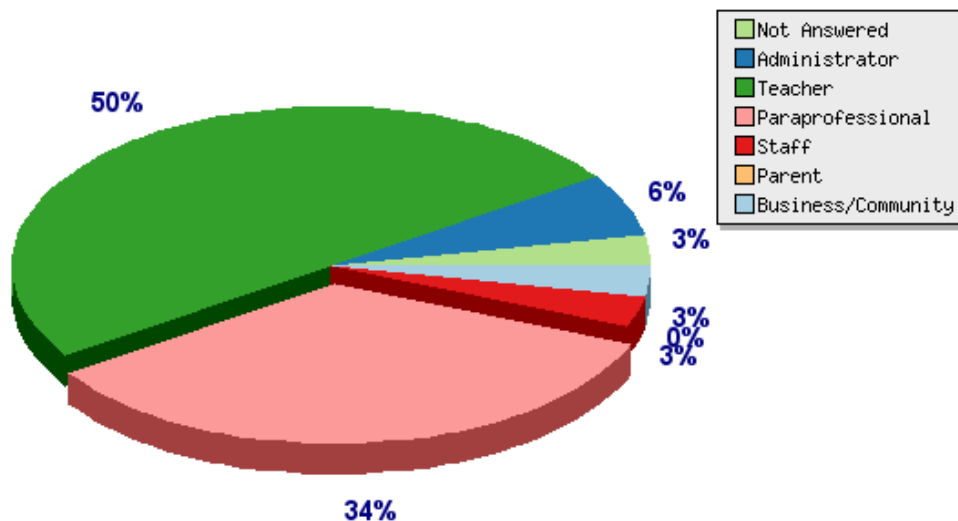


Federal Programs Comprehensive Needs Assessment Summary 2010-2011

Results for South Side Lower Elementary

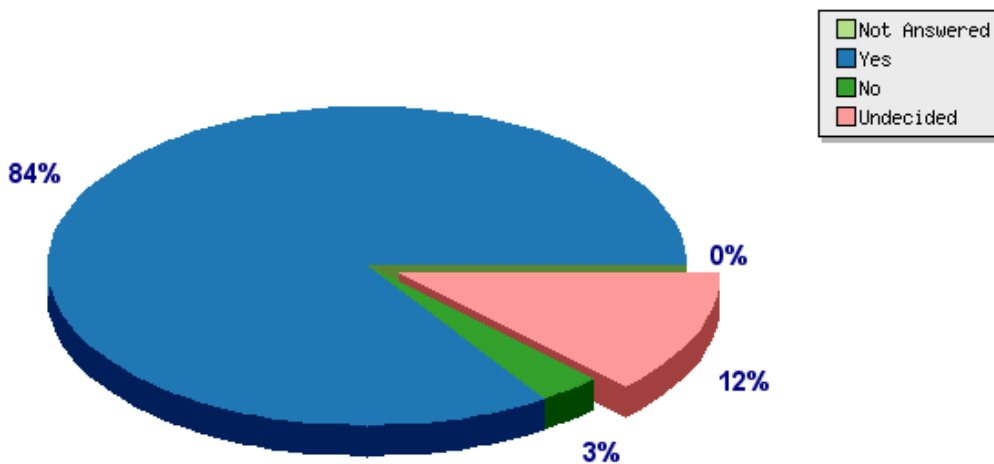
The comprehensive needs assessment will focus on five dimensions: Student Achievement, Curriculum and Instruction, Professional Development, Parent/Family and Community Involvement, and School Context/Organization.

PARTICIPATION
CATEGORY: Select the
appropriate category

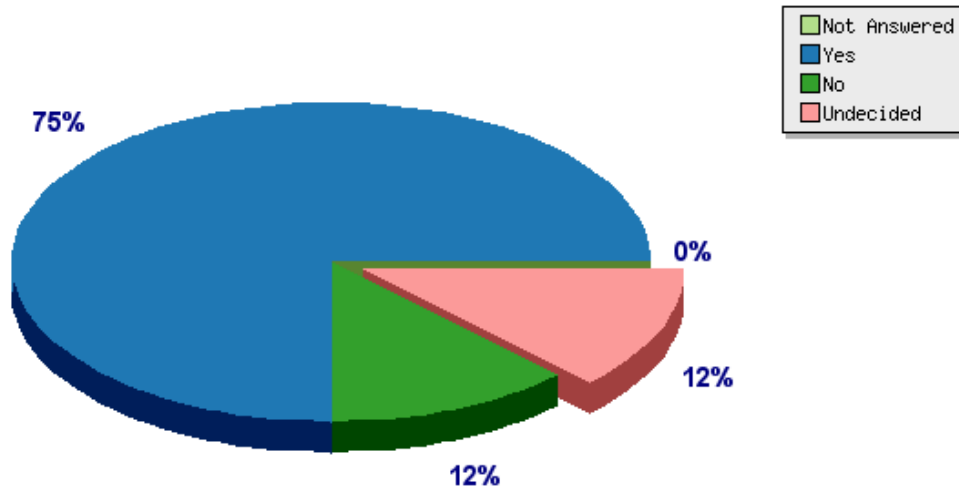


DIMENSION I: STUDENT ACHIEVEMENT

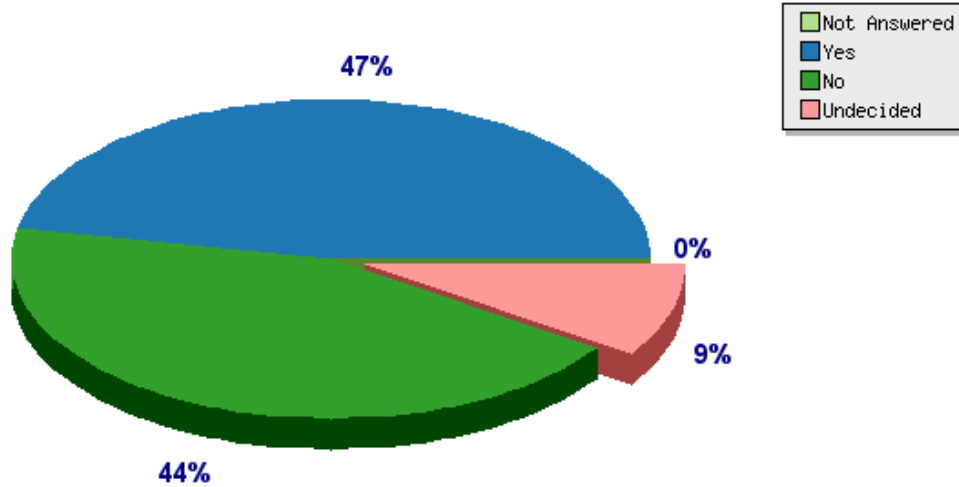
Students are attaining the
challenging academic
standards set by the State
and District/school.



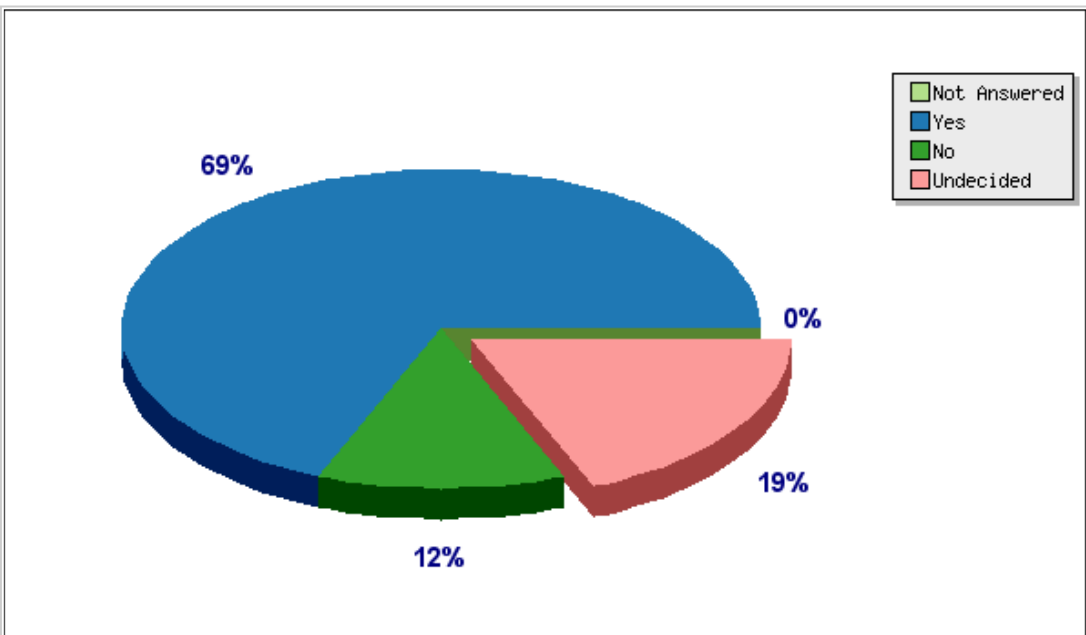
Current pass/fail rates (the number of students promoted or retained any given year) at the District/school level are acceptable.



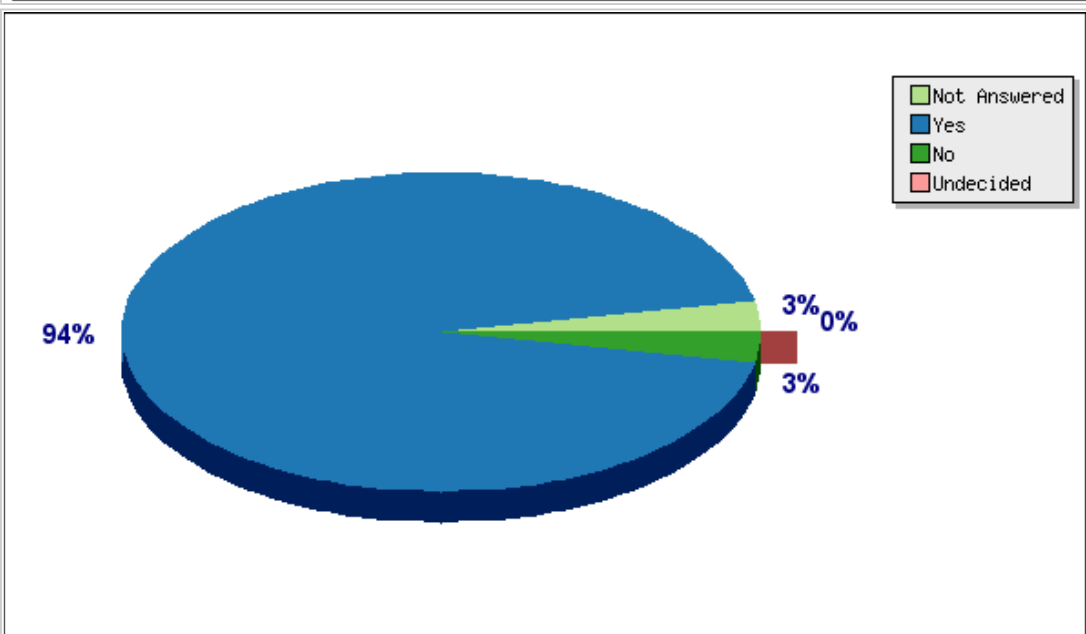
The calculated District graduation rate of 71.00% (2008/2009 school year) is acceptable as compared to the previous year of 71.00% (2007/2008 school year).



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

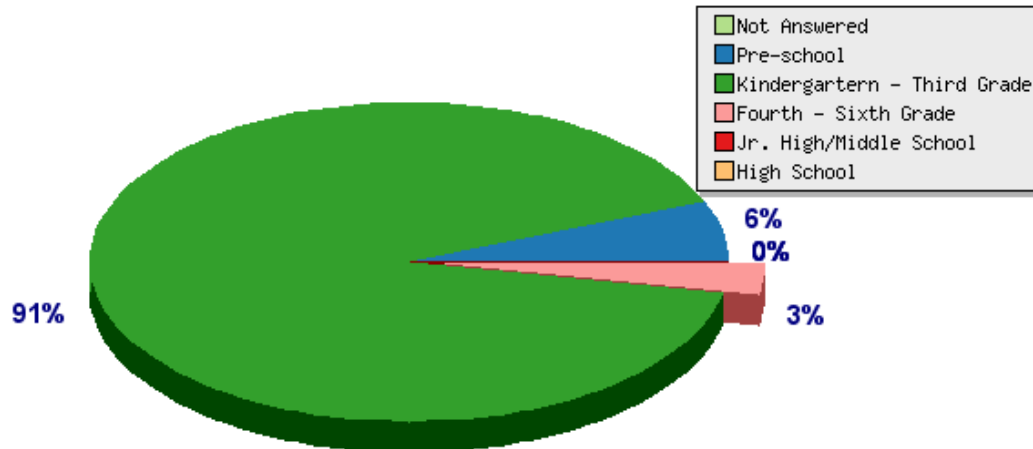


District/school is adequately providing a safe and drug-free environment which is conducive to student learning.

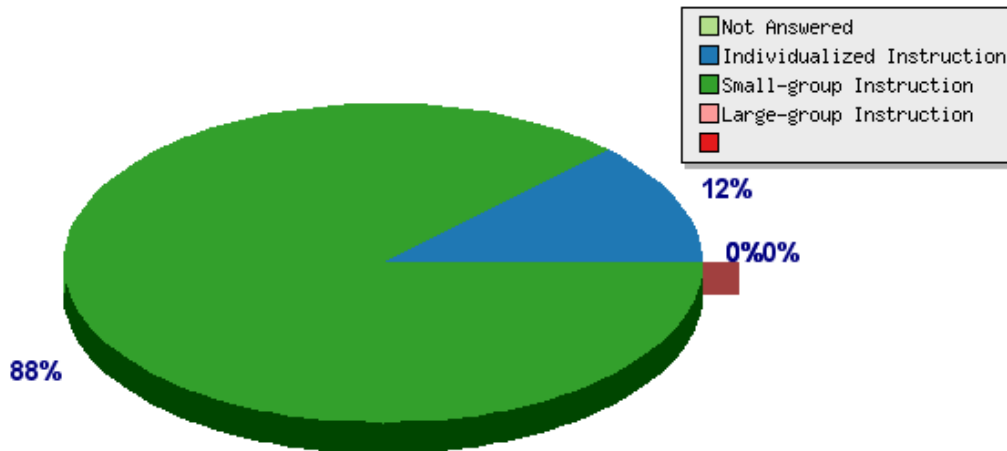


DIMENSION II: CURRICULUM AND INSTRUCTION

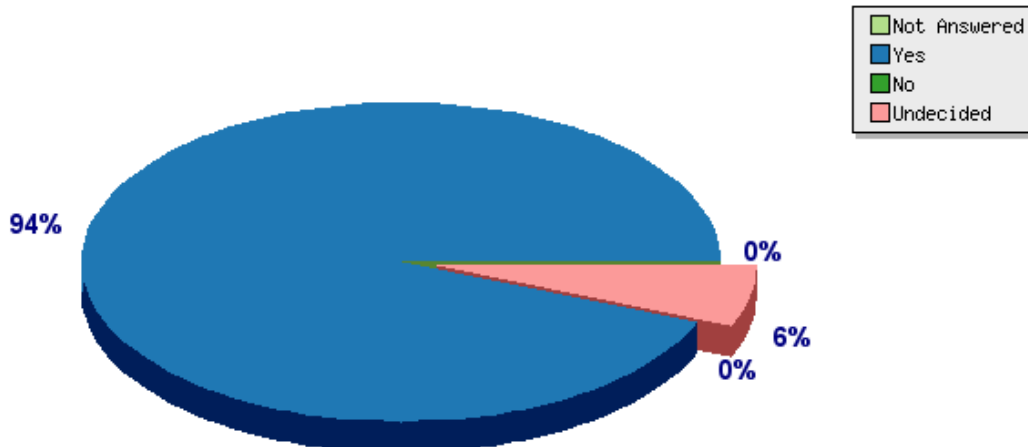
At which level should Title I Funding be utilized to provide the most effective instruction and for improving student achievement?



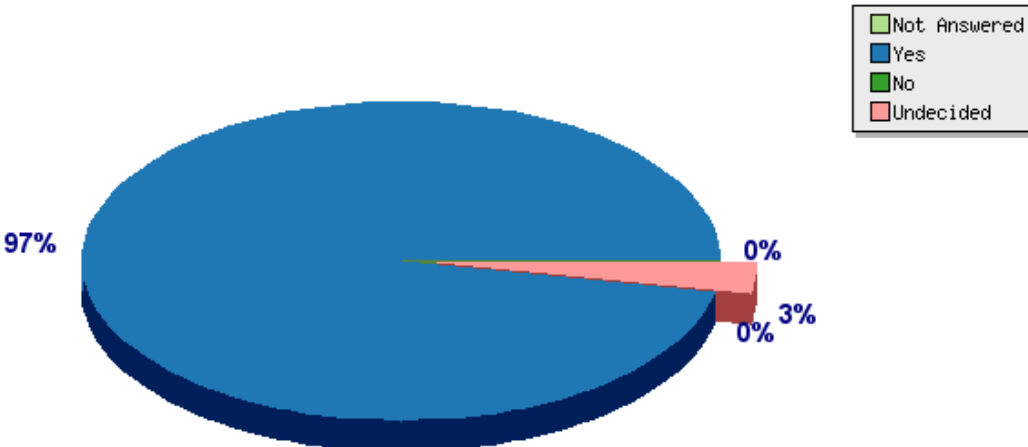
Select only one of the following types of instruction the District/school should provide with Title funding to improve instruction and student achievement.



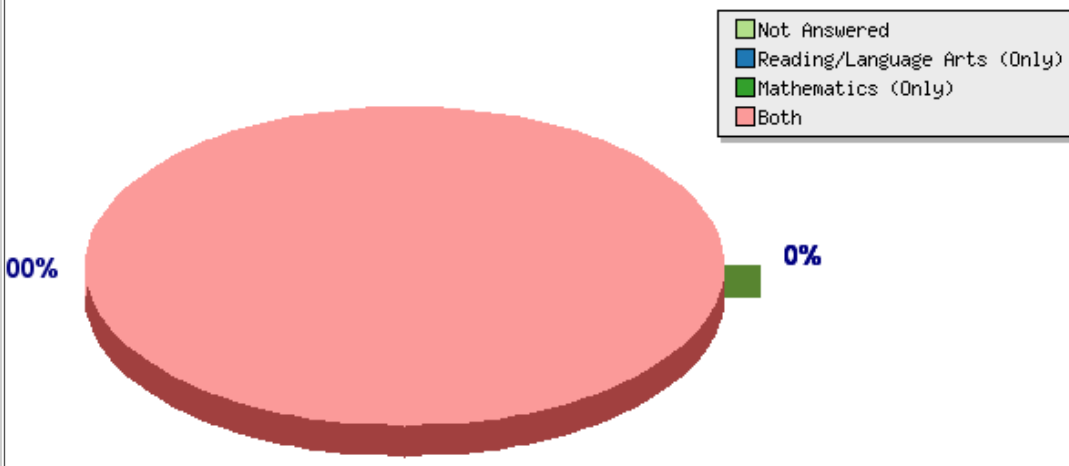
To ensure teaching methods are up-to-date and curriculum reflects state, local, and national content standards, administrators and teachers should participate in professional development opportunities and follow prescribed state and national content standards.



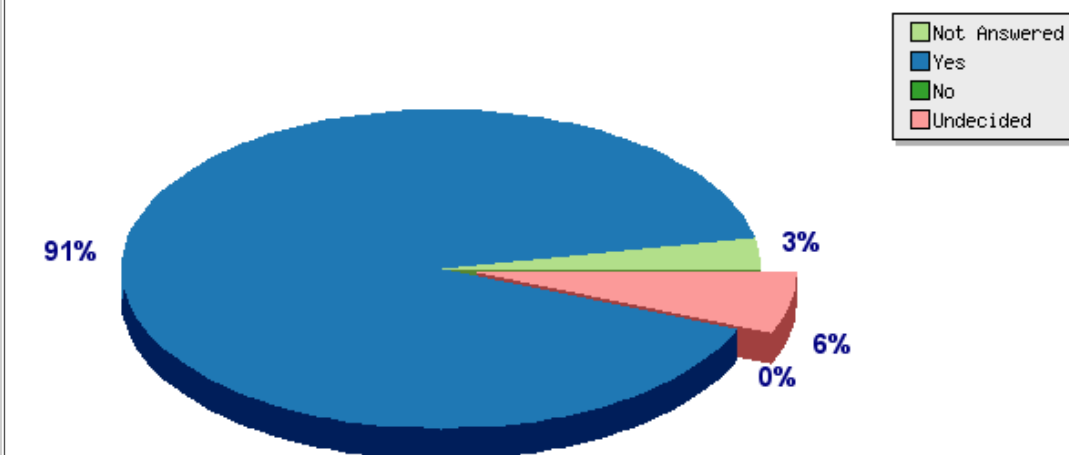
District/school should utilize Title Funding to improve curriculum, raise expectations of staff, and secure top-quality instructional materials?



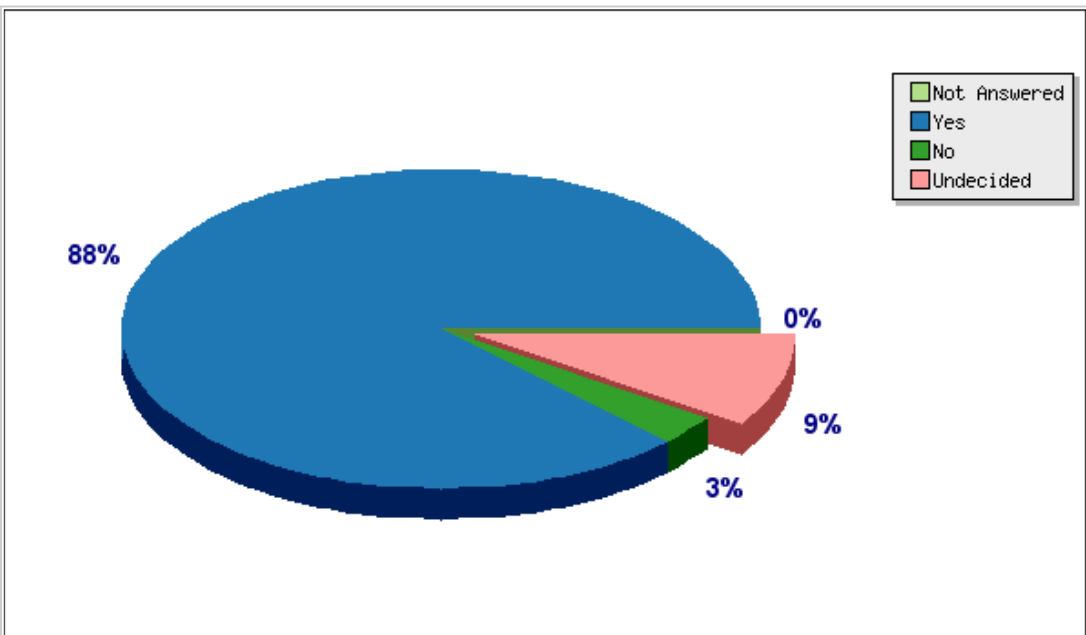
District/school should use Title funding to support:



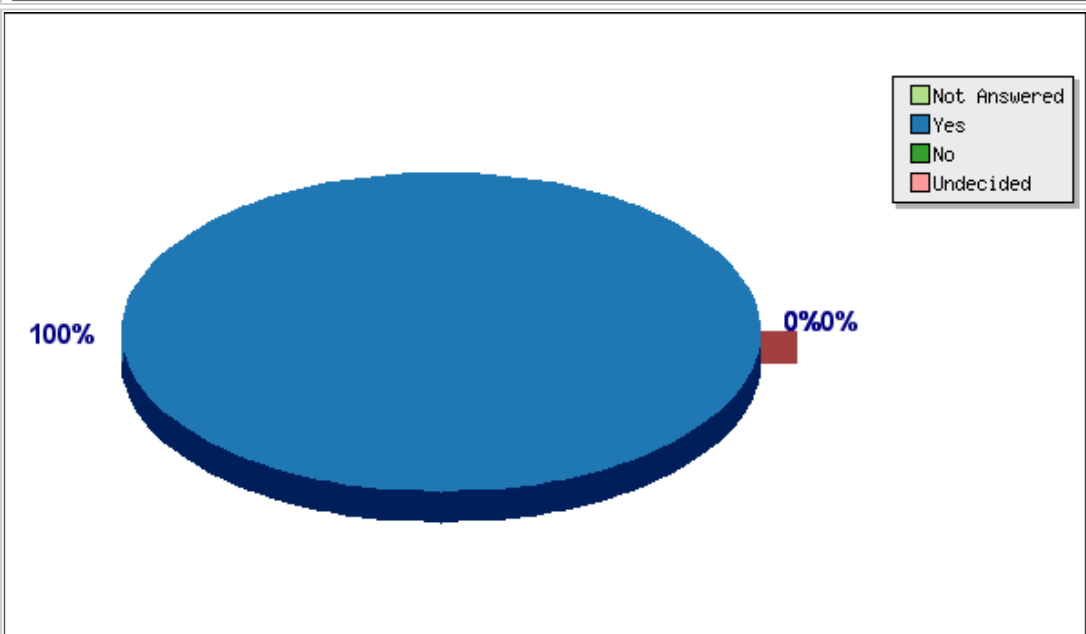
District/school should continue to use Title Funds to operate computer labs which provide remediation to improve student achievement.



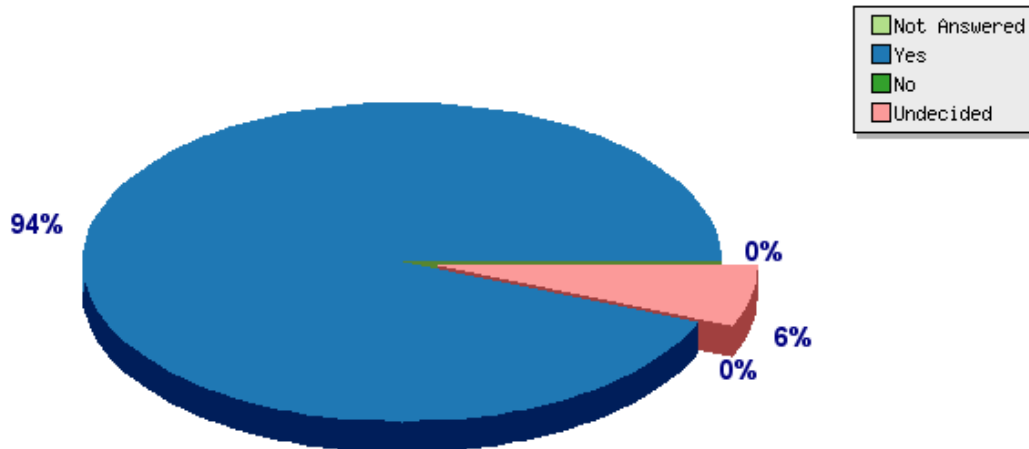
District/school should continue to use Title Funding to support extended-day and extended-year tutorial programs.



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

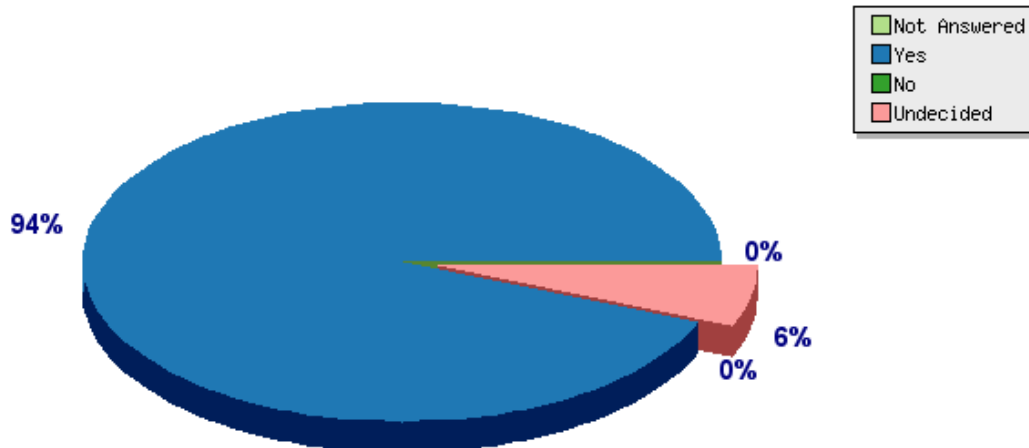


District/school should use available Title II funds to improve student achievement by providing more professional development opportunities to administrators and teachers.

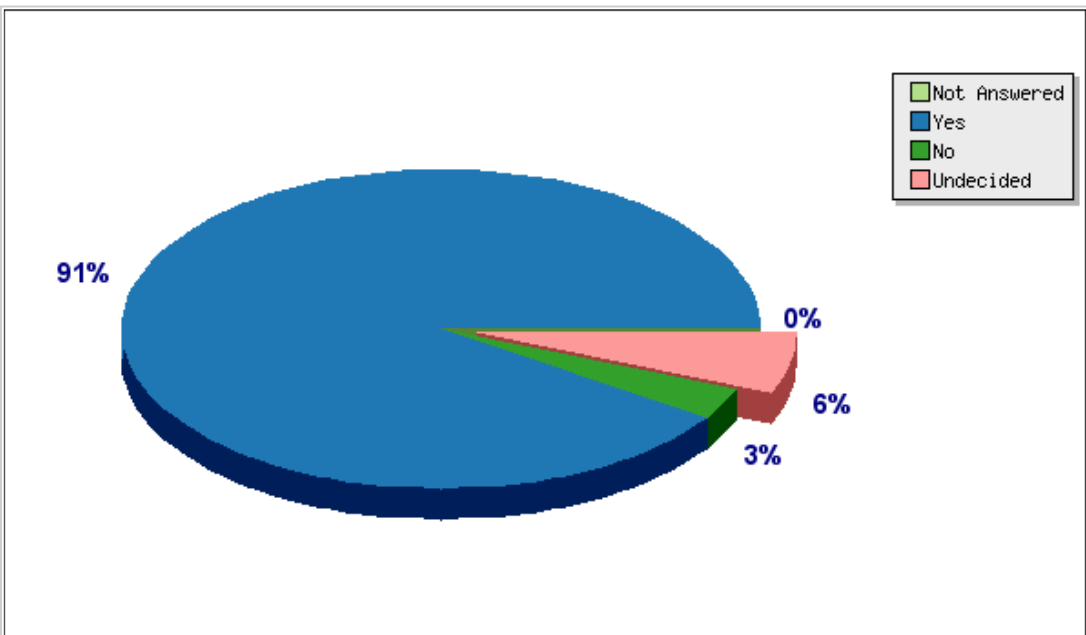


DIMENSION III: PROFESSIONAL DEVELOPMENT

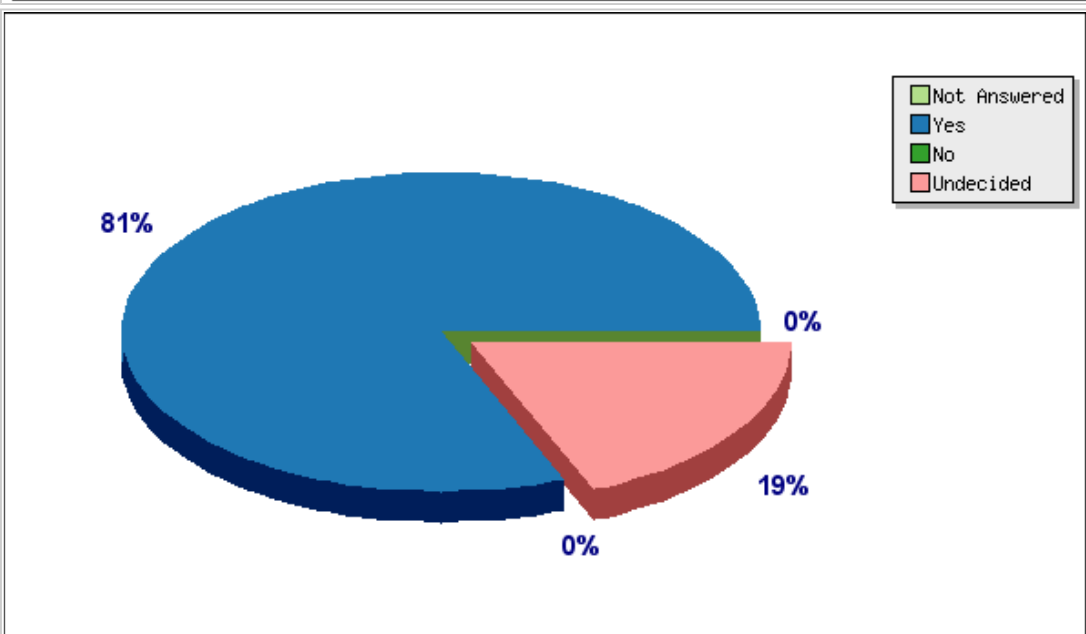
District school is providing on-the-job opportunities for teachers to participate in meaningful professional development.



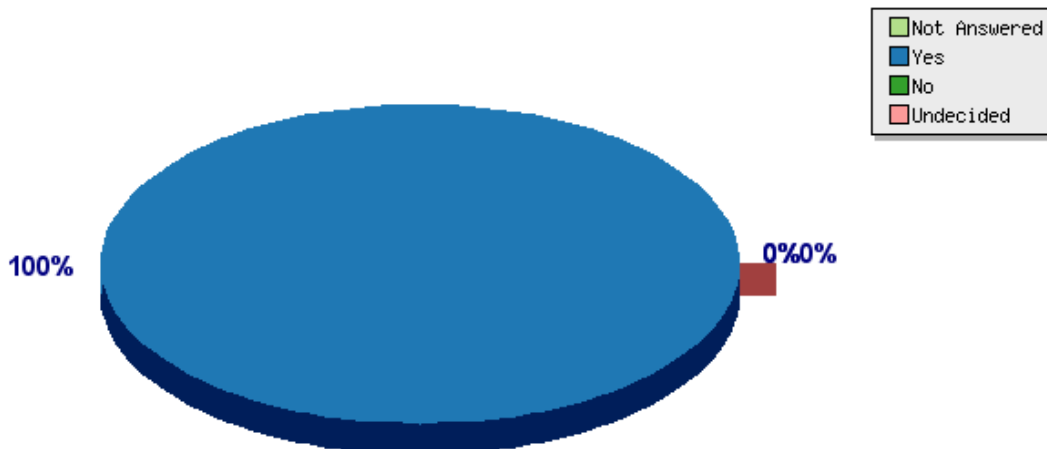
District/school allows teachers to participate in the selection of professional development opportunities provide to them.



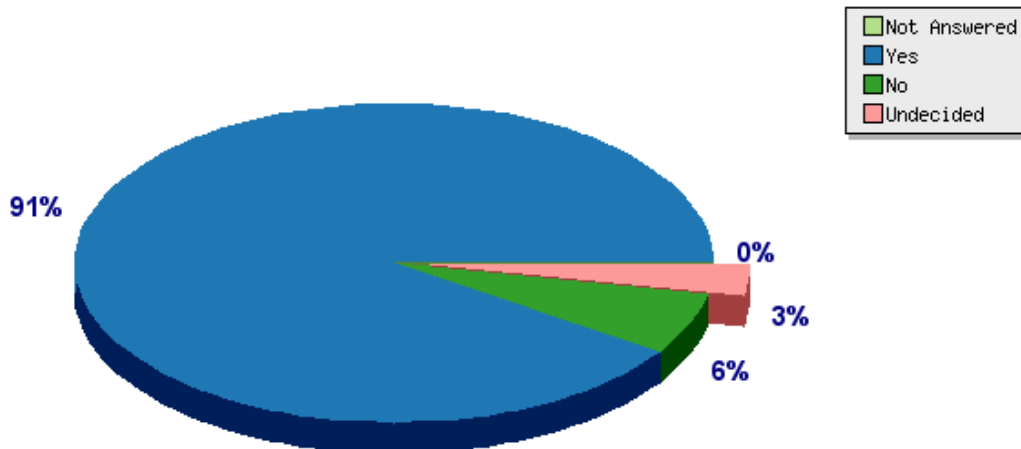
District/school is providing follow-up to professional activities in which teachers are involved.



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

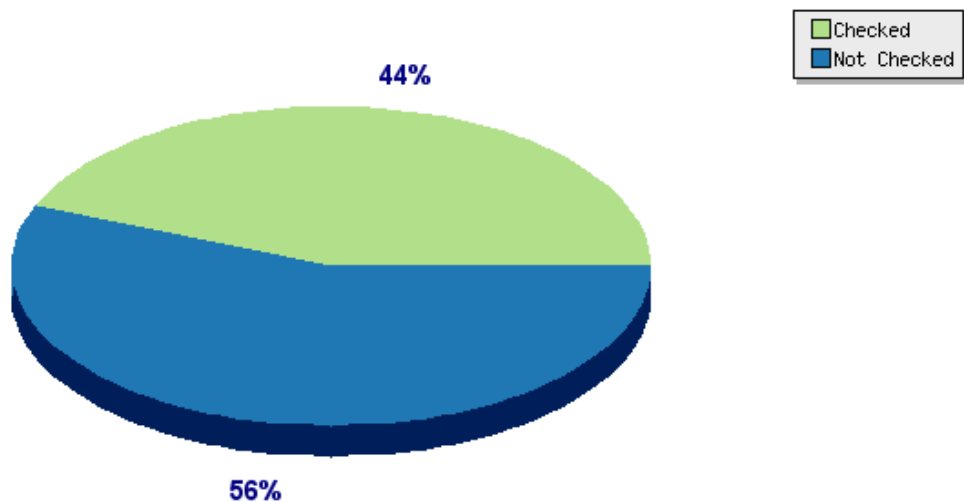


District/school provides opportunities and encourages mentoring among teachers.

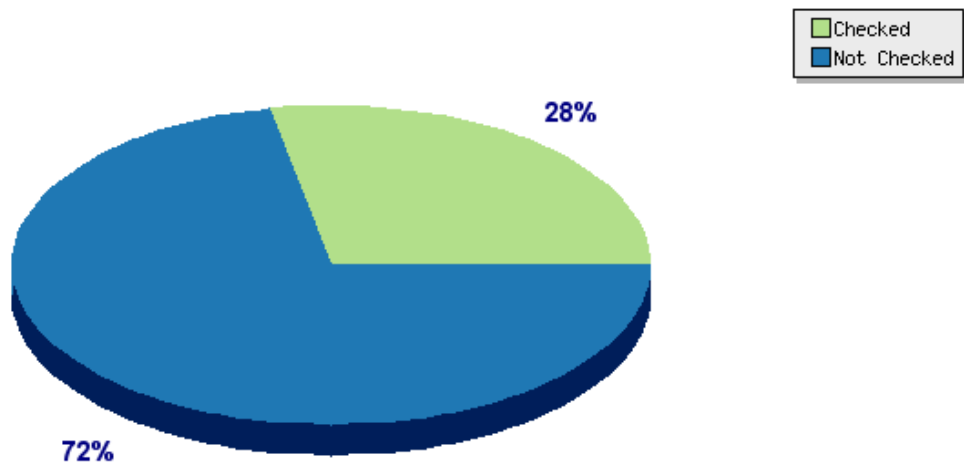


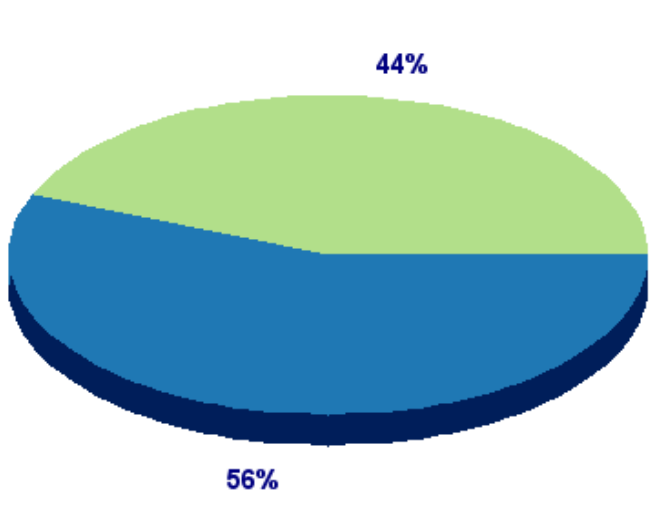
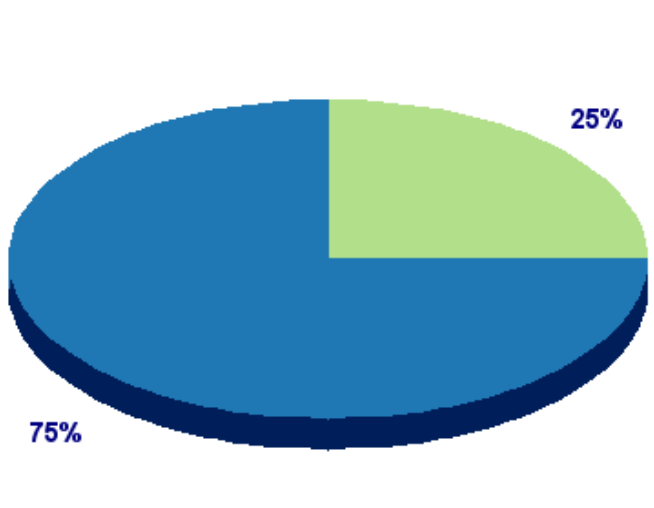
Which instrument can best assess the extent to which teachers are collaborating?

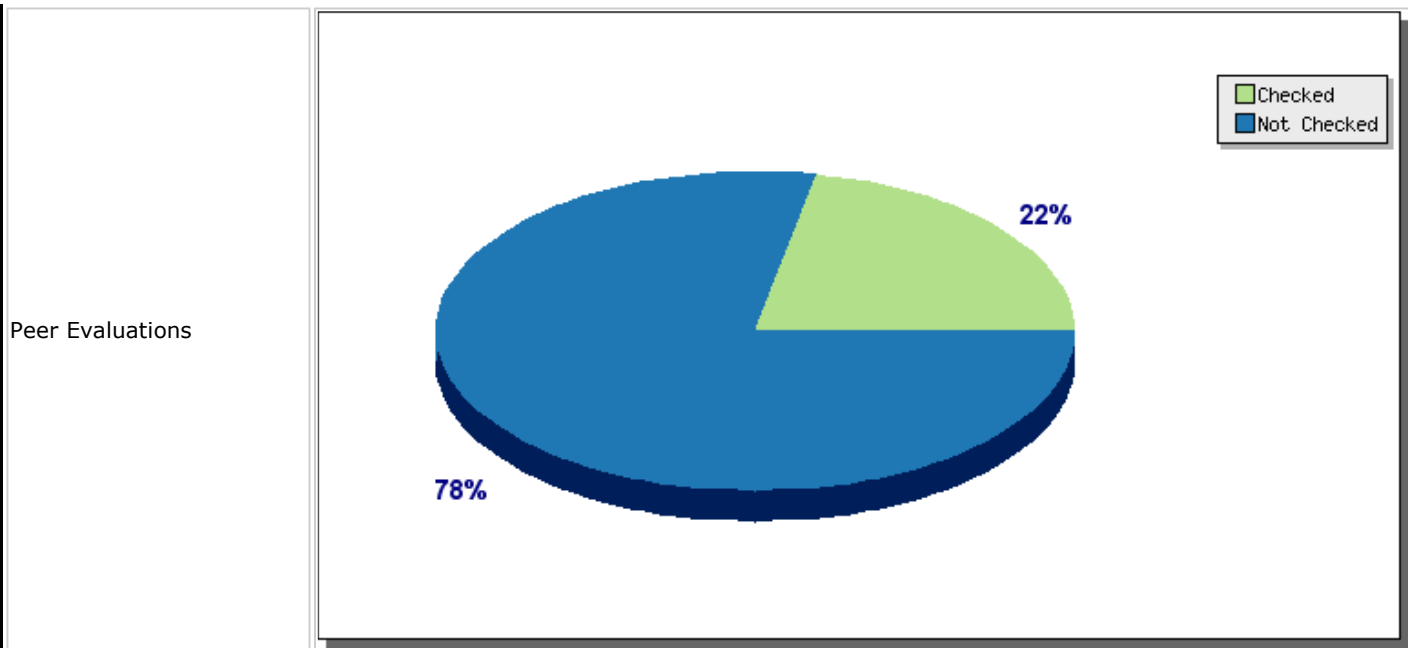
Daily/Weekly Walk-through Observation



Monthly Walk-through Observation



Yearly Teacher Evaluation	 <p>A 3D pie chart showing the distribution of 'Checked' and 'Not Checked' for 'Yearly Teacher Evaluation'. The 'Checked' slice is light green and represents 44%. The 'Not Checked' slice is blue and represents 56%. A legend in the top right corner identifies the colors: 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>44%</td></tr><tr><td>Not Checked</td><td>56%</td></tr></tbody></table>	Category	Percentage	Checked	44%	Not Checked	56%
Category	Percentage						
Checked	44%						
Not Checked	56%						
Teacher Self-evaluation	 <p>A 3D pie chart showing the distribution of 'Checked' and 'Not Checked' for 'Teacher Self-evaluation'. The 'Checked' slice is light green and represents 25%. The 'Not Checked' slice is blue and represents 75%. A legend in the top right corner identifies the colors: 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>25%</td></tr><tr><td>Not Checked</td><td>75%</td></tr></tbody></table>	Category	Percentage	Checked	25%	Not Checked	75%
Category	Percentage						
Checked	25%						
Not Checked	75%						



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

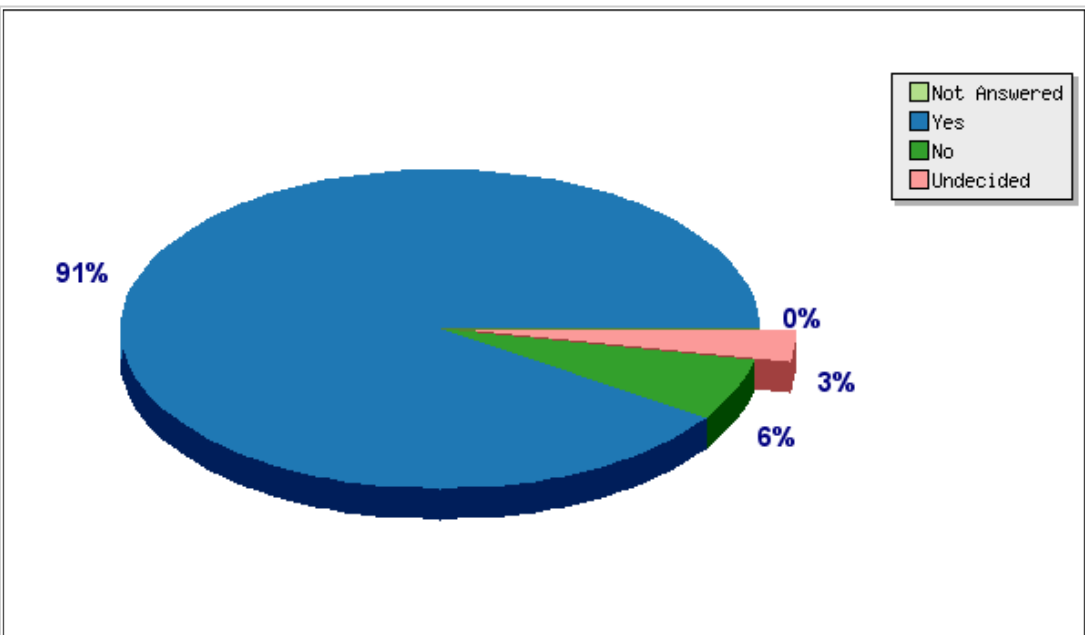
- Math Instructional Strategies
- Disipline
- Classroom Management
- Behavior Management
- Classroom management
- writing
- Behavioral Management
- classroom management
- Art
- Classroom management/discipline strategies
- COMPUTER TRAINING
- classroom management
- Classroom management
- Behavioral Management
- Art
- Discipline
- behavior management
- classroom management
- Depth of Knowledge
- FOCUSED MEETINGS BASED ON TESTING NEEDS/ RESULTS
- Interactive Writing
- CLASSROOM MANAGEMENT
- Interactive writing

Professional Development Program #2

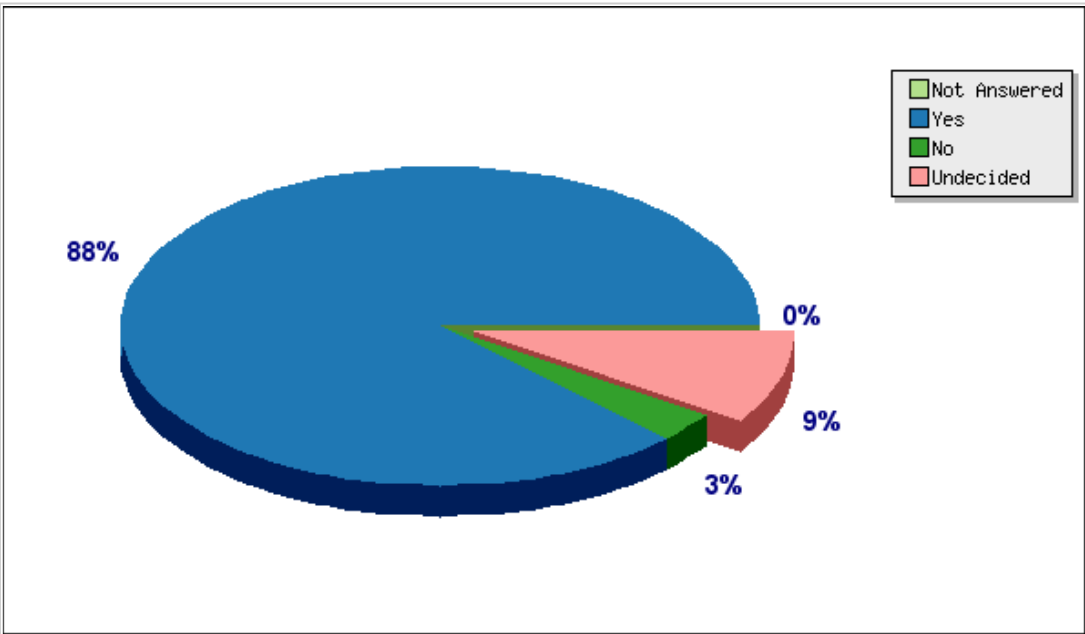
- Alternate Assessment Training
- Classroom Mgt.
- Best Practices
- Encouraging Parental Involvement
- Implending Reading Strategies

art
Alternate Assessment Training
best practices
writing
Individualized instruction
UP TO DATE CURRICULUM TRAINING
math & reading strategies
Ideas for inclusion
Classroom Management
Behavior
phonics
innovated teaching strategies
Curriculum Alignment
MOTIVATIONAL/INCENTIVE PROGRAMS FOR TEACHERS/STUDENTS
Behavior Management
BEHAVIOR MANAGEMENT
behavior management
Professional Development Program #3
Working with Autistic Students in the Regular Classroom
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
addressing teasing/bullying
Professionalism of teachers
DISTRICT TEACHER COLLABORATION
MORNING CIRCLE TIME IDEAS
DIMENSION IV: FAMILY AND COMMUNITY INVOLVEMENT

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

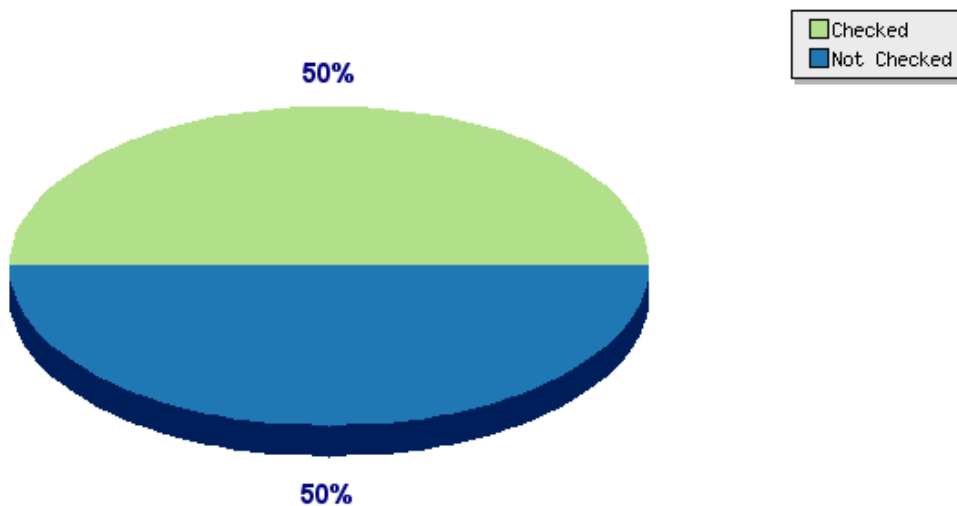


District/school is scheduling meetings/activities at flexible times and places which allow parents/community to actively participate.

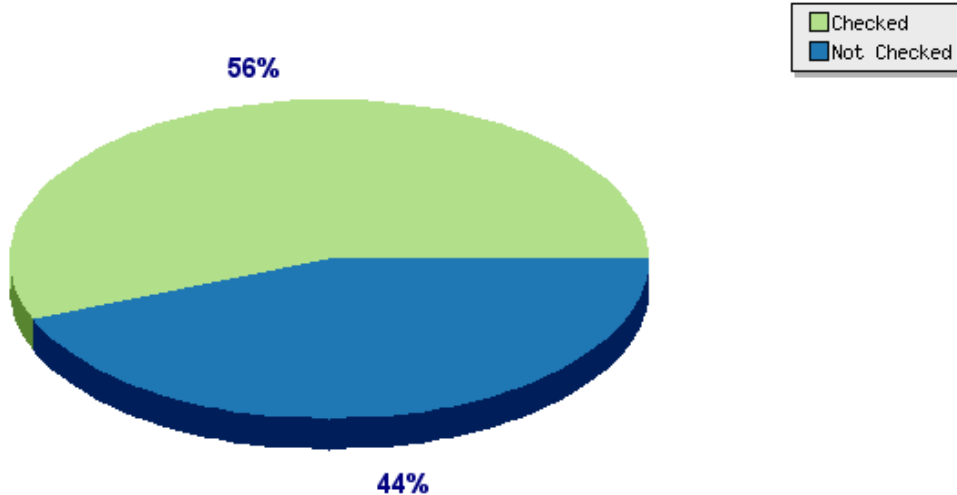




Select any of the following which should be used to engage family/community in meaningful activities which support/promote student learning.

Volunteering during the instructional day activities

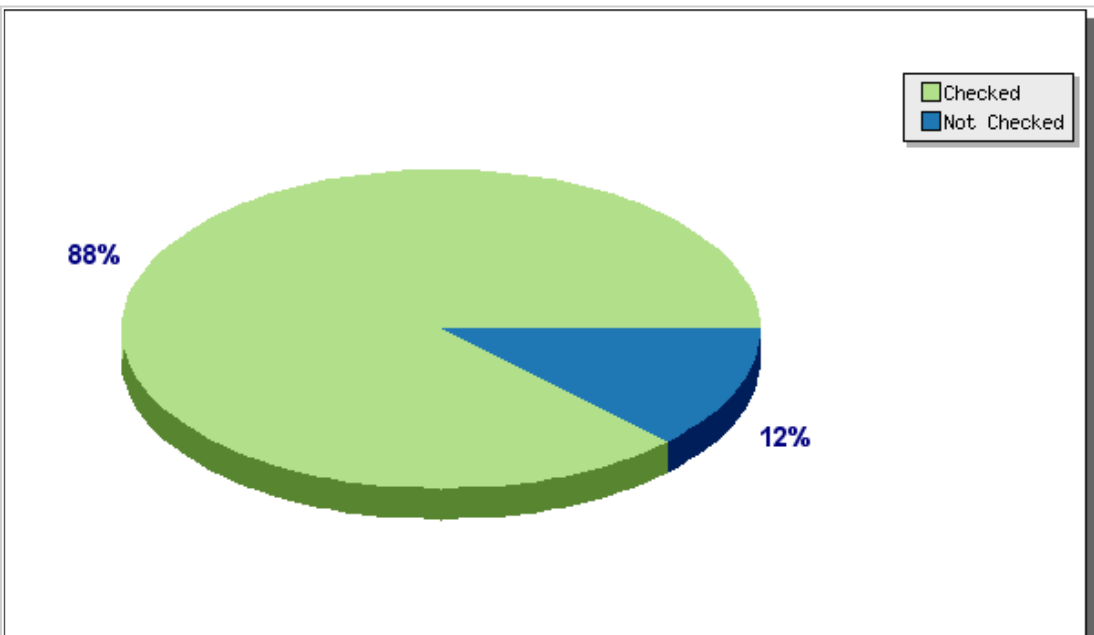


Volunteering during after school activities

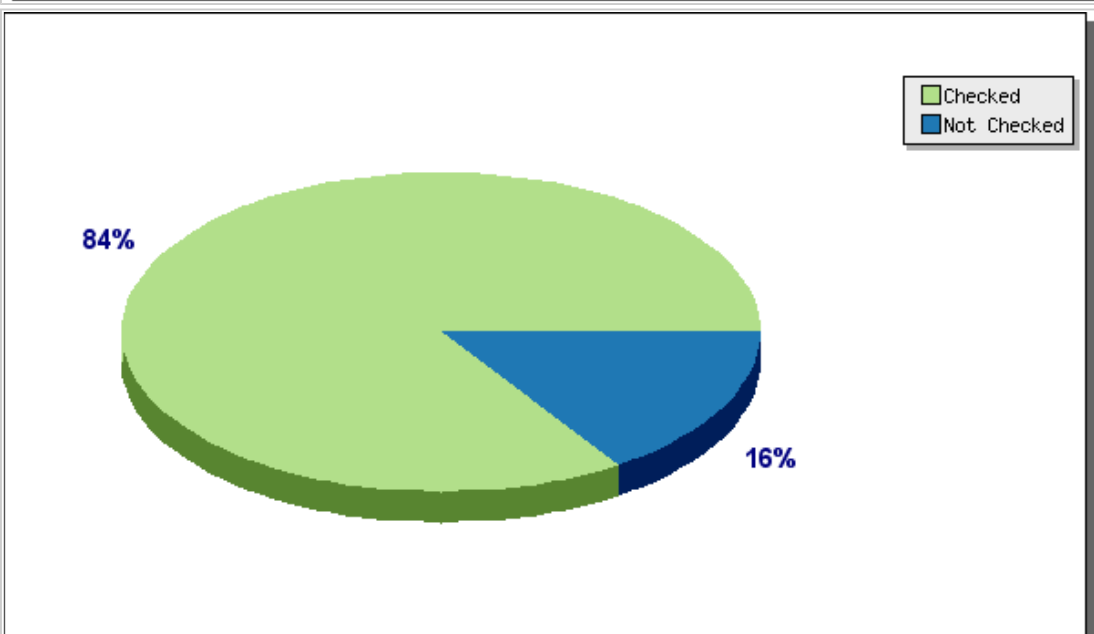


Annual parent meetings	 <p>A 3D pie chart showing the distribution of responses for 'Annual parent meetings'. The chart is divided into two segments: a large light green segment representing 'Checked' at 75%, and a smaller blue segment representing 'Not Checked' at 25%. A legend in the top right corner 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>75%</td></tr><tr><td>Not Checked</td><td>25%</td></tr></tbody></table>	Category	Percentage	Checked	75%	Not Checked	25%
Category	Percentage						
Checked	75%						
Not Checked	25%						
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 84%, and a smaller blue segment representing 'Not Checked' at 16%. 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%						

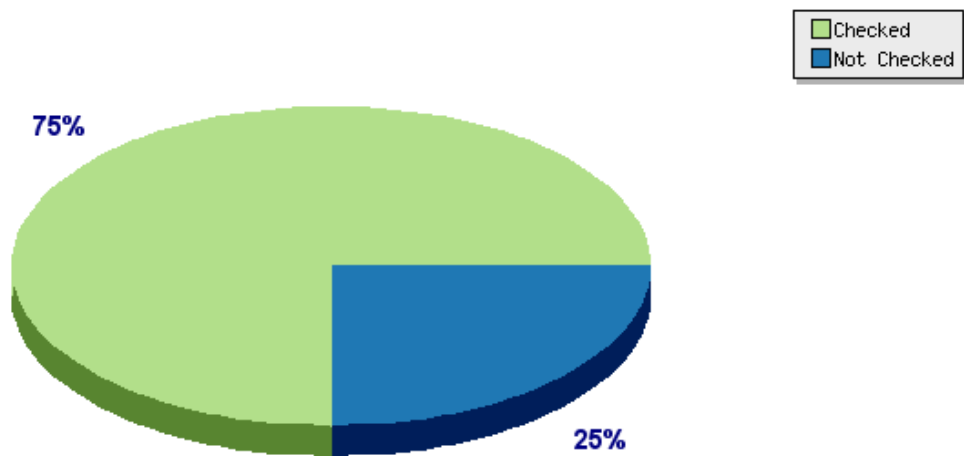
Open-house meetings



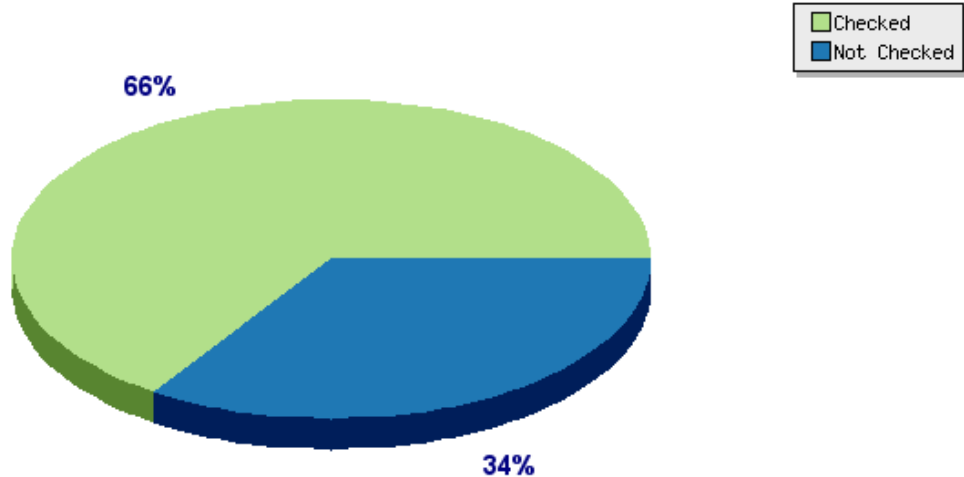
Providing PTA/PTO organizations and meetings



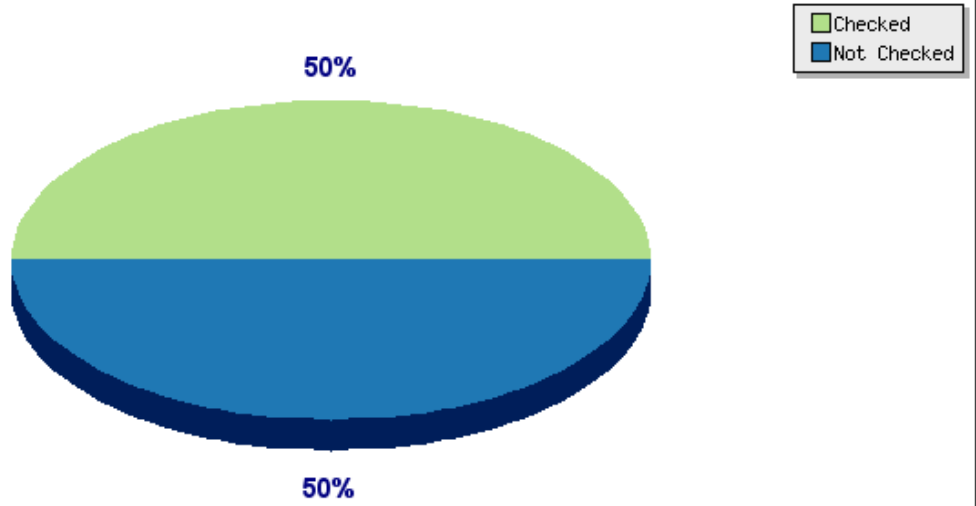
Mentoring opportunities for students



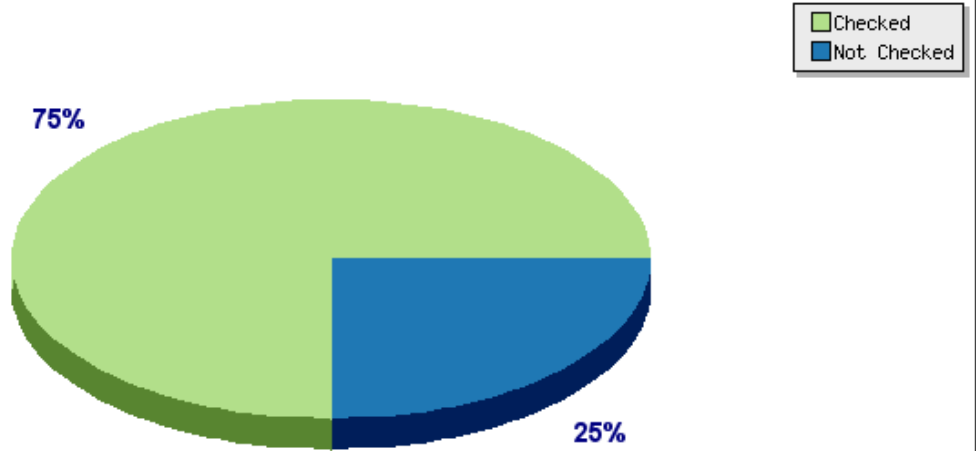
Parent/community information centers

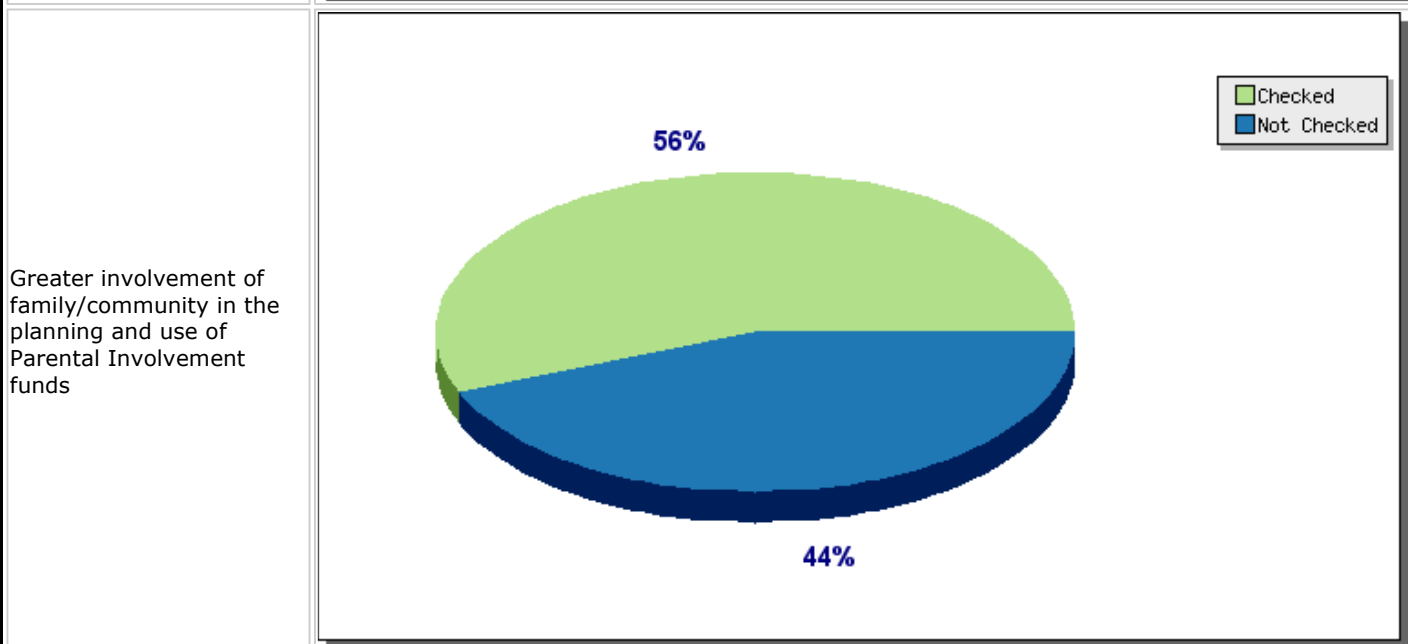
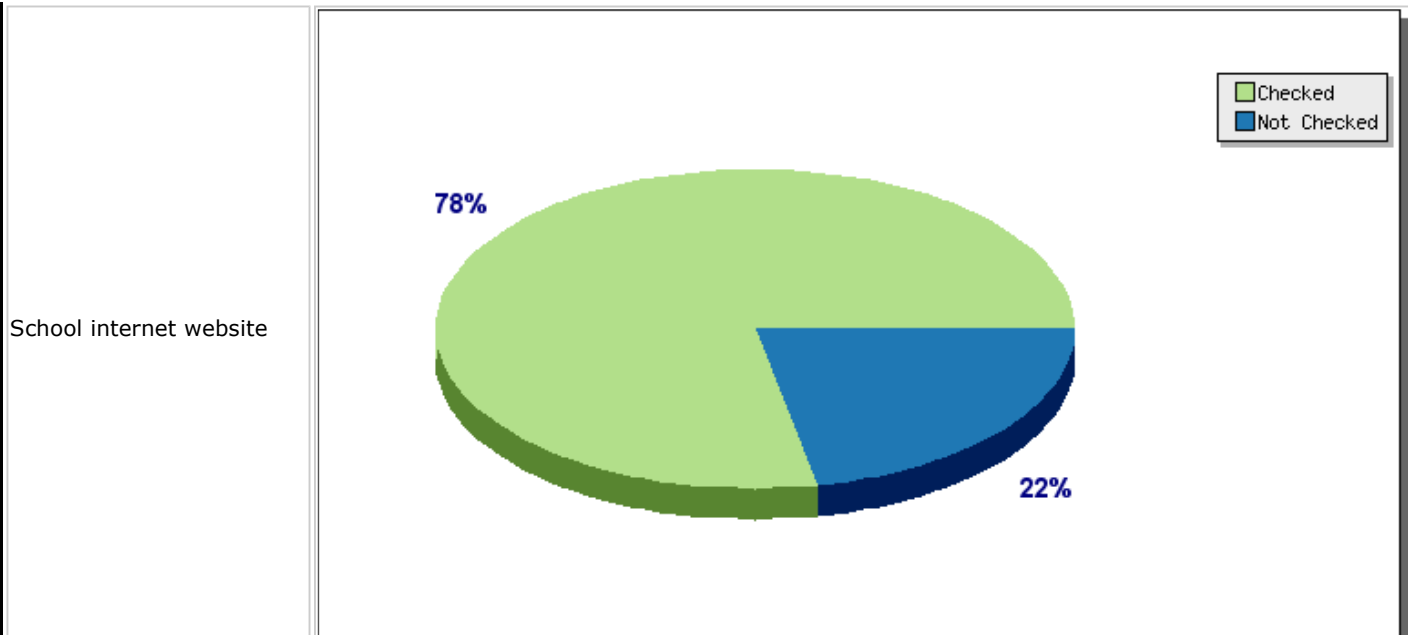


Workshop and seminar opportunities



Newsletters

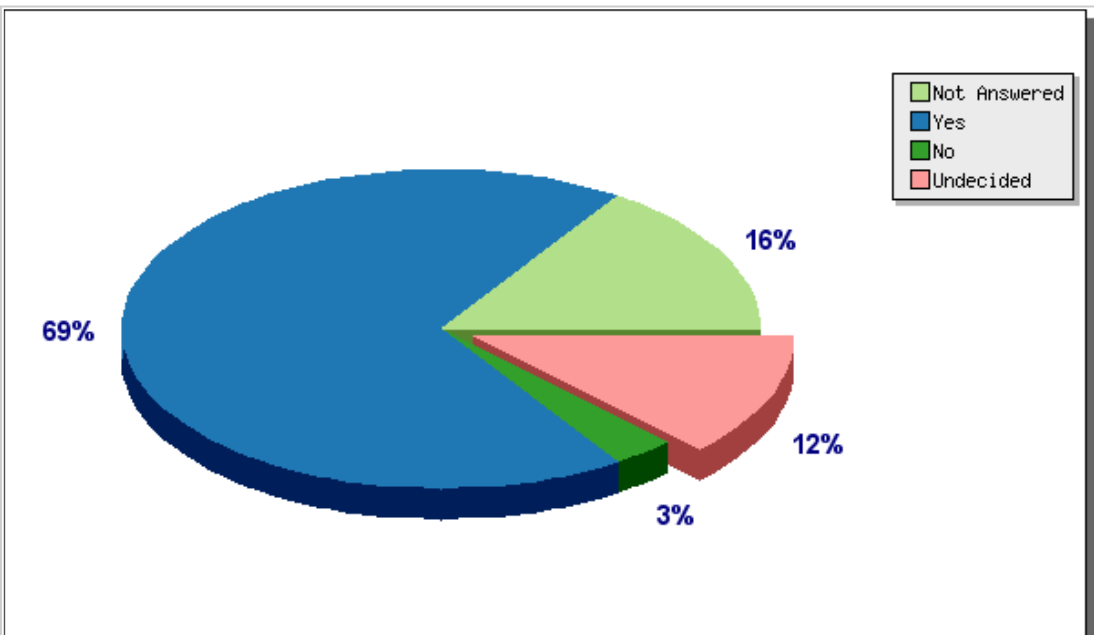




Other

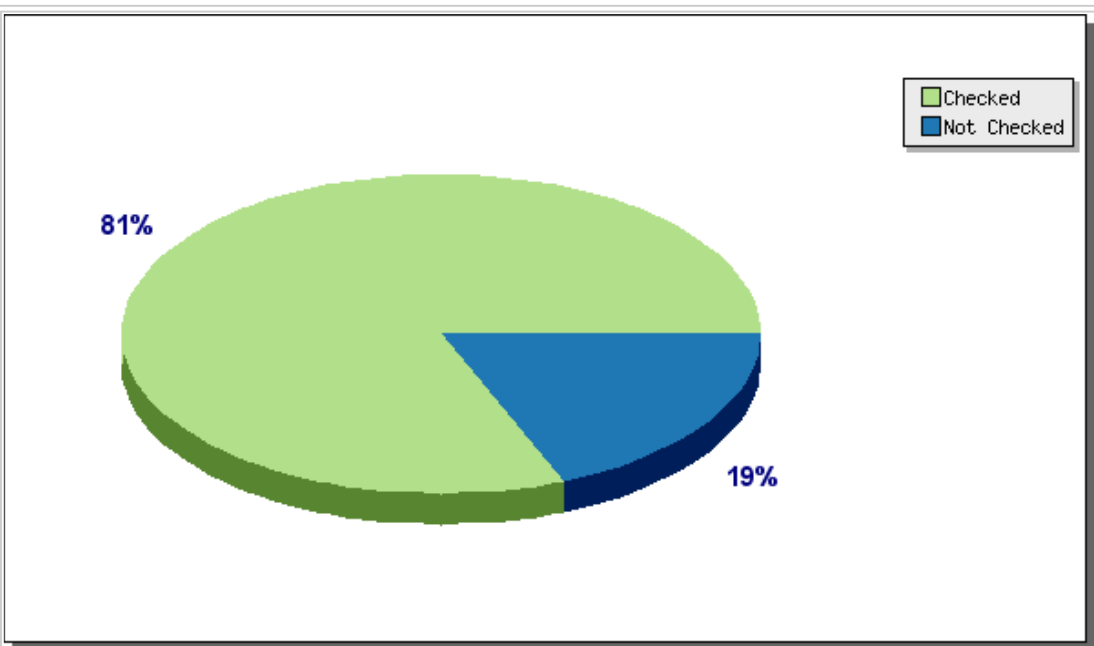
Signing student folder daily.
NONE


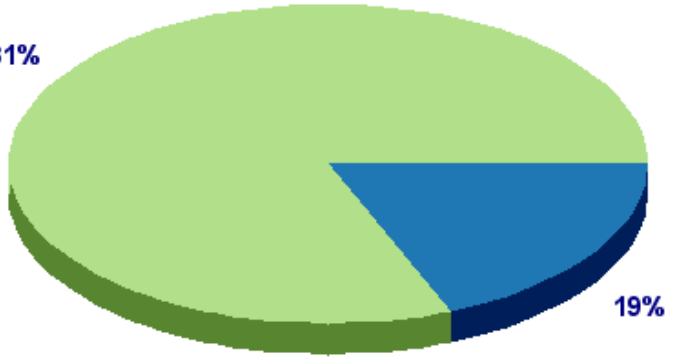
District/school provides opportunities and encourages family/community to participate in the decision-making process.



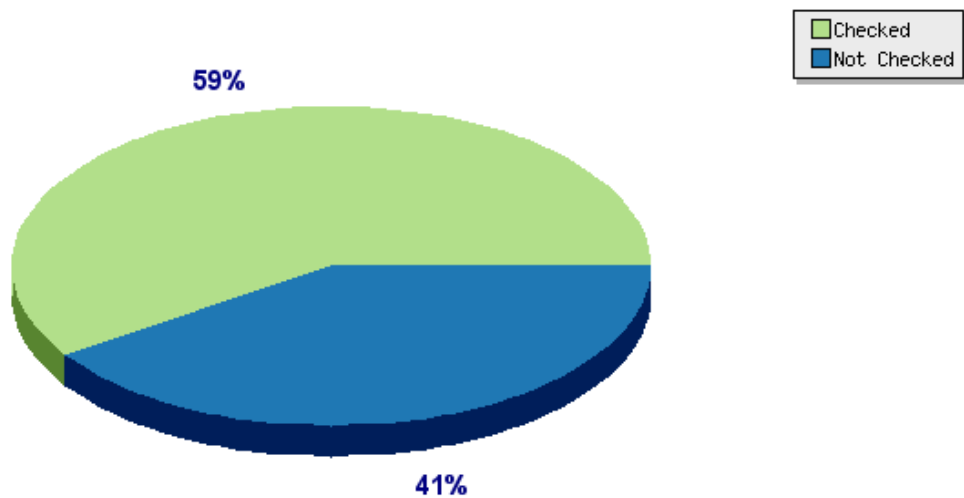
Select any of the following which District/school should use to involve family/community in the decision-making process.

Parent/teacher conferences

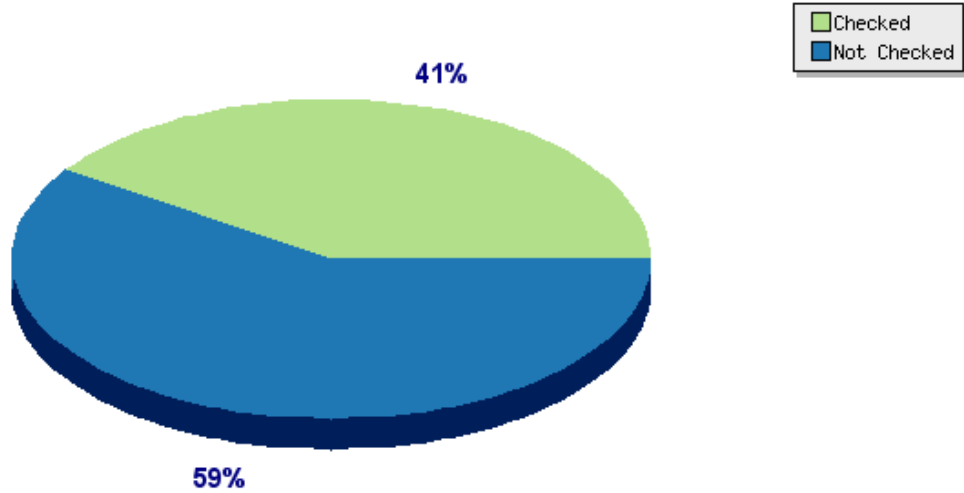


Open-house meetings	 <p>A 3D pie chart showing the distribution of 'Checked' and 'Not Checked' for 'Open-house meetings'. The 'Checked' category is represented by a light green slice, which is 84% of the total. The 'Not Checked' category is represented by a blue slice, which is 16% of the total. A legend 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%						
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, which is 81% of the total. The 'Not Checked' category is represented by a blue slice, which is 19% 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>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%						

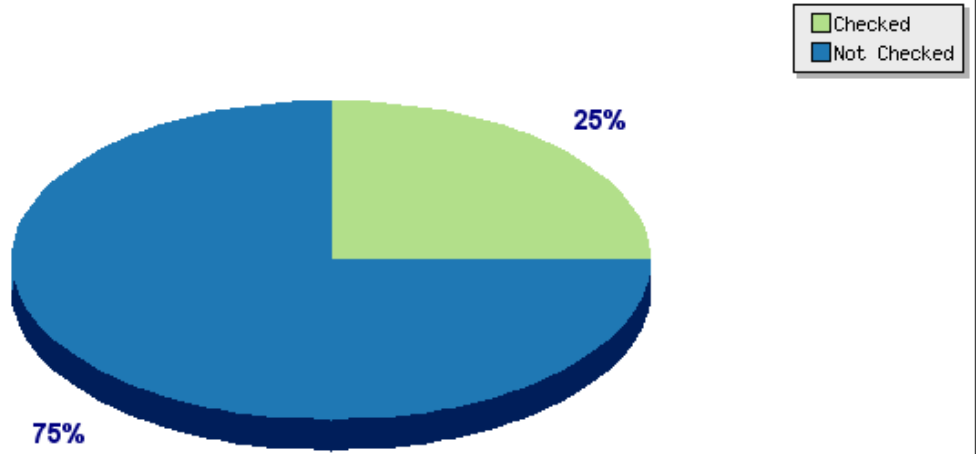
Parent information centers



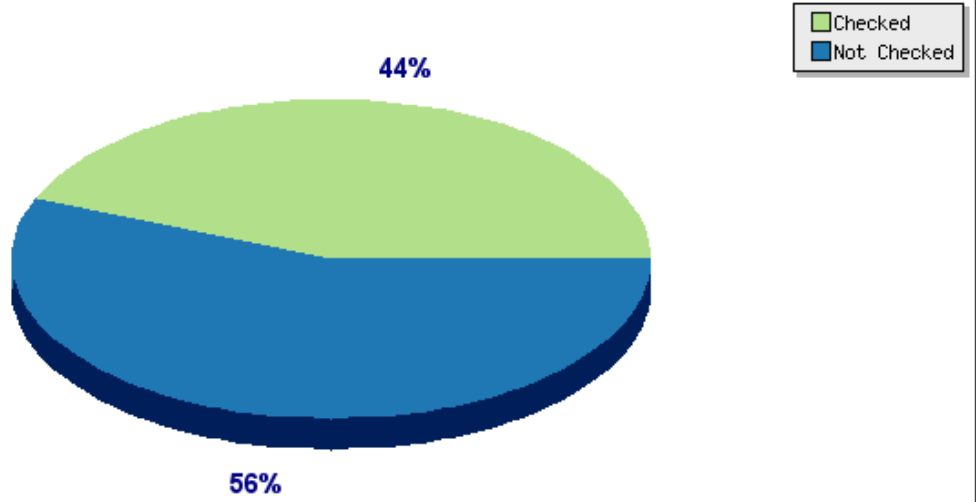
Parents-as-Teacher programs

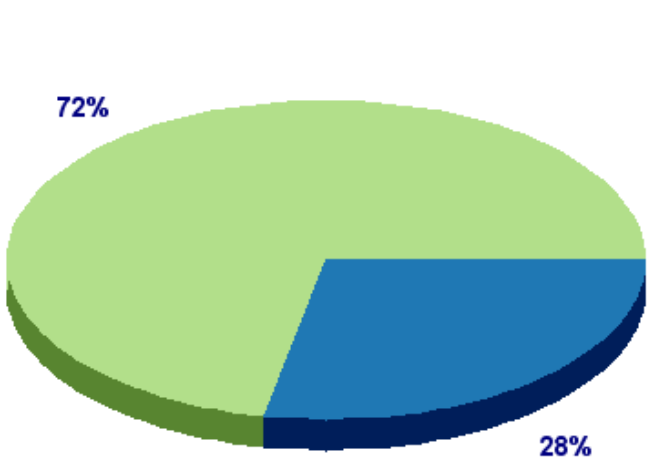
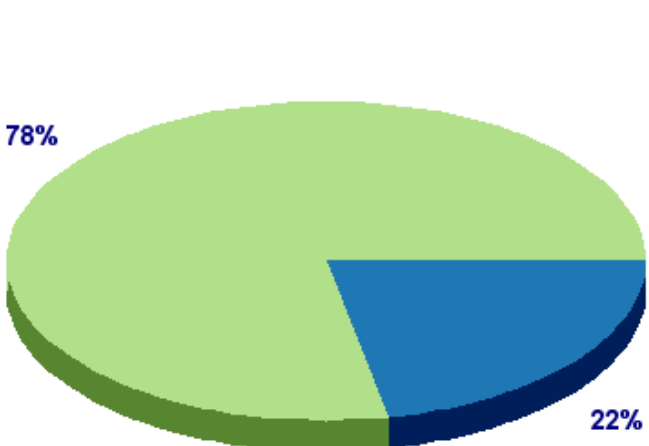


Booster clubs

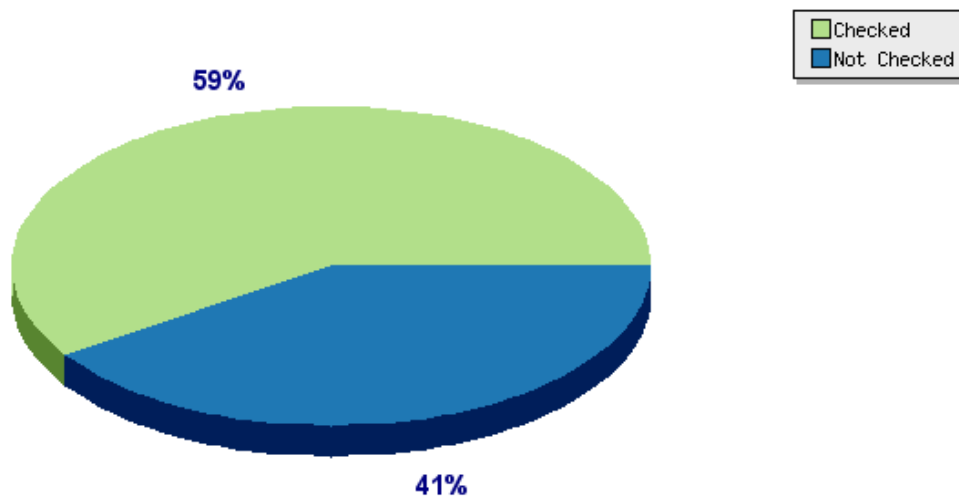


Workshops and Seminars

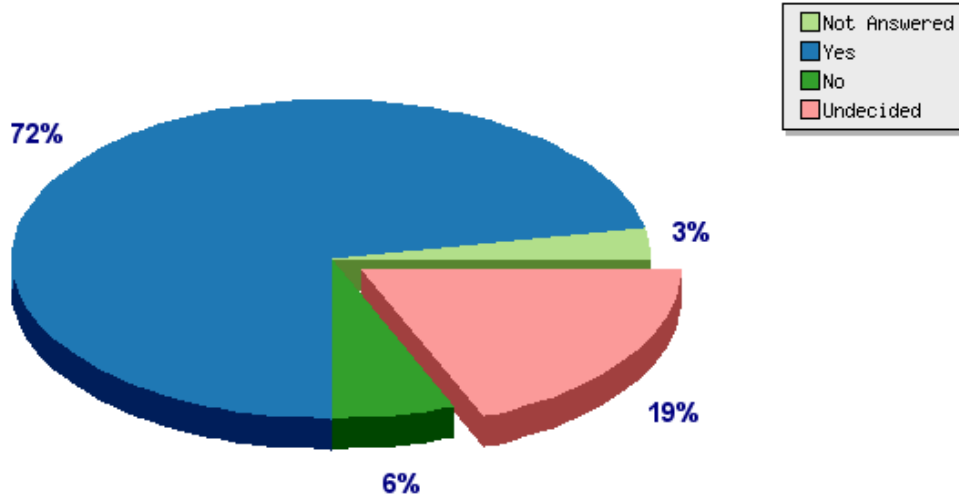


Newsletters	 <p>A 3D pie chart showing the distribution of checked and not checked newsletters. The 'Checked' category is represented by a light green slice, which is 72% of the total. The 'Not Checked' category is represented by a blue slice, which is 28% of the total. A legend in the top right corner 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>72%</td></tr><tr><td>Not Checked</td><td>28%</td></tr></tbody></table>	Category	Percentage	Checked	72%	Not Checked	28%
Category	Percentage						
Checked	72%						
Not Checked	28%						
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 78% of the total. The 'Not Checked' category is represented by a blue slice, which is 22% 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>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%						

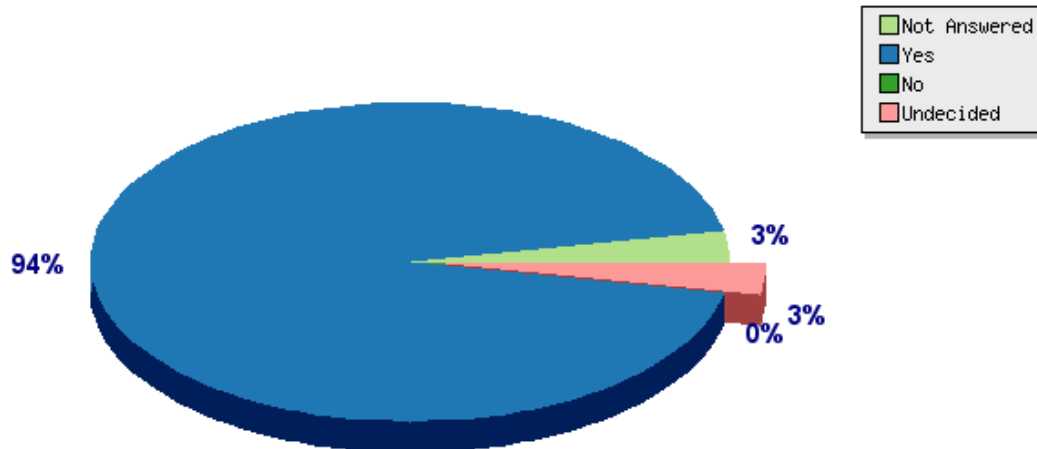
District/school planning committees



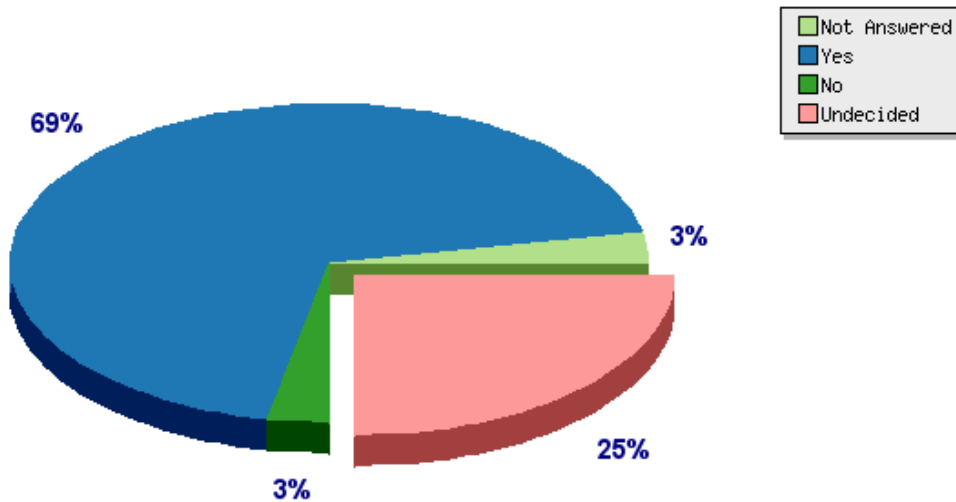
District/school is communicating with non-English speaking families in the language they speak.



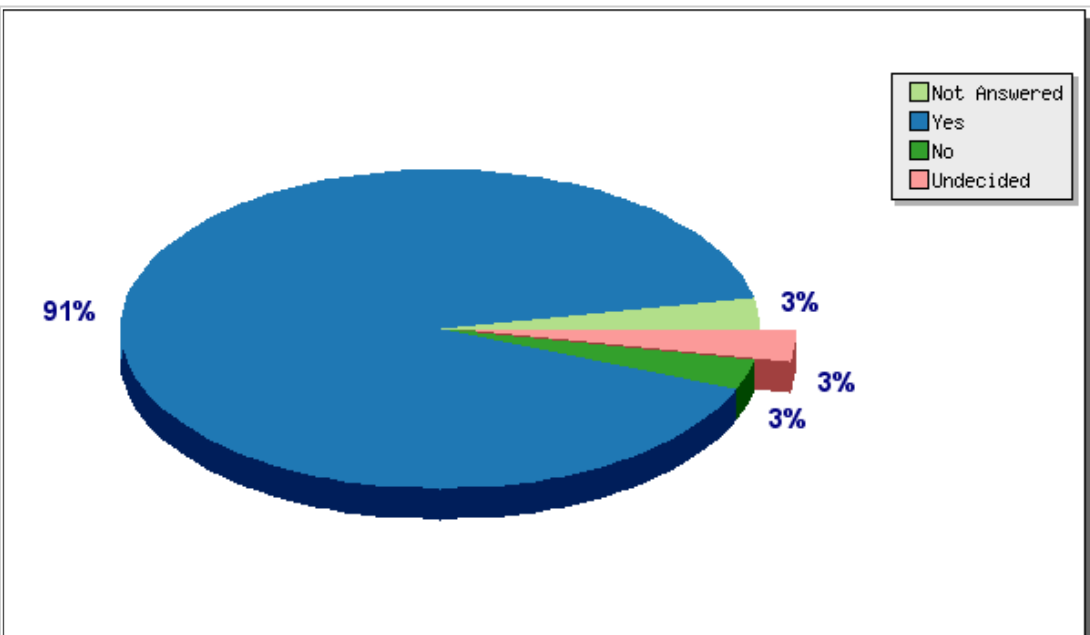
District/school is meeting the needs of students with both physical and educational disabilities.



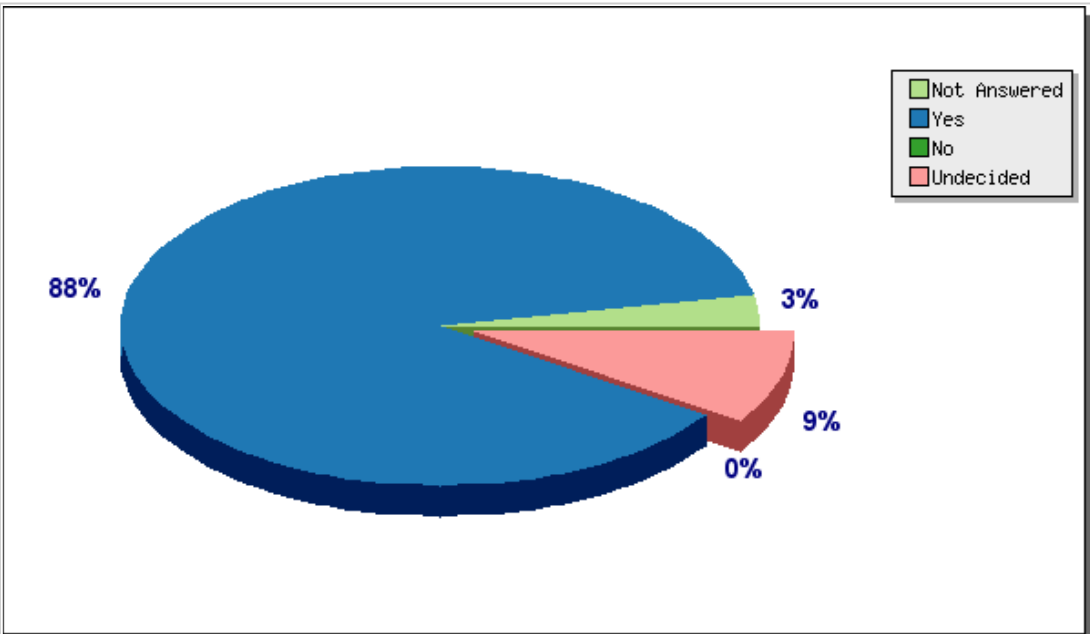
District/school is providing opportunities for parents to develop their parenting skills.



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

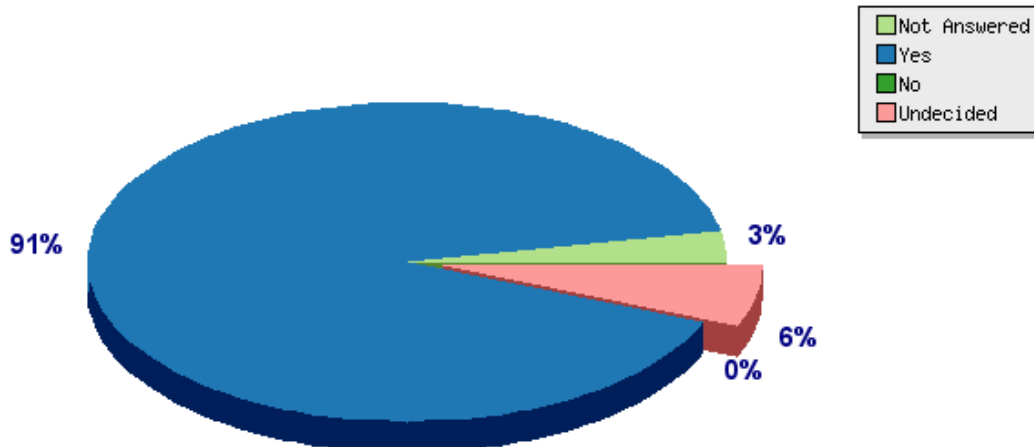


District/school is providing all students access to an education and co-curricular activities even when any of the following conditions exist: Delinquent, Homeless/Unaccompanied, Limited English Proficient, or Migrant.

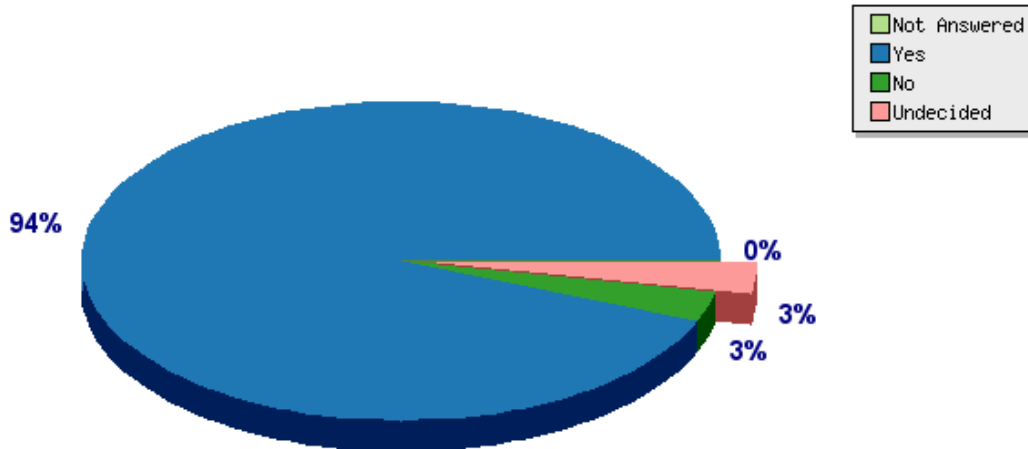


DIMENSION V: SCHOOL CONTEXT AND ORGANIZATION

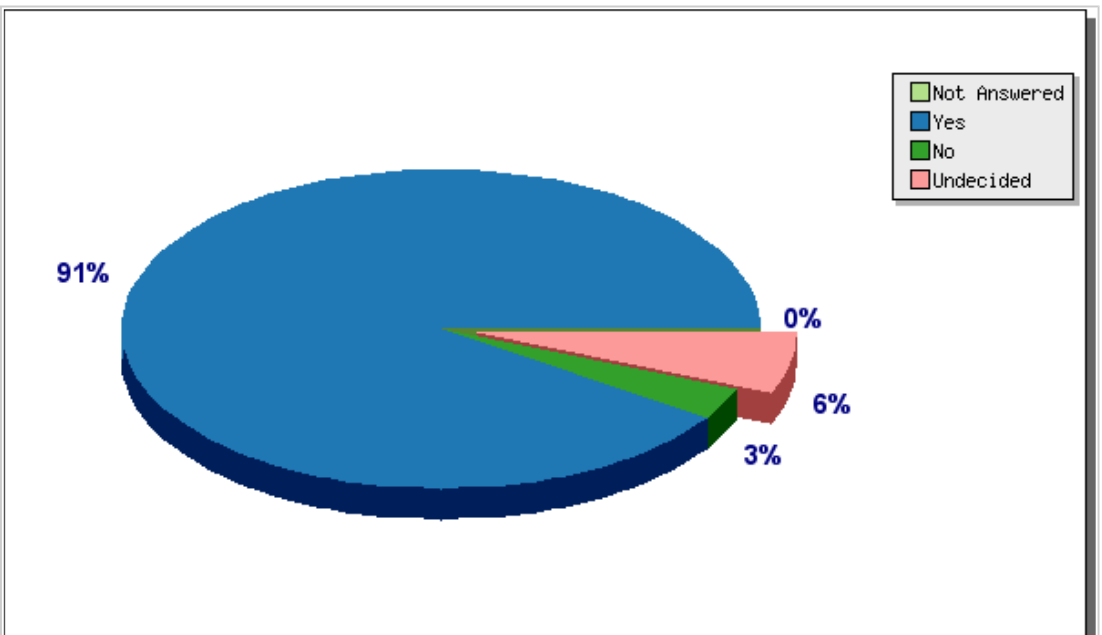
District/school class size is appropriate for providing adequate instruction and improving student achievement.



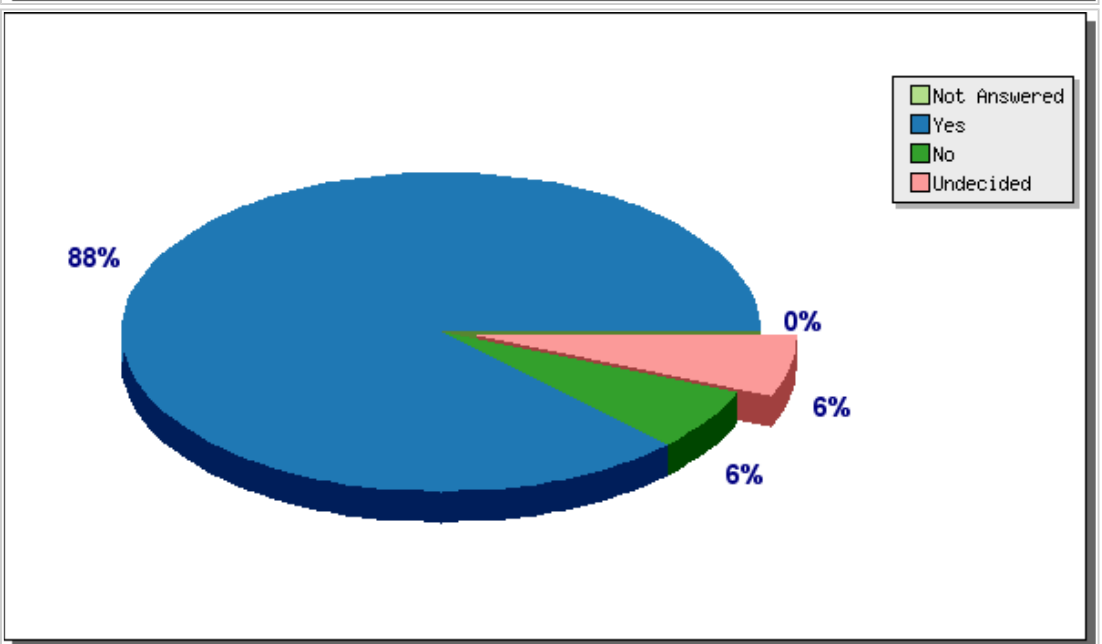
District/school provides adequate instructional time for subjects in which students perform poorly.



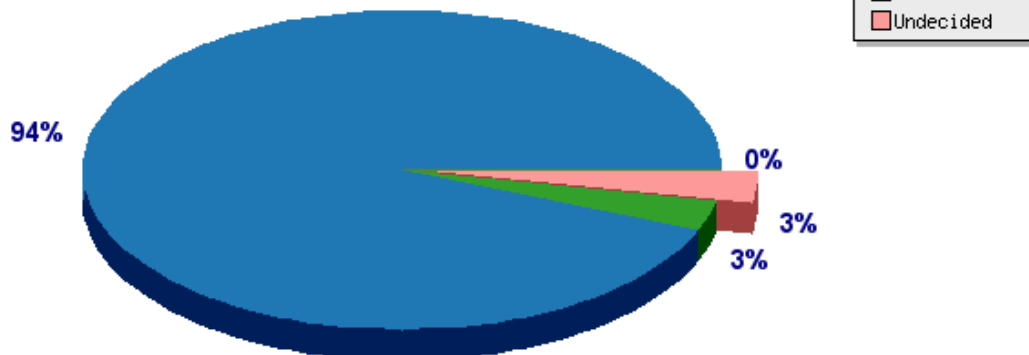
District/school allows teachers to participate in the decision making process and the development of school policies.



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.

