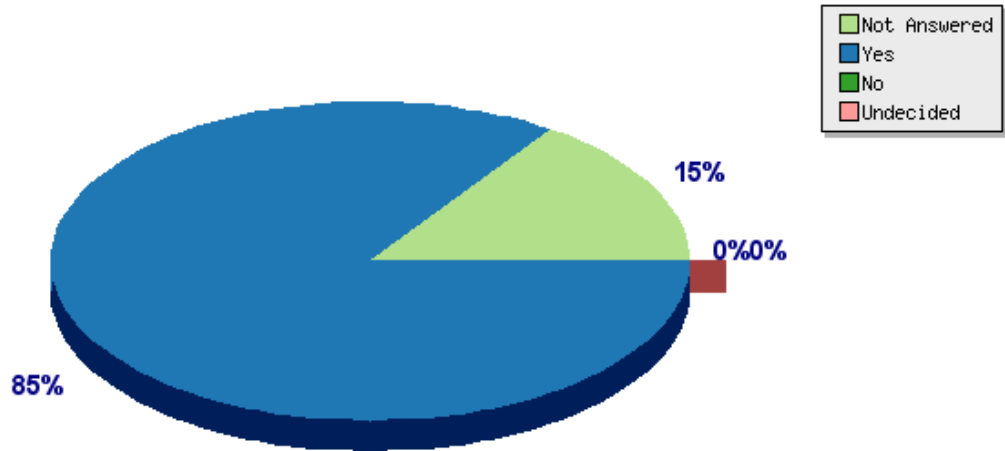
District/school should continue to use Title Funds to operate computer labs which provide remediation to improve student achievement.



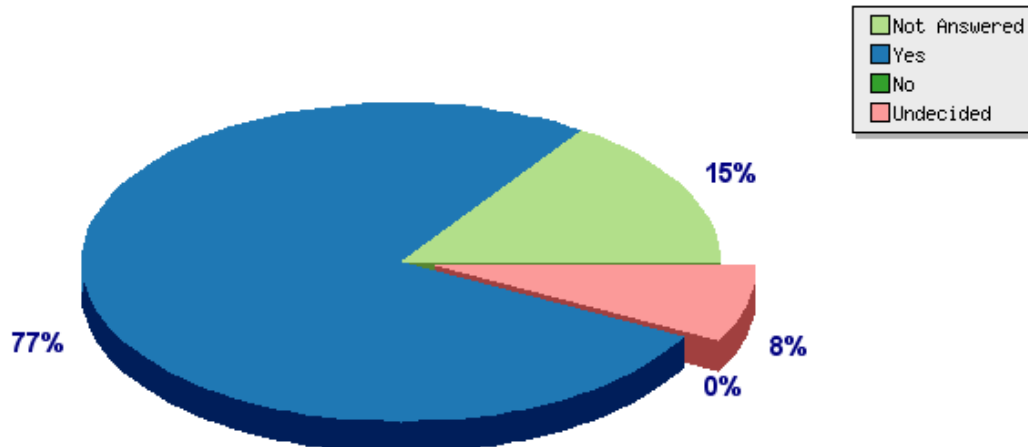
District/school should continue to use Title Funding to support extended-day and extended-year tutorial programs.



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

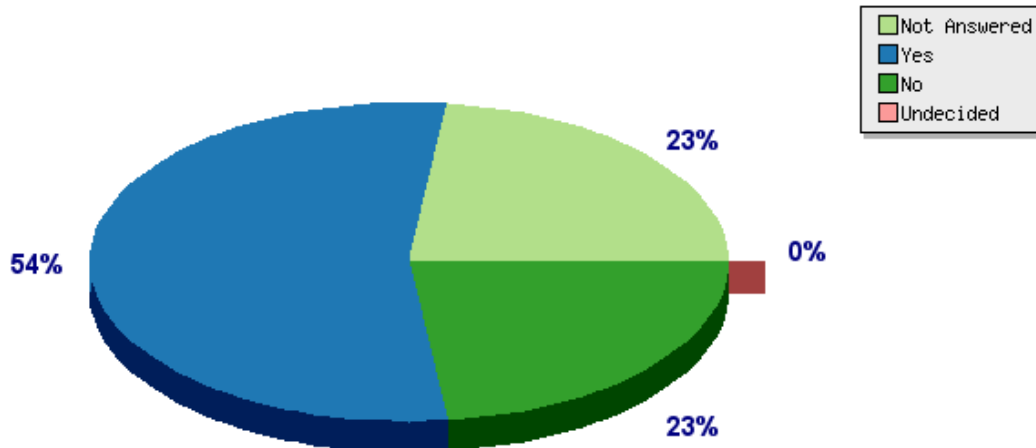


District/school should use available Title II funds to improve student achievement by providing more professional development opportunities to administrators and teachers.

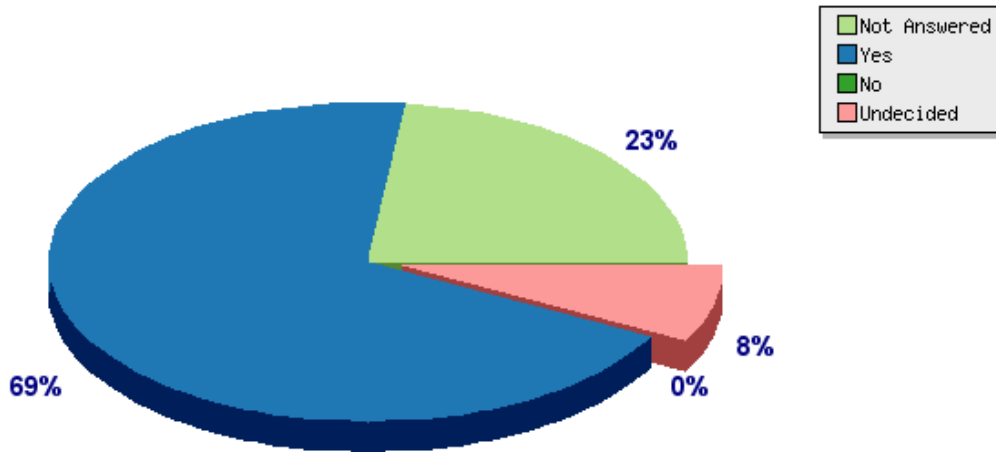


DIMENSION III: PROFESSIONAL DEVELOPMENT

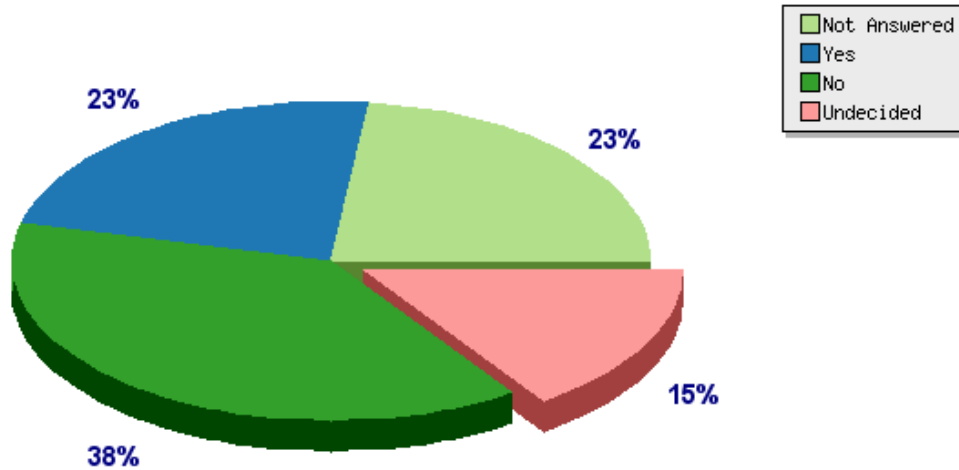
District school is providing on-the-job opportunities for teachers to participate in meaningful professional development.



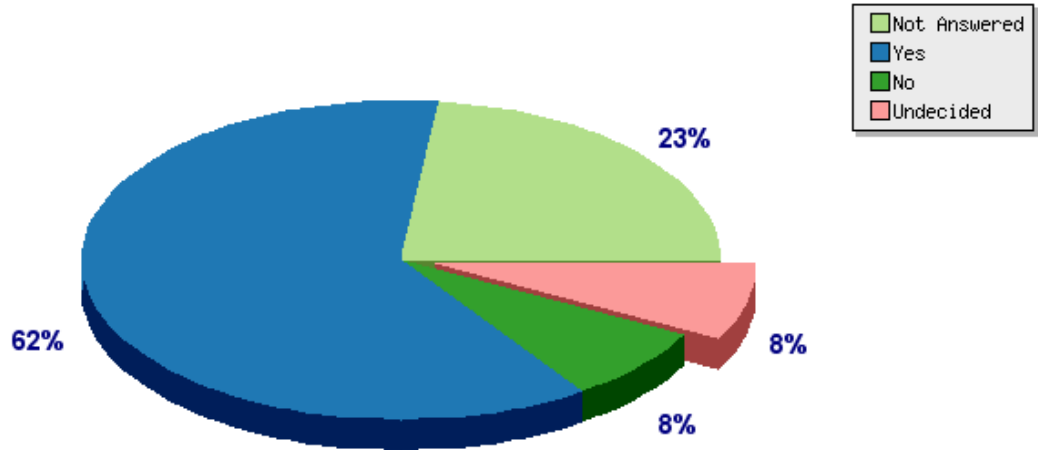
District/school allows teachers to participate in the selection of professional development opportunities provide to them.



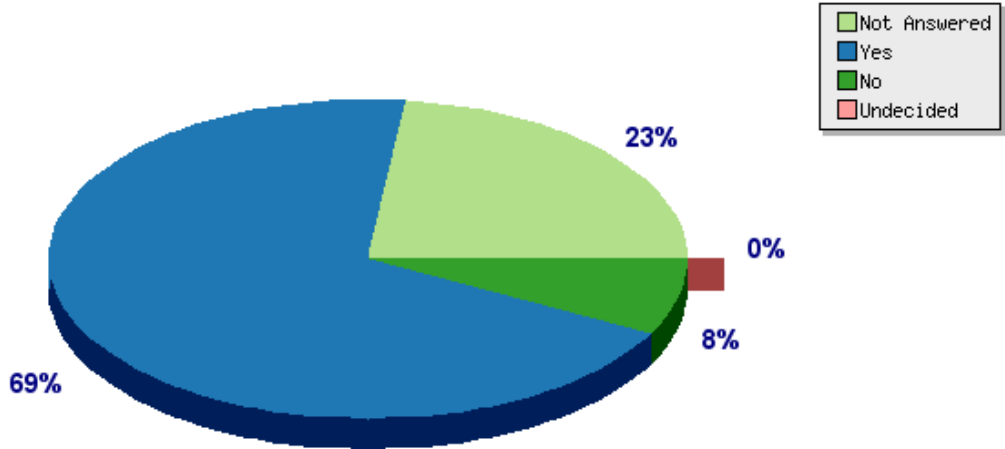
District/school is providing follow-up to professional activities in which teachers are involved.



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

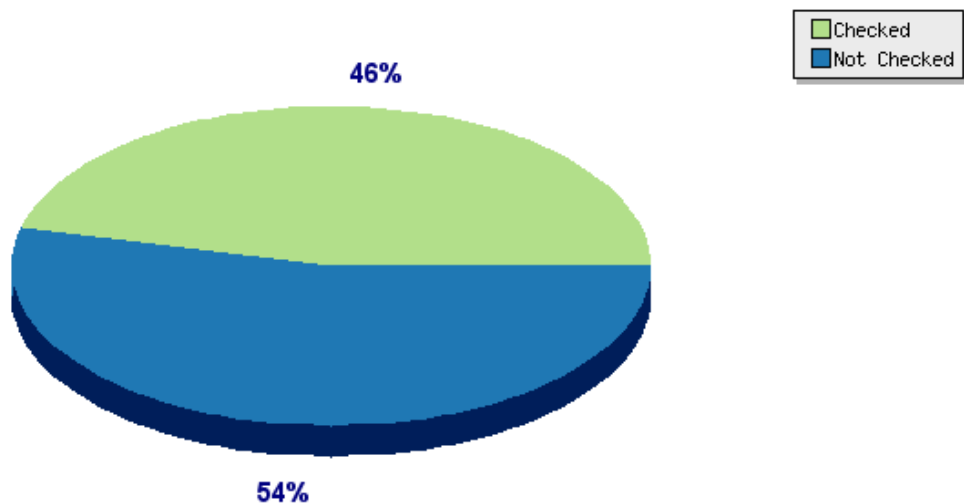


District/school provides opportunities and encourages mentoring among teachers.

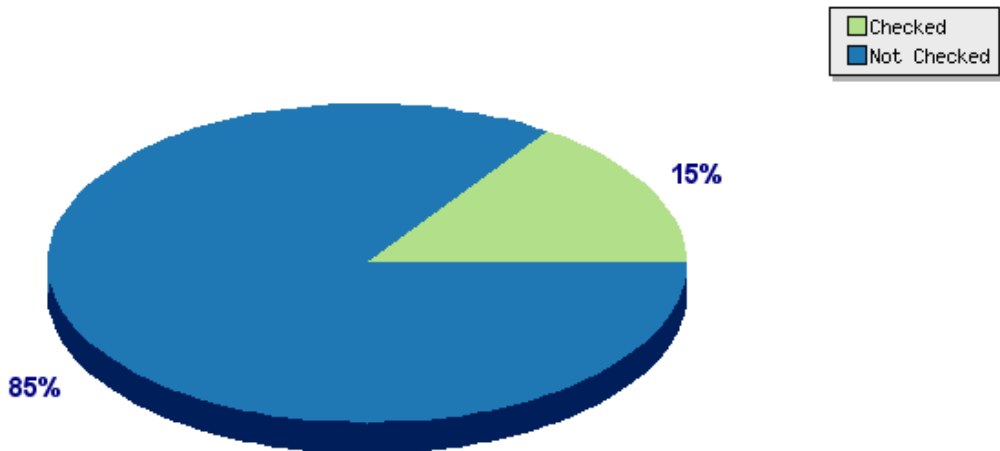


Which instrument can best assess the extent to which teachers are collaborating?

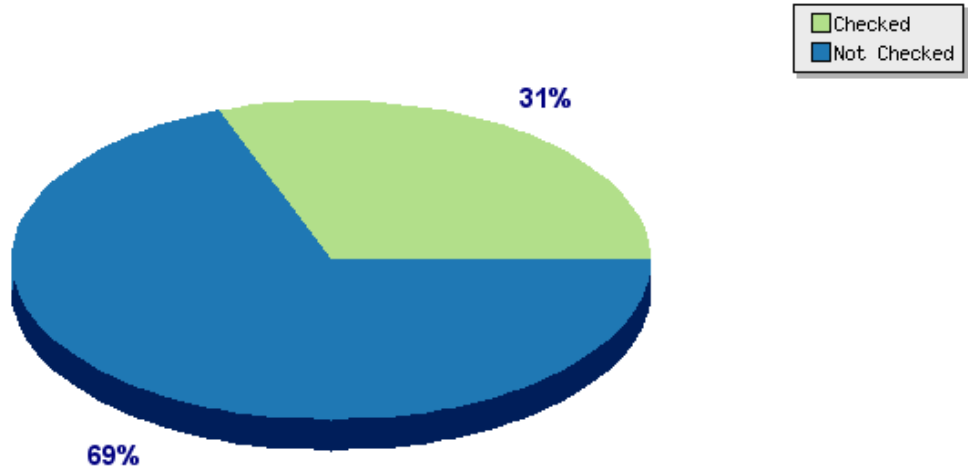
Daily/Weekly Walk-through Observation



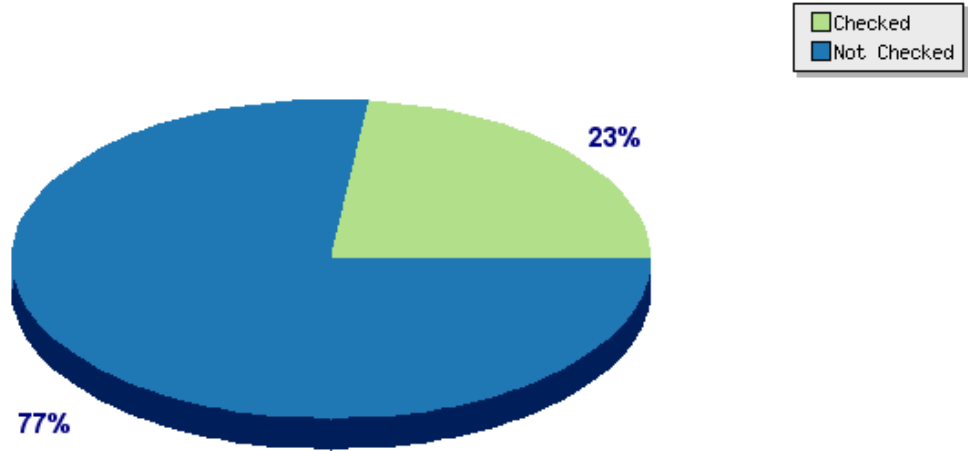
Monthly Walk-through Observation



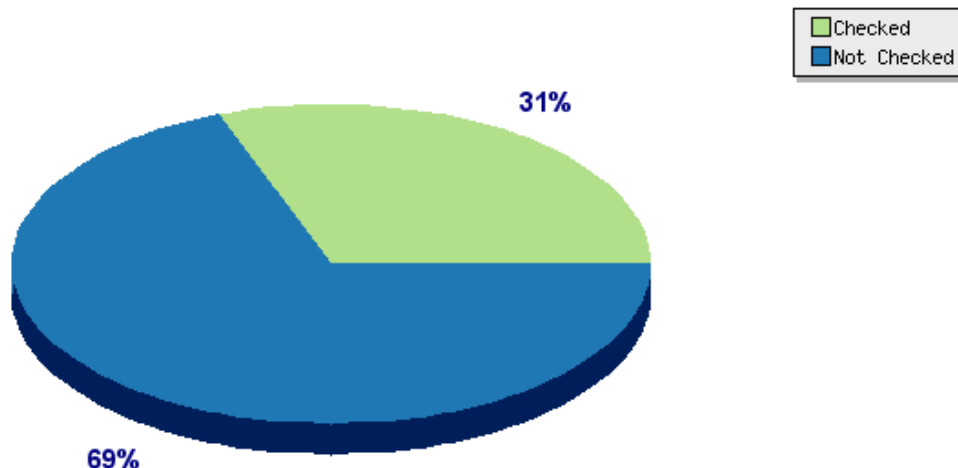
Yearly Teacher Evaluation



Teacher Self-evaluation



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

CURRICULUM DEVELOPMENT

How to teach the low socioeconomic students.

Aligning Pacing Guide w/PLD's

classroom management

Depth of Knowledge

reading interventions

Behavior Management

Professional Development Program #2

Extensive training with PLD's

Team Teaching/co teaching

BEHAVIORAL MANAGEMENT

How to enlist the paraprofessional in the teaching process.

Using Test Data to Plan Lessons

innovative teaching strategies

Curriculum Alignment

math interventions

Professional Development Program #3

How to motivate apathetic kids and parents

COLLABORATION OF SPED AND REGULAR ED. PROFESSIONALS

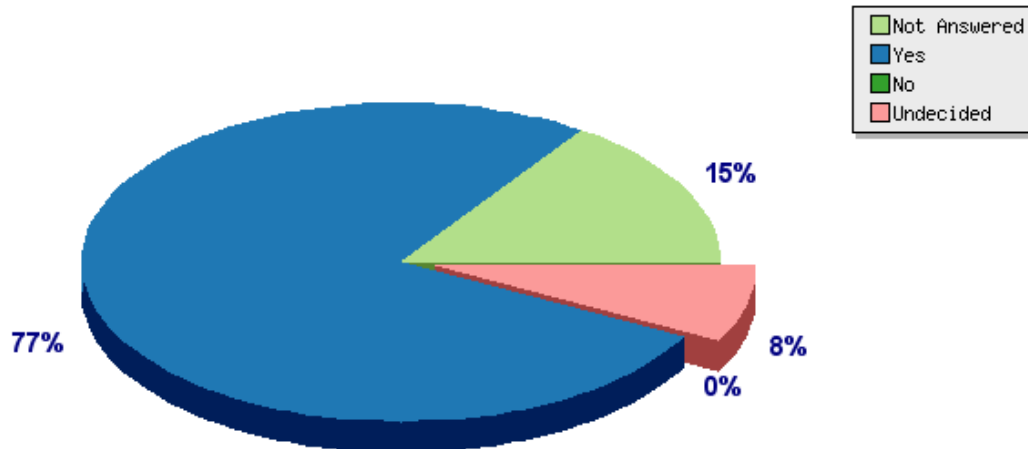
Inclusion teachers as a resource for everything and everyone.

Professionalism of teachers

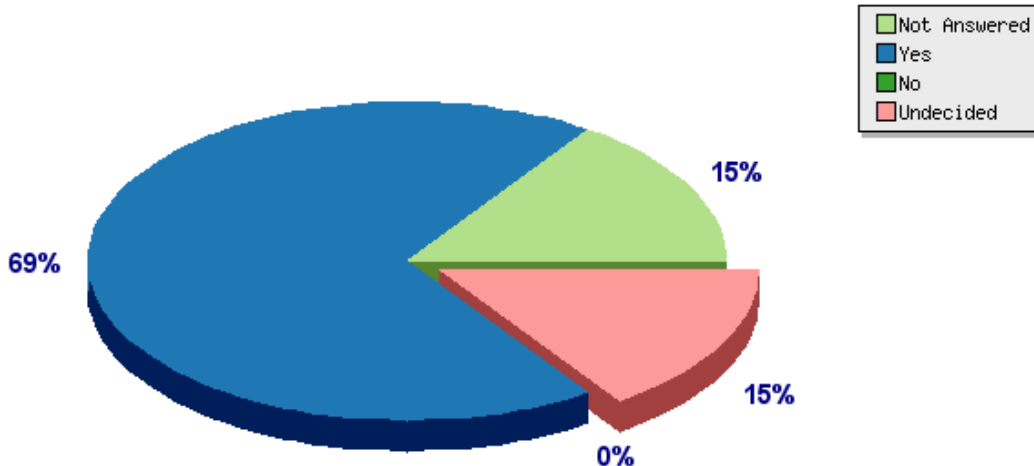
science/writing test prep

DIMENSION IV: FAMILY AND COMMUNITY INVOLVEMENT

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

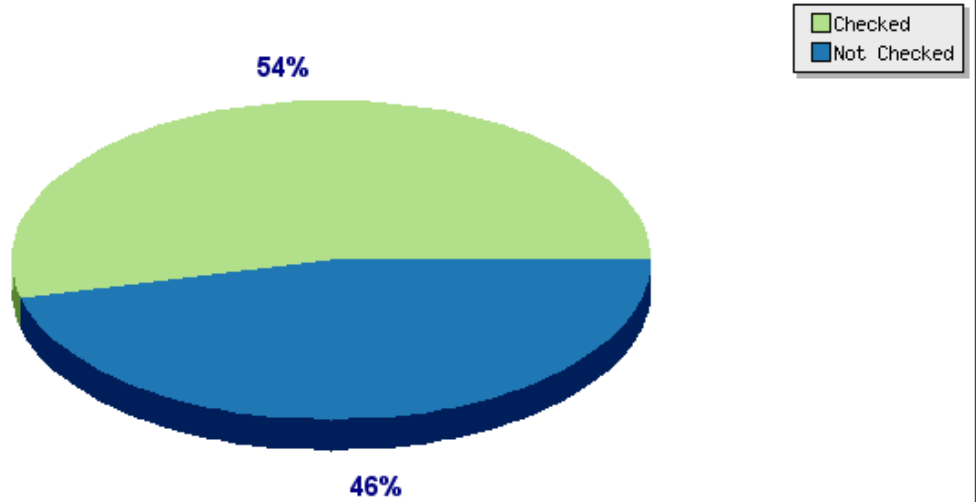


District/school is scheduling meetings/activities at flexible times and places which allow parents/community to actively participate.

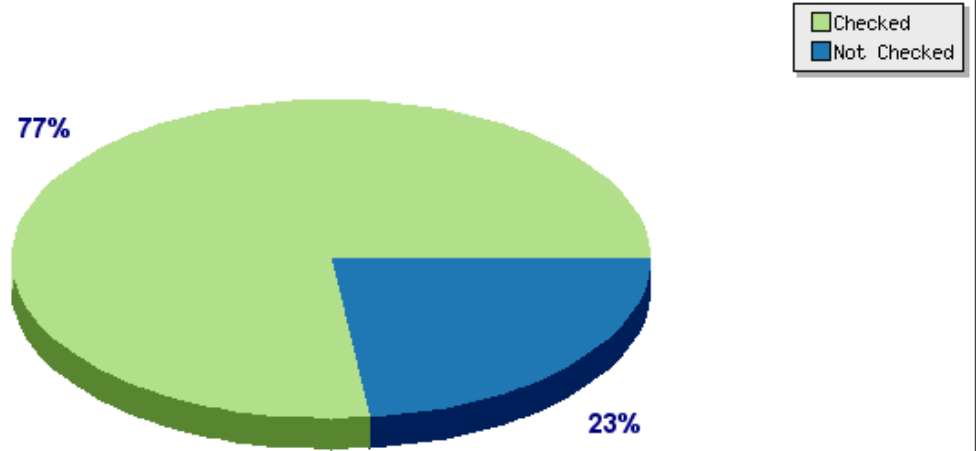


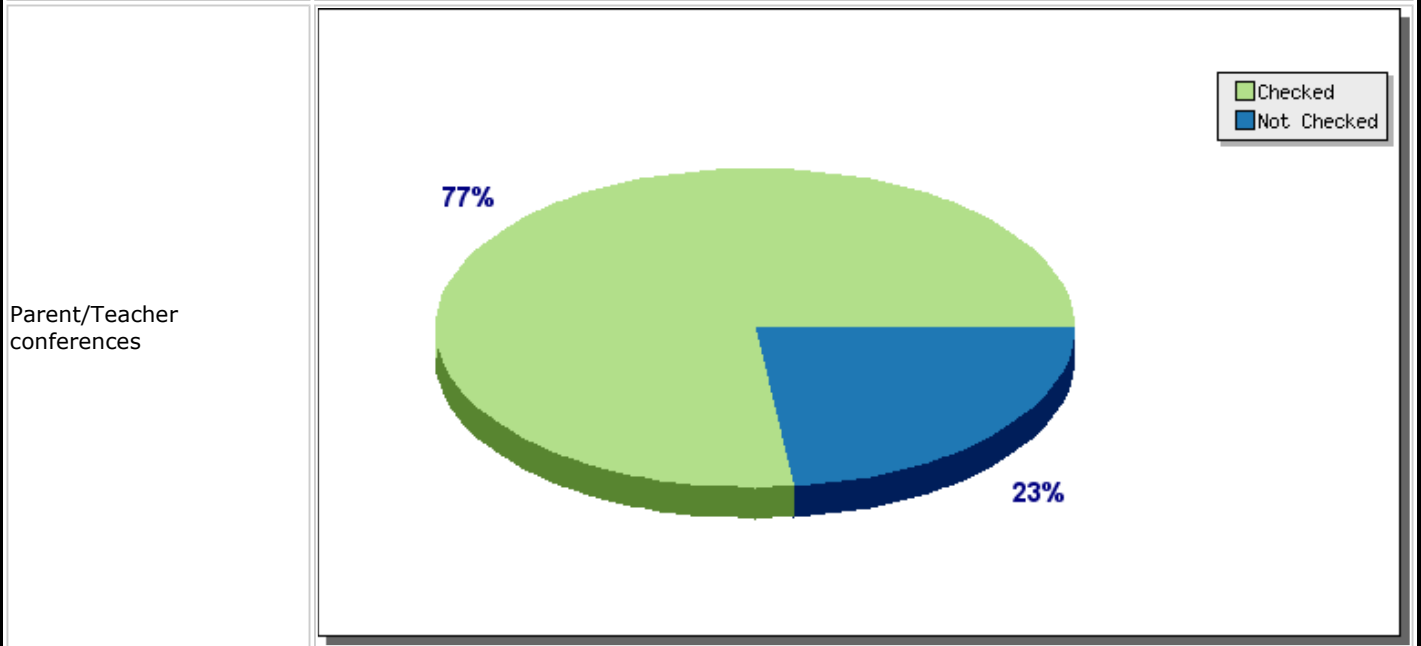
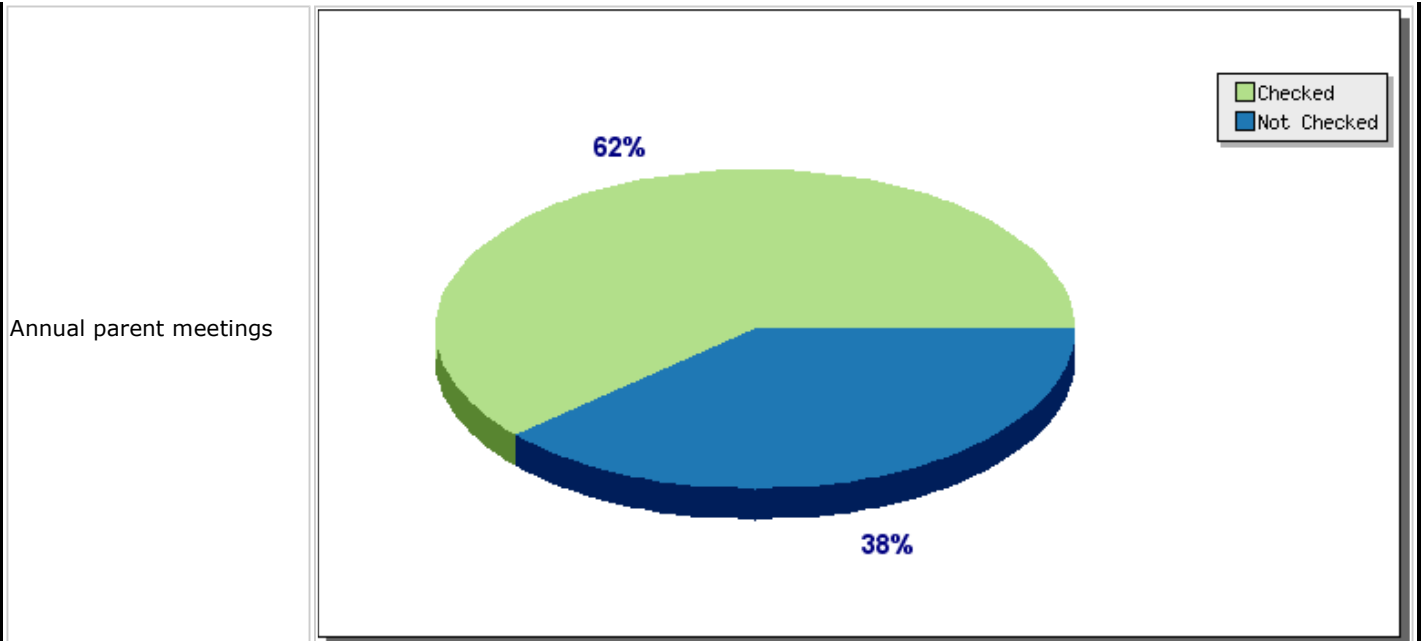
Select any of the following which should be used to engage family/community in meaningful activities which support/promote student learning.

Volunteering during the instructional day activities



Volunteering during after school activities

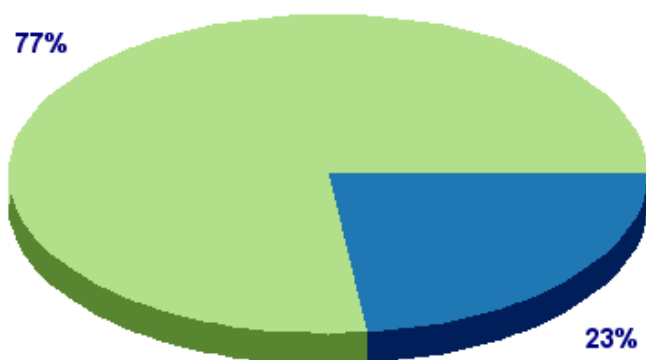




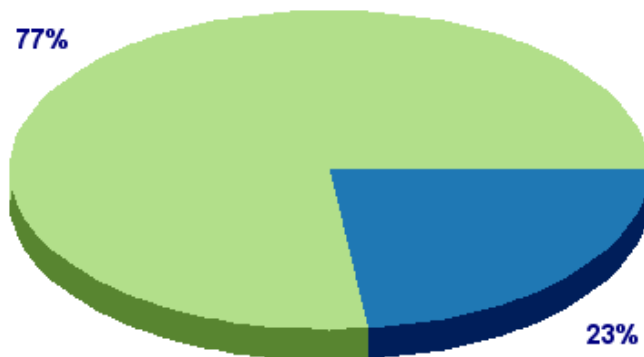
Open-house meetings



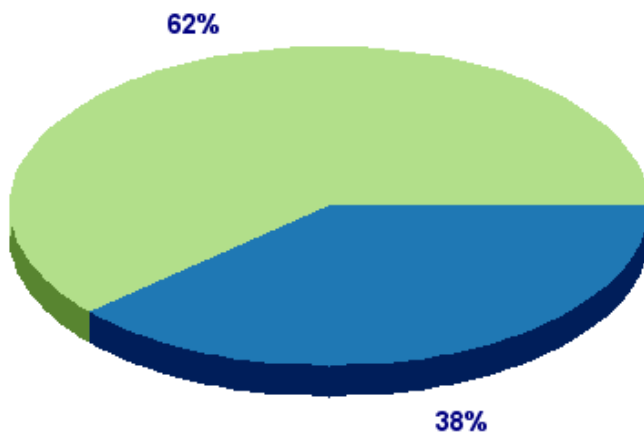
Providing PTA/PTO organizations and meetings



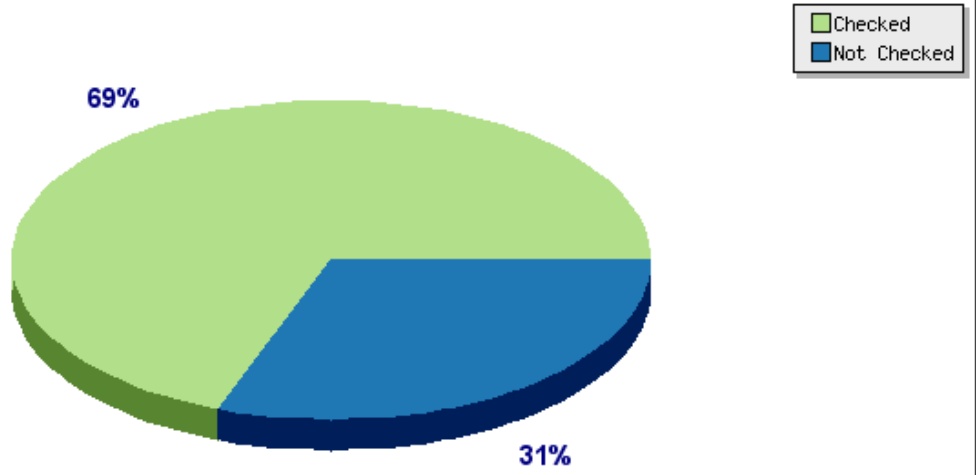
Mentoring opportunities for students



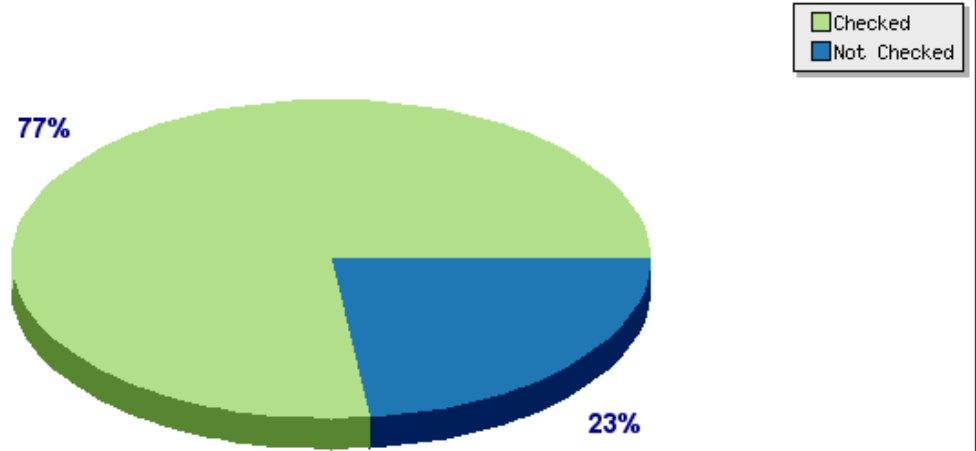
Parent/community information centers

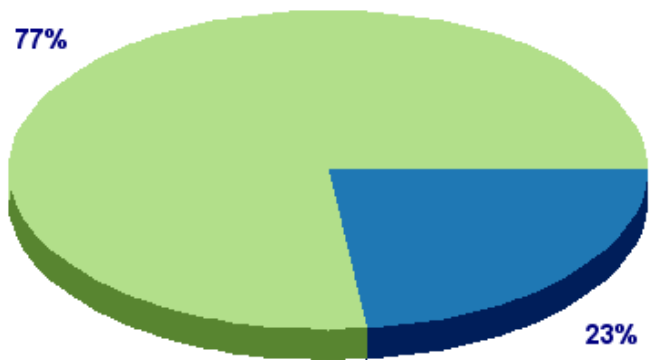
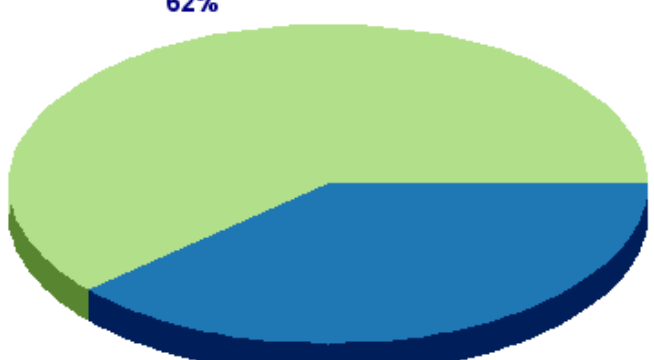


Workshop and seminar opportunities

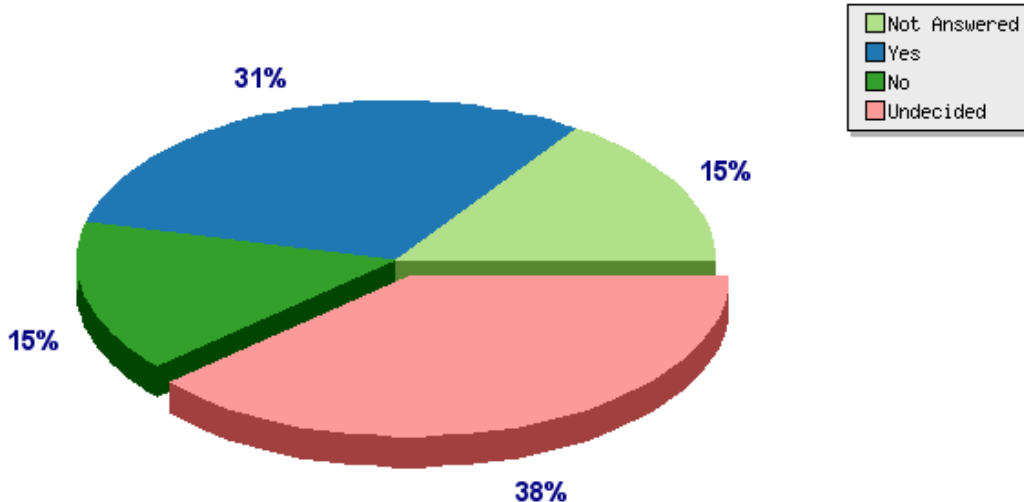


Newsletters



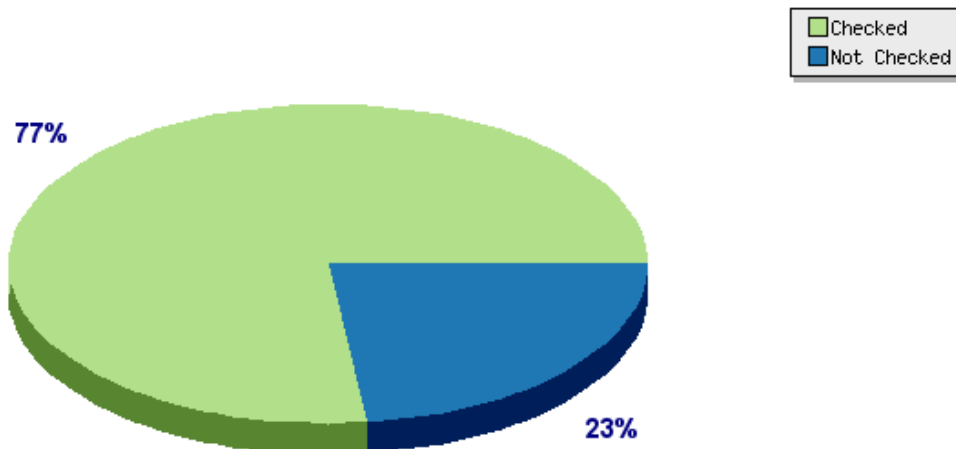
School internet website	 <p>A 3D pie chart showing the status of 'School internet website'. The 'Checked' category (light green) represents 77% of the total, and the 'Not Checked' category (blue) represents 23%. A legend in the top right corner identifies the colors: light green for 'Checked' and blue for 'Not Checked'.</p> <table border="1"><thead><tr><th>Category</th><th>Percentage</th></tr></thead><tbody><tr><td>Checked</td><td>77%</td></tr><tr><td>Not Checked</td><td>23%</td></tr></tbody></table>	Category	Percentage	Checked	77%	Not Checked	23%
Category	Percentage						
Checked	77%						
Not Checked	23%						
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 'Checked' category (light green) represents 62% of the total, and the 'Not Checked' category (blue) represents 38%. 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>62%</td></tr><tr><td>Not Checked</td><td>38%</td></tr></tbody></table>	Category	Percentage	Checked	62%	Not Checked	38%
Category	Percentage						
Checked	62%						
Not Checked	38%						
Other							

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

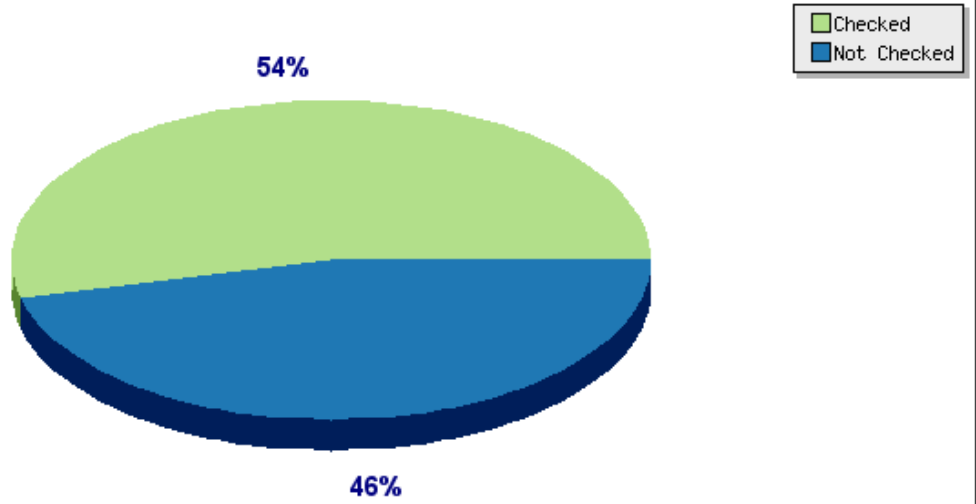


Select any of the following which District/school should use to involve family/community in the decision-making process.

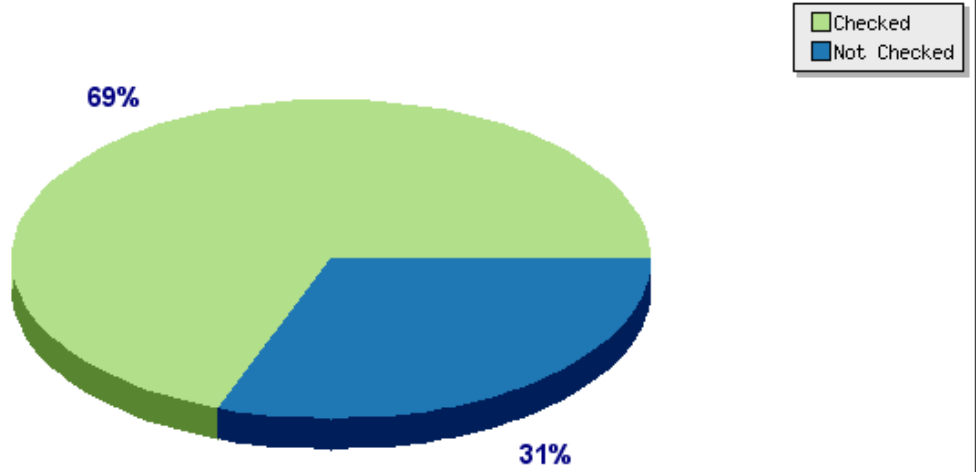
Parent/teacher conferences



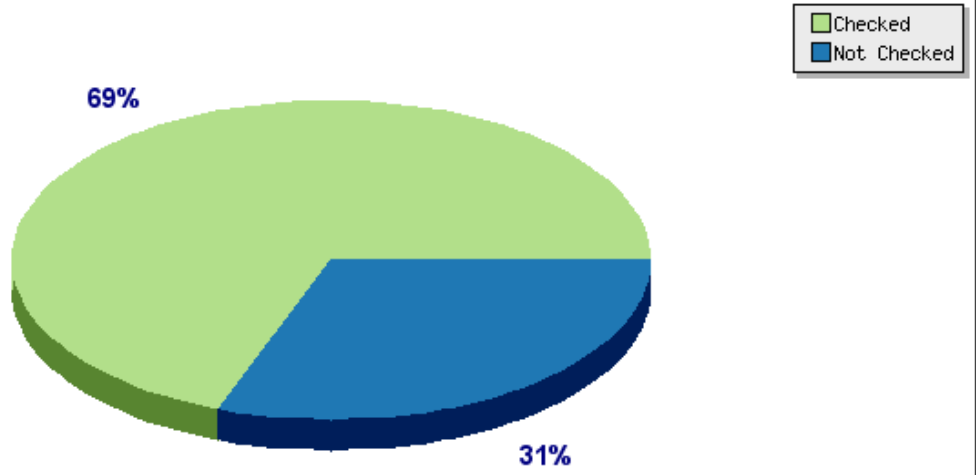
Open-house meetings



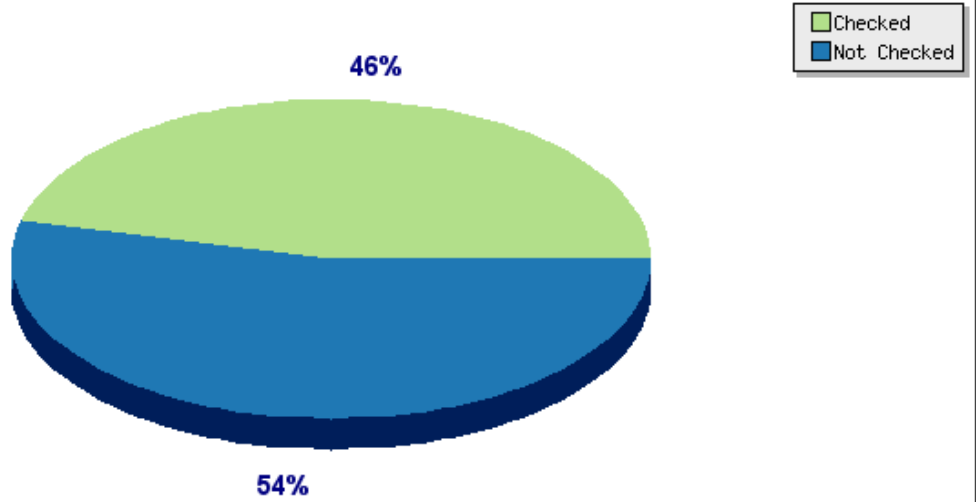
PTA/PTO organizations



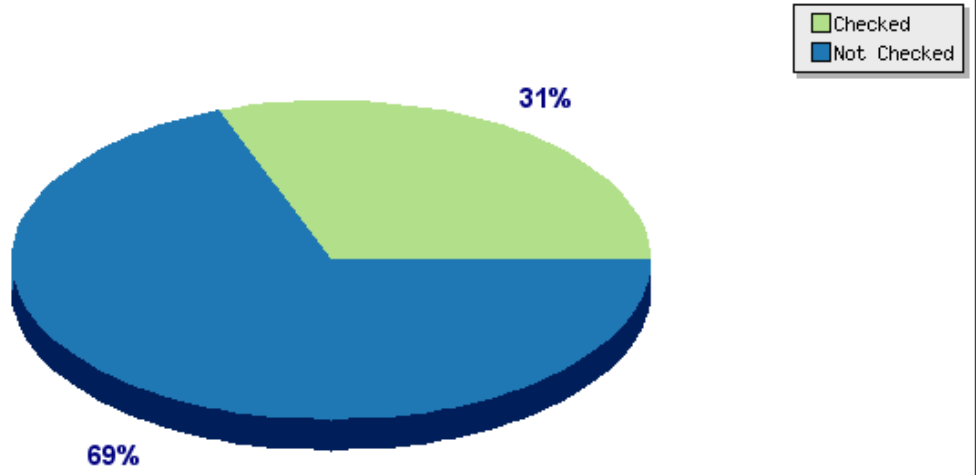
Parent information centers



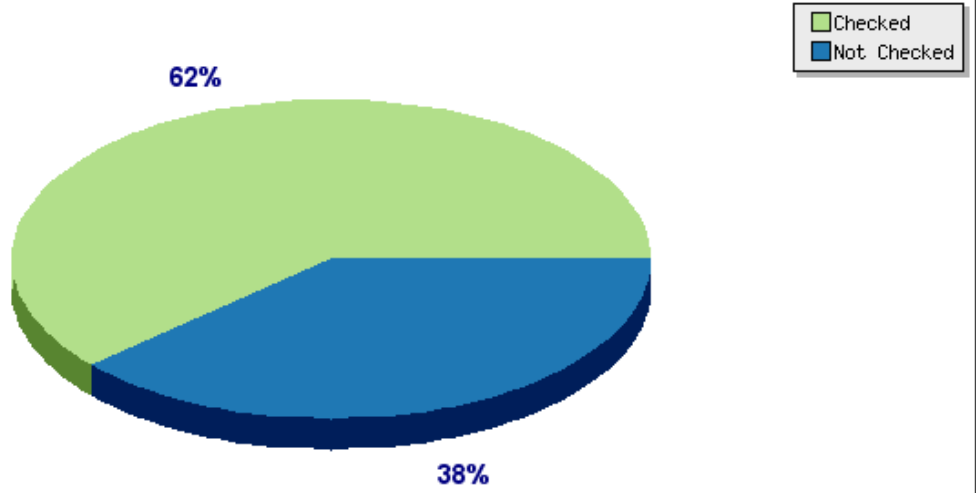
Parents-as-Teacher programs

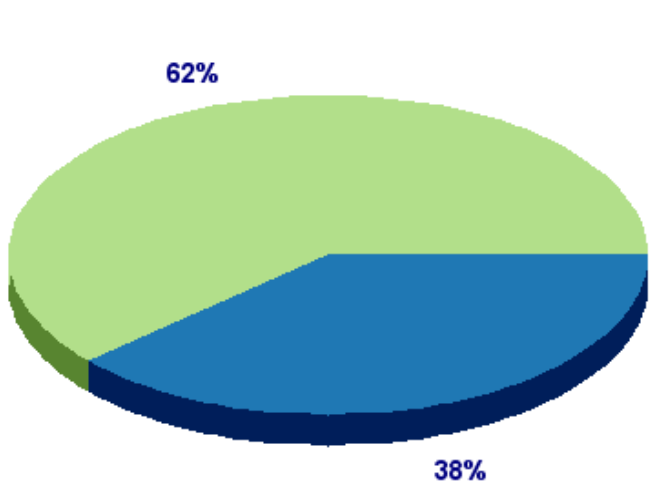
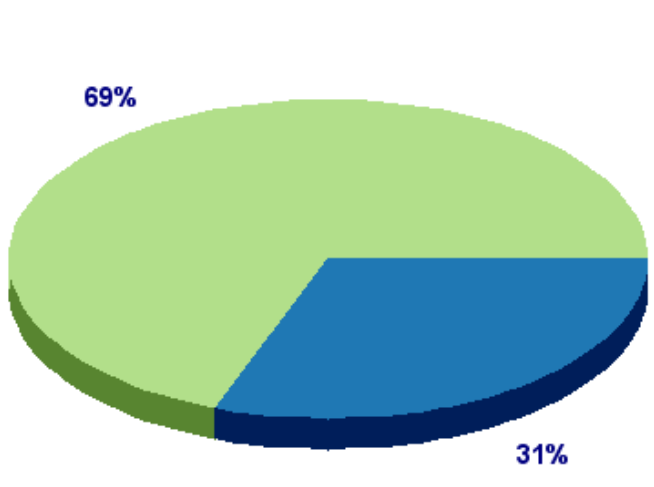


Booster clubs

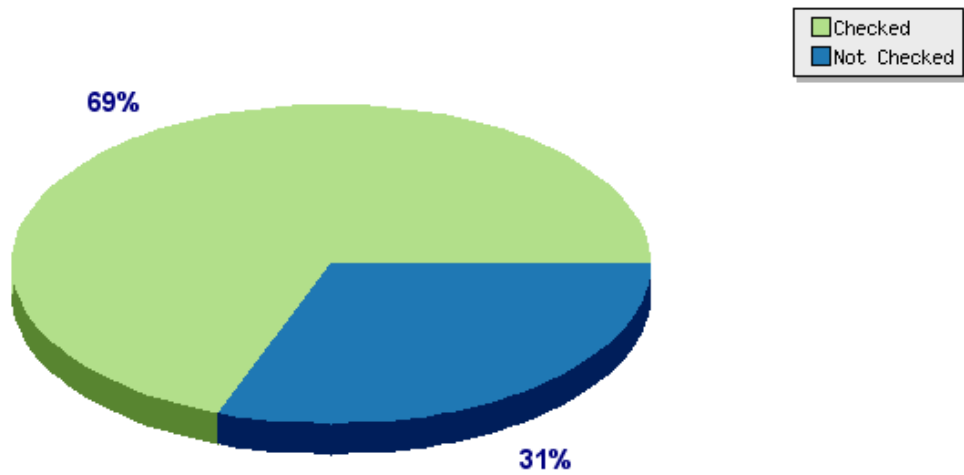


Workshops and Seminars

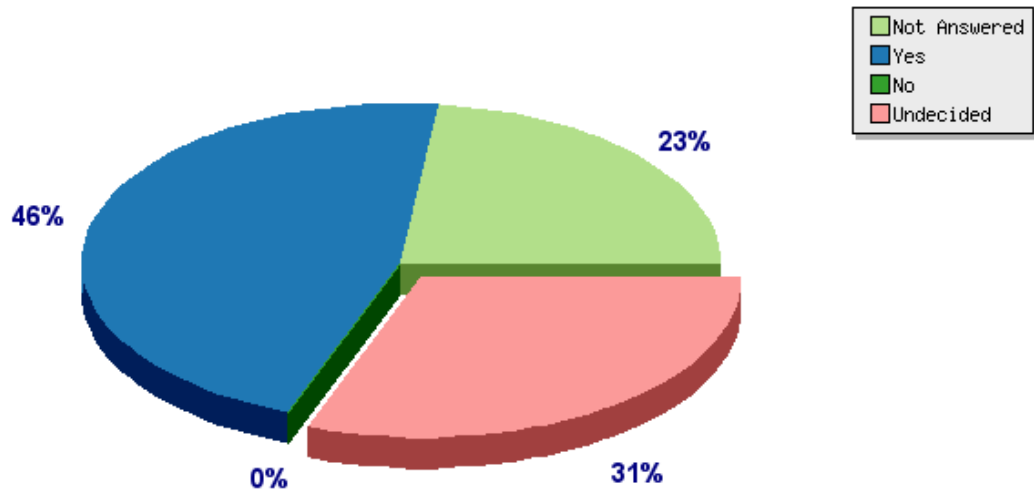


Newsletters	 <p>A 3D pie chart showing the distribution of checked and not checked newsletters. The 'Checked' category is represented by a light green slice, which is 62% of the total. The 'Not Checked' category is represented by a blue slice, which is 38% of the total. A legend in the top right corner 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>62%</td></tr><tr><td>Not Checked</td><td>38%</td></tr></tbody></table>	Category	Percentage	Checked	62%	Not Checked	38%
Category	Percentage						
Checked	62%						
Not Checked	38%						
Internet website	 <p>A 3D pie chart showing the distribution of checked and not checked internet websites. The 'Checked' category is represented by a light green slice, which is 69% of the total. The 'Not Checked' category is represented by a blue slice, which is 31% 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>69%</td></tr><tr><td>Not Checked</td><td>31%</td></tr></tbody></table>	Category	Percentage	Checked	69%	Not Checked	31%
Category	Percentage						
Checked	69%						
Not Checked	31%						

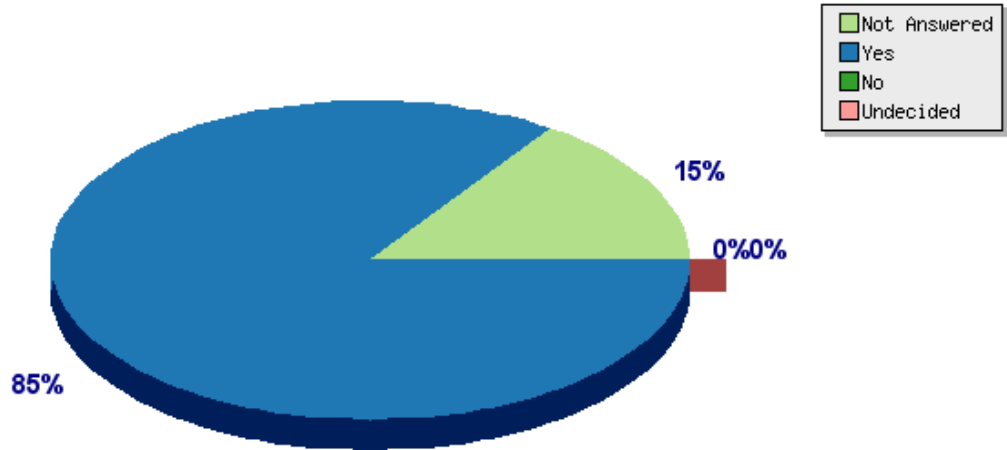
District/school planning committees



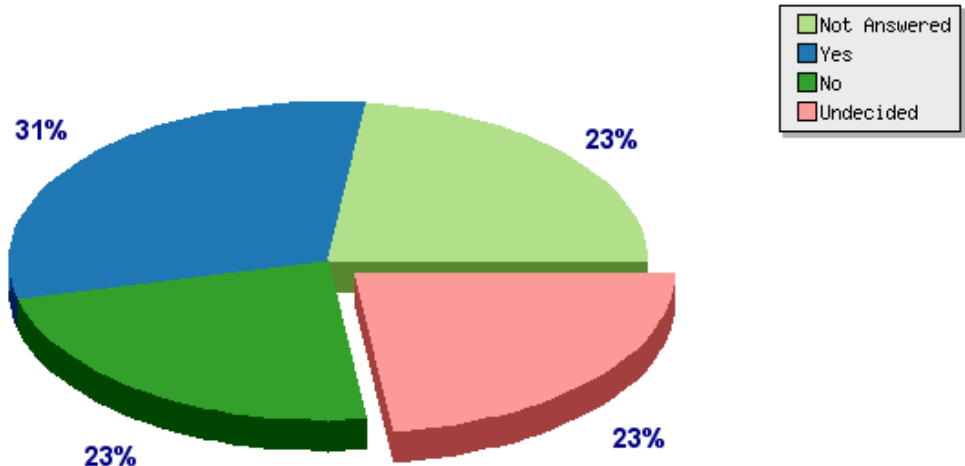
District/school is communicating with non-English speaking families in the language they speak.



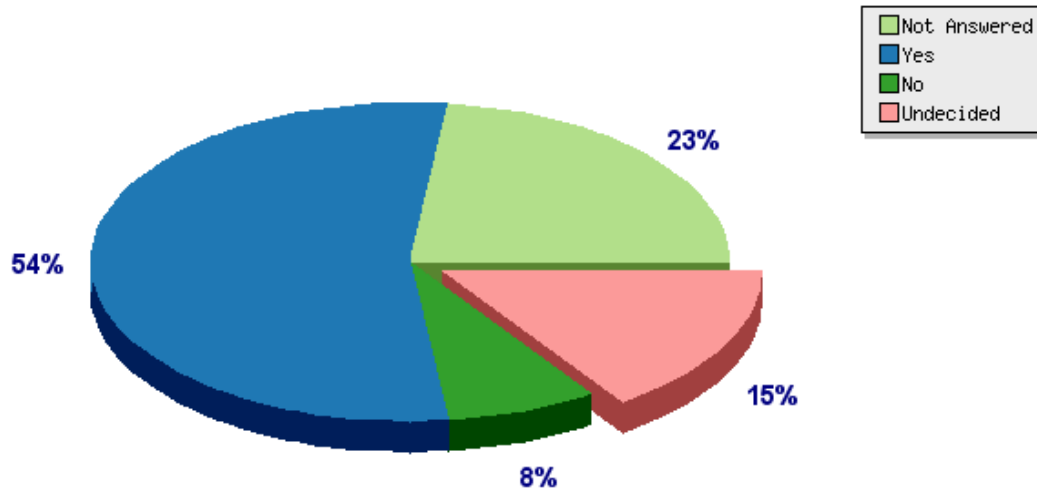
District/school is meeting the needs of students with both physical and educational disabilities.



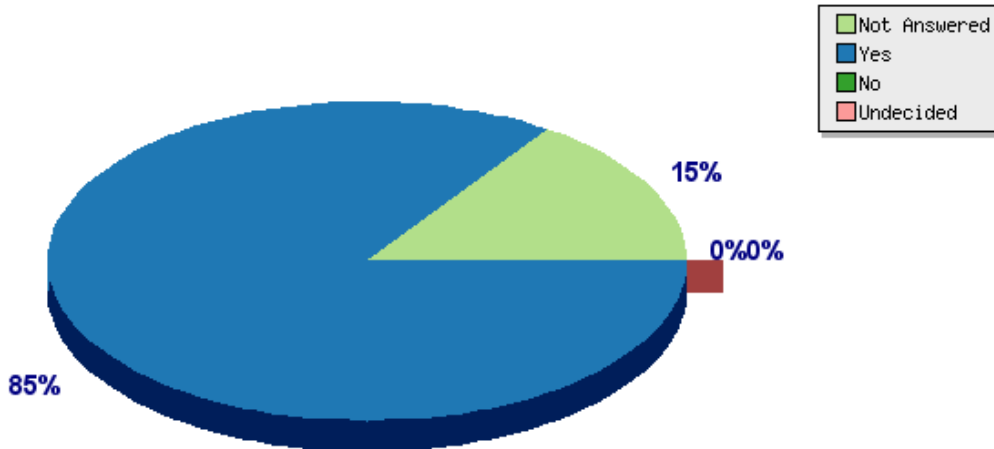
District/school is providing opportunities for parents to develop their parenting skills.



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

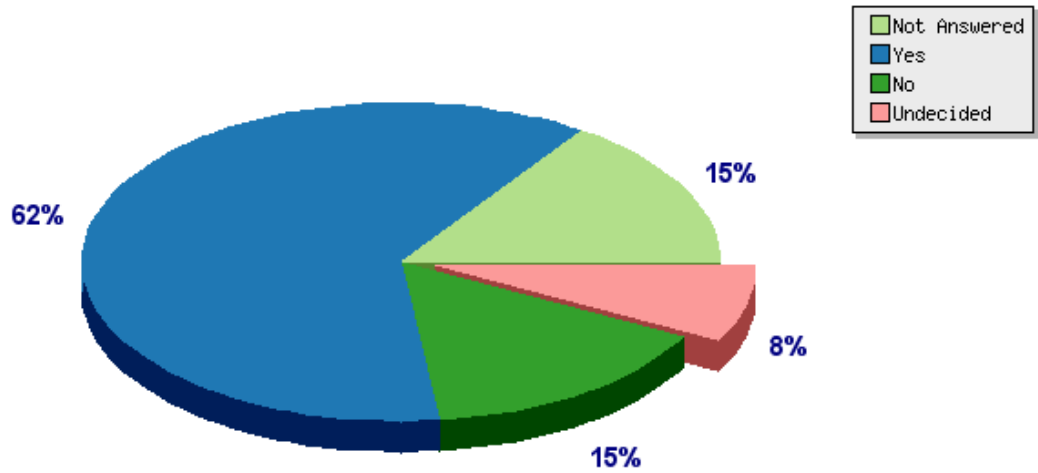


District/school is providing all students access to an education and co-curricular activities even when any of the following conditions exist: Delinquent, Homeless/Unaccompanied, Limited English Proficient, or Migrant.

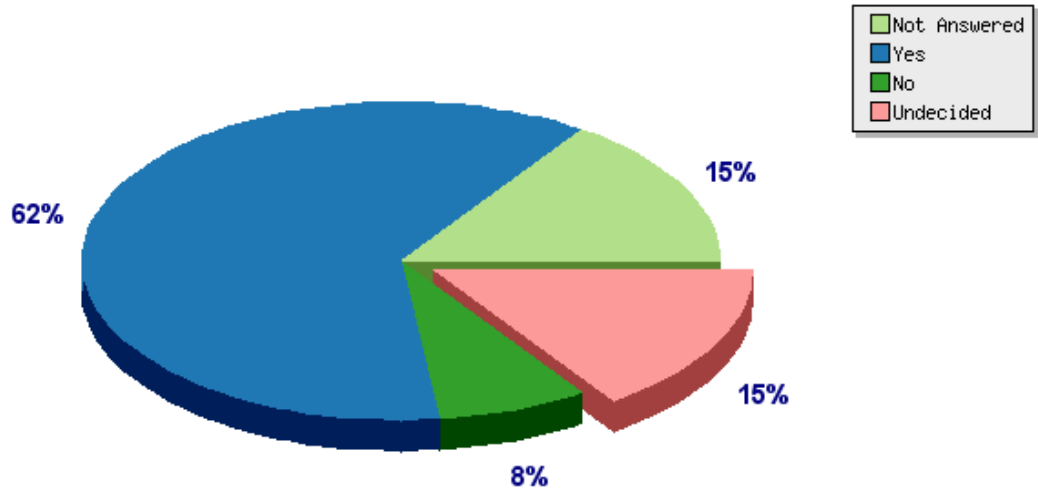


DIMENSION V: SCHOOL CONTEXT AND ORGANIZATION

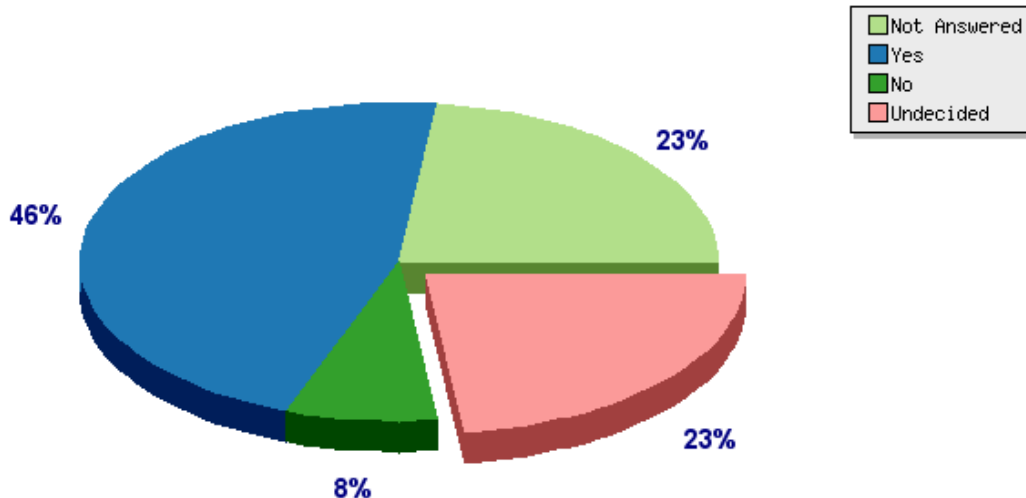
District/school class size is appropriate for providing adequate instruction and improving student achievement.



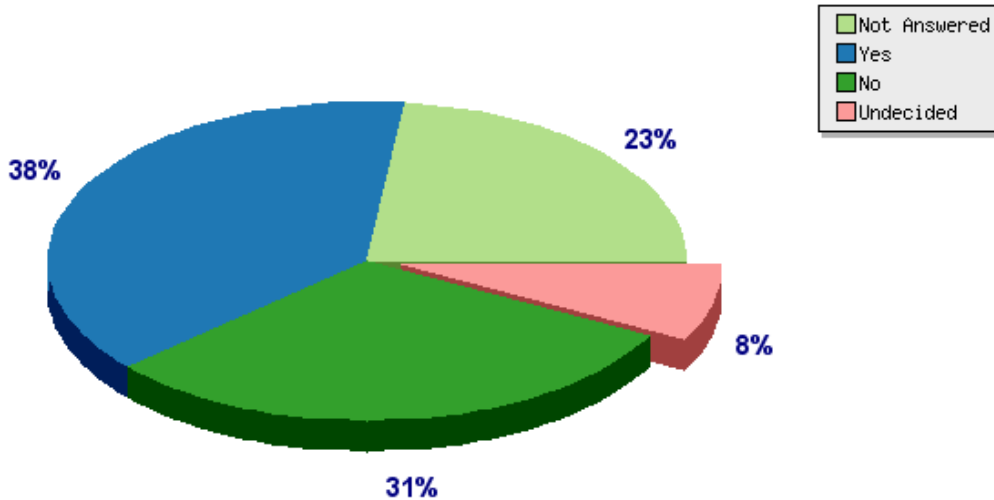
District/school provides adequate instructional time for subjects in which students perform poorly.



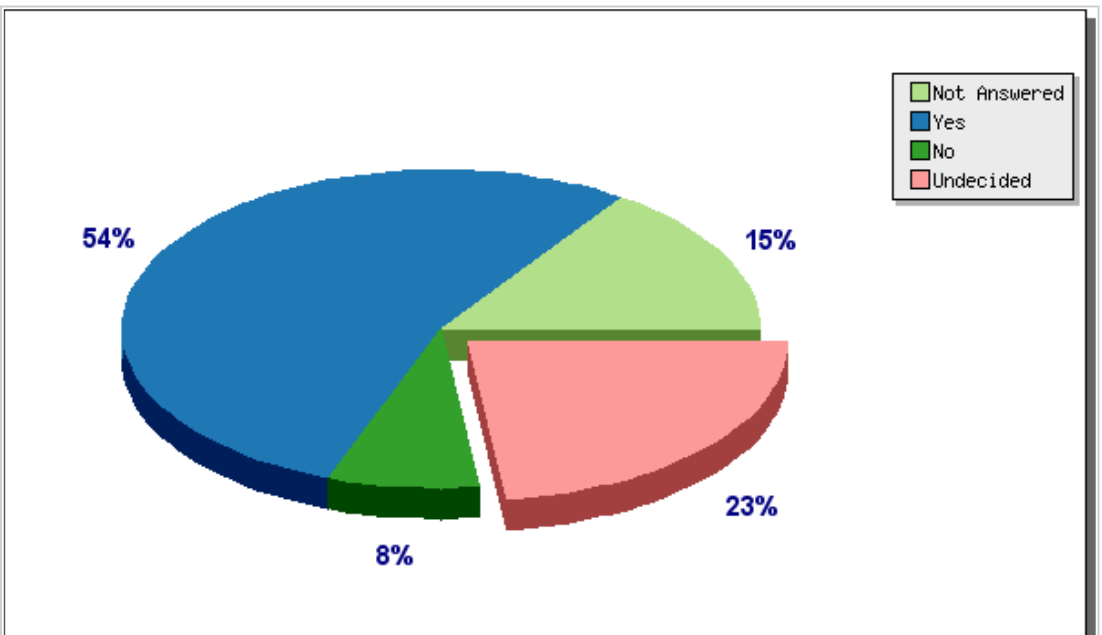
District/school allows teachers to participate in the decision making process and the development of school policies.



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.

