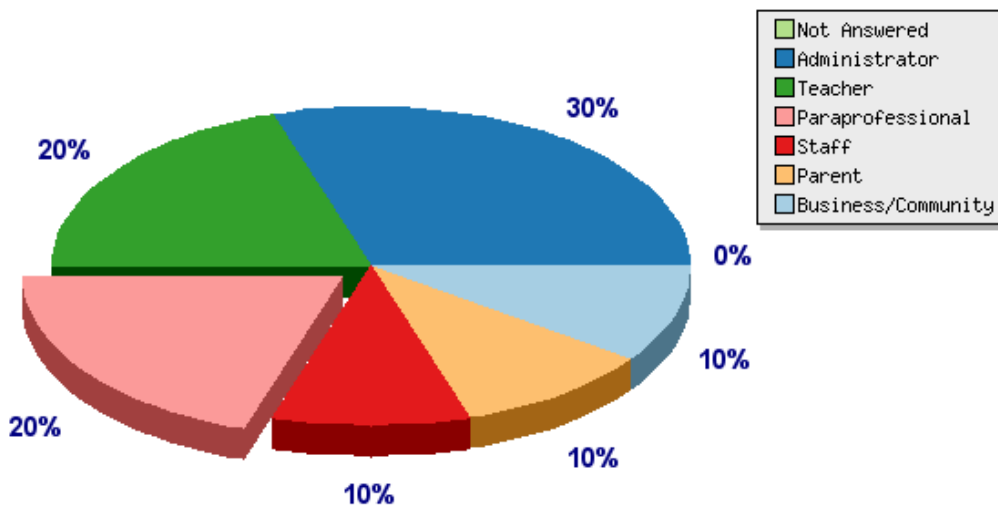


Federal Programs Comprehensive Needs Assessment Summary 2010-2011

Results for West Side Elementary

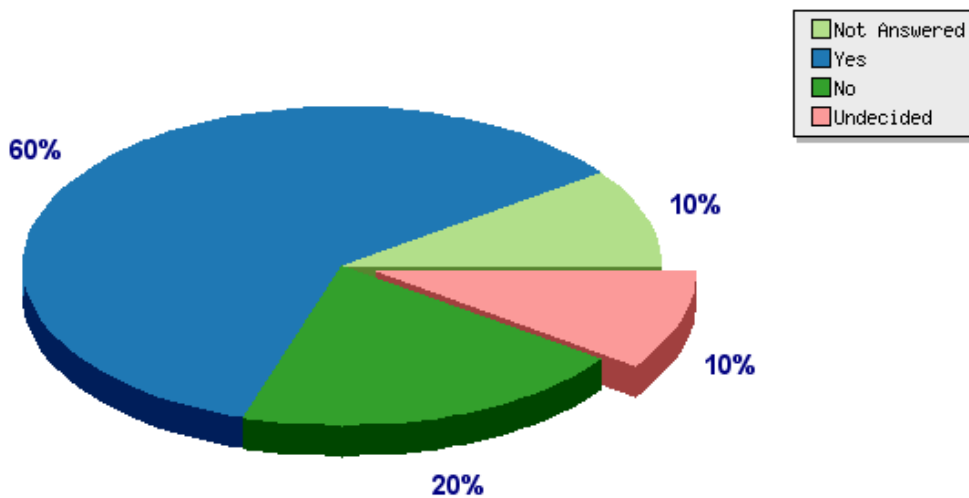
The comprehensive needs assessment will focus on five dimensions: Student Achievement, Curriculum and Instruction, Professional Development, Parent/Family and Community Involvement, and School Context/Organization.

PARTICIPATION
CATEGORY: Select the
appropriate category

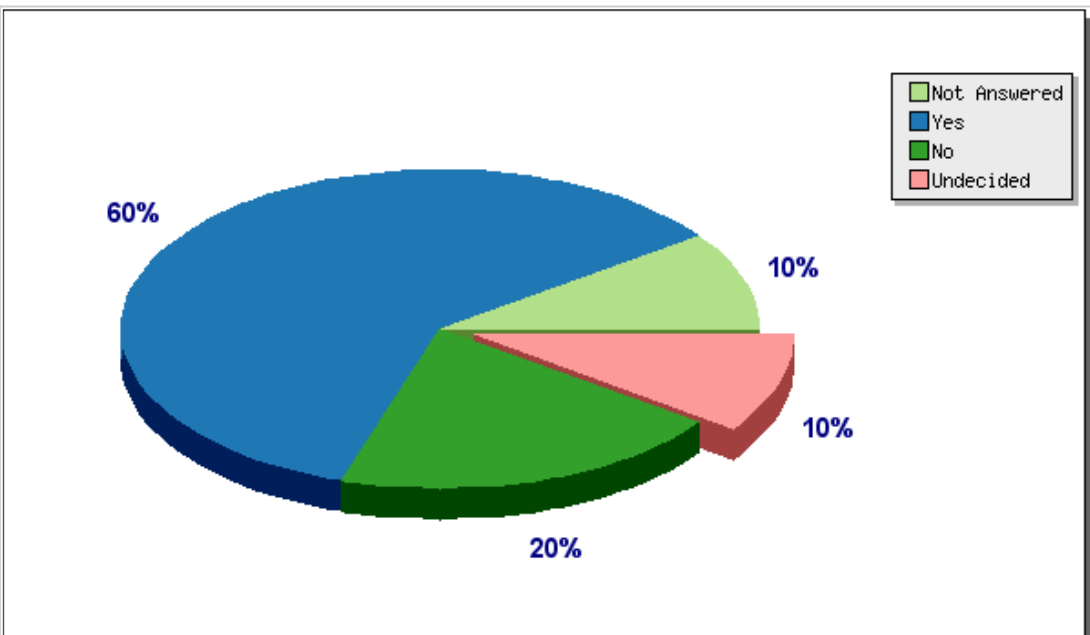


DIMENSION I: STUDENT ACHIEVEMENT

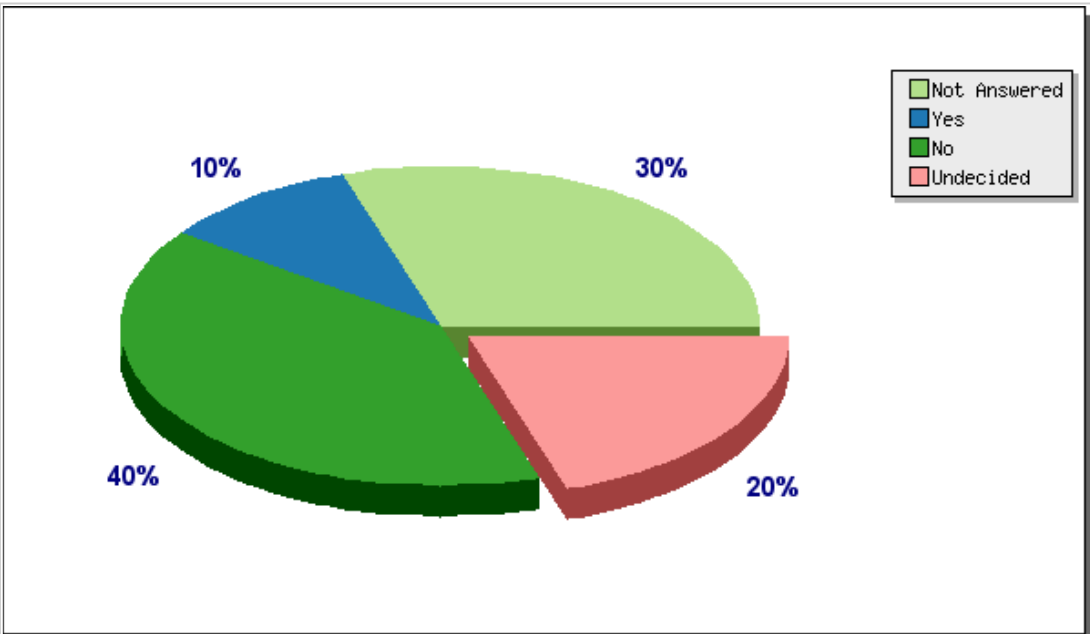
Students are attaining the
challenging academic
standards set by the State
and District/school.



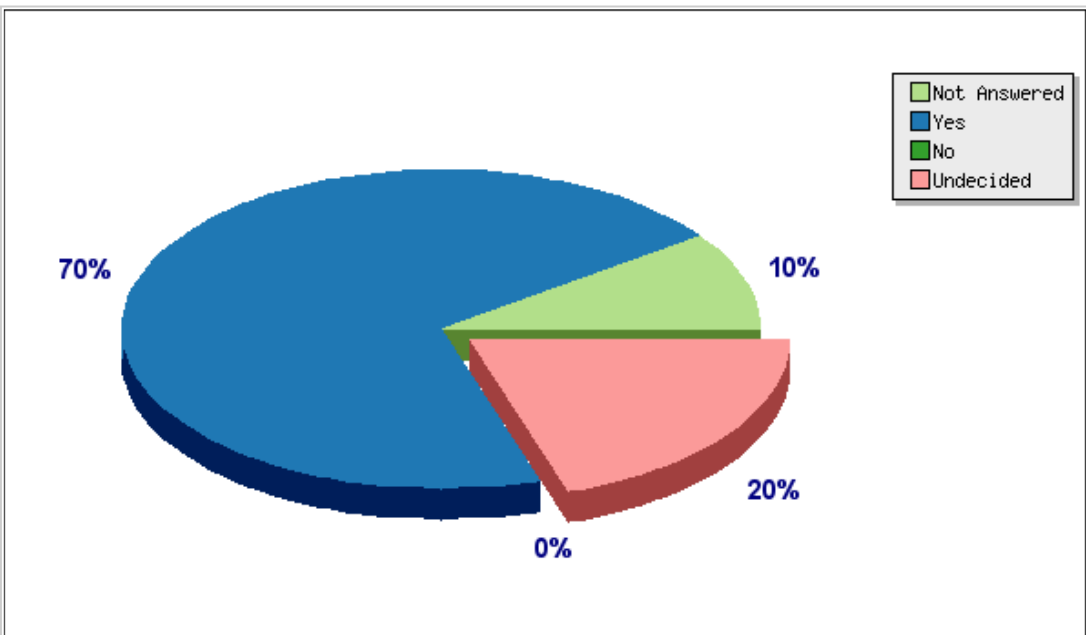
Current pass/fail rates (the number of students promoted or retained any given year) at the District/school level are acceptable.



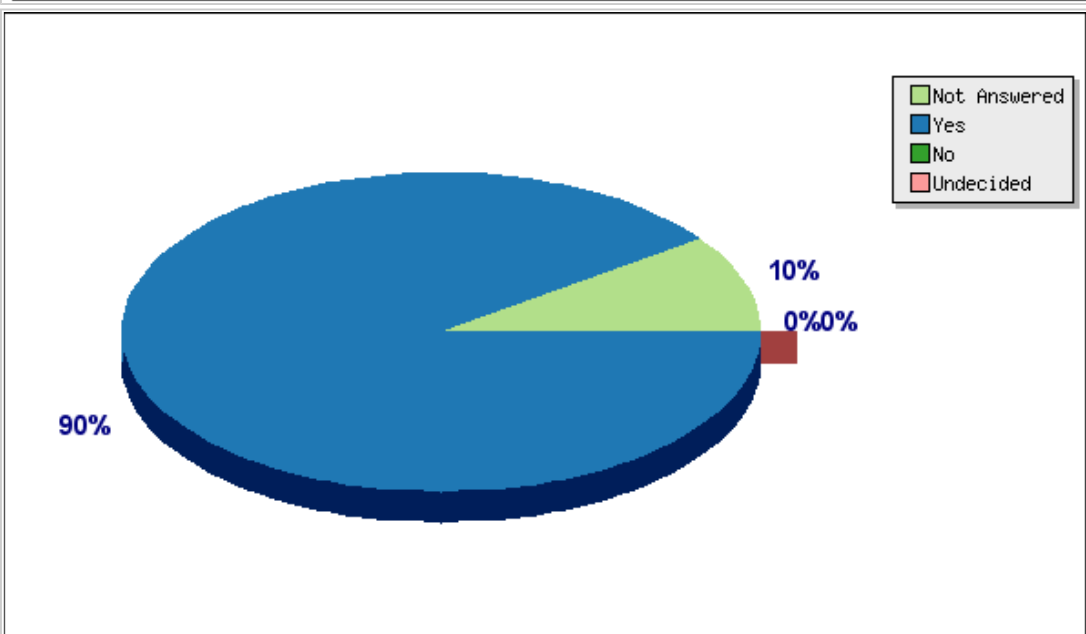
The calculated District graduation rate of 71.00% (2008/2009 school year) is acceptable as compared to the previous year of 71.00% (2007/2008 school year).



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

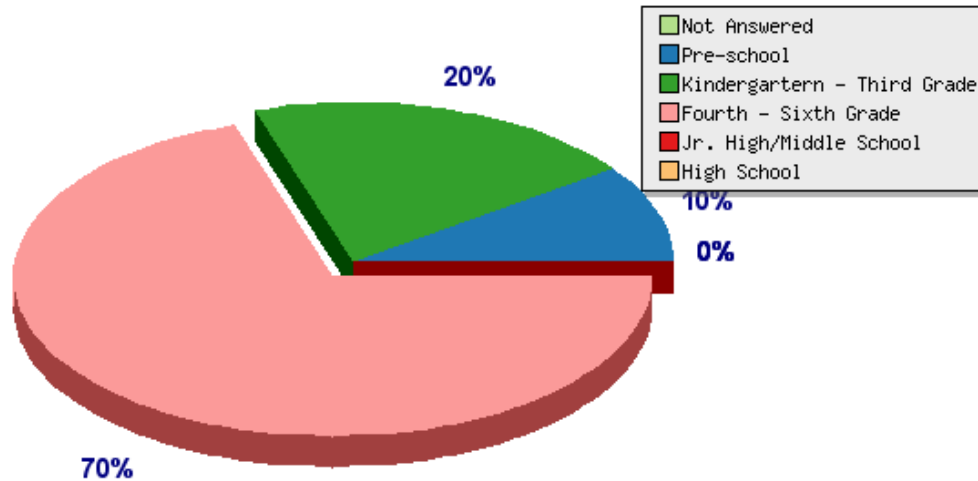


District/school is adequately providing a safe and drug-free environment which is conducive to student learning.

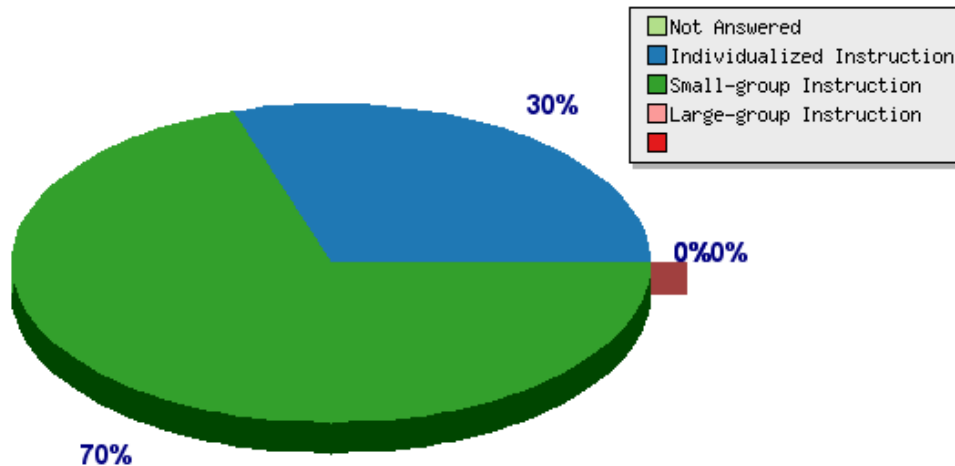


DIMENSION II: CURRICULUM AND INSTRUCTION

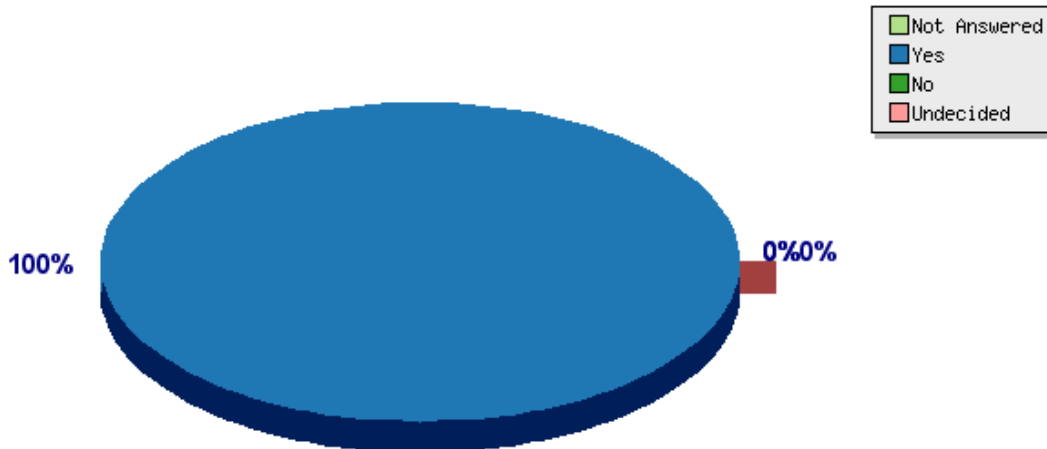
At which level should Title I Funding be utilized to provide the most effective instruction and for improving student achievement?



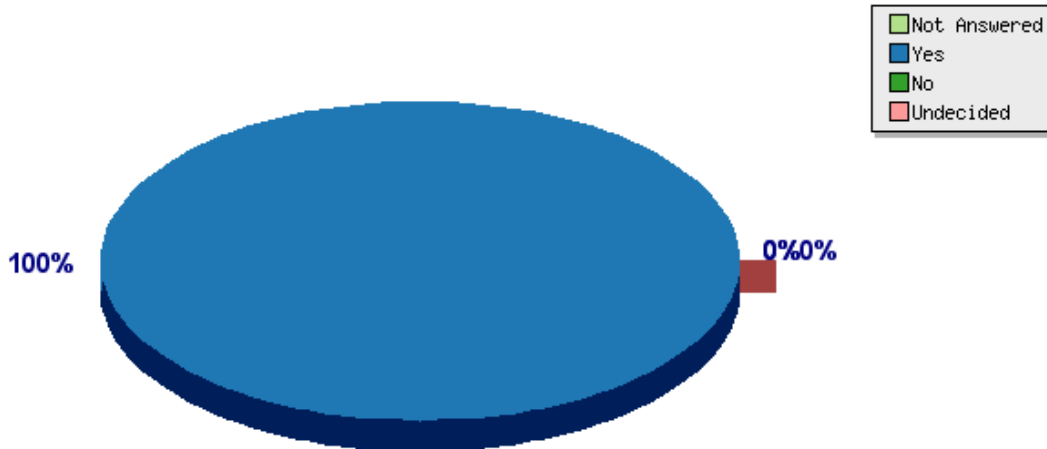
Select only one of the following types of instruction the District/school should provide with Title funding to improve instruction and student achievement.



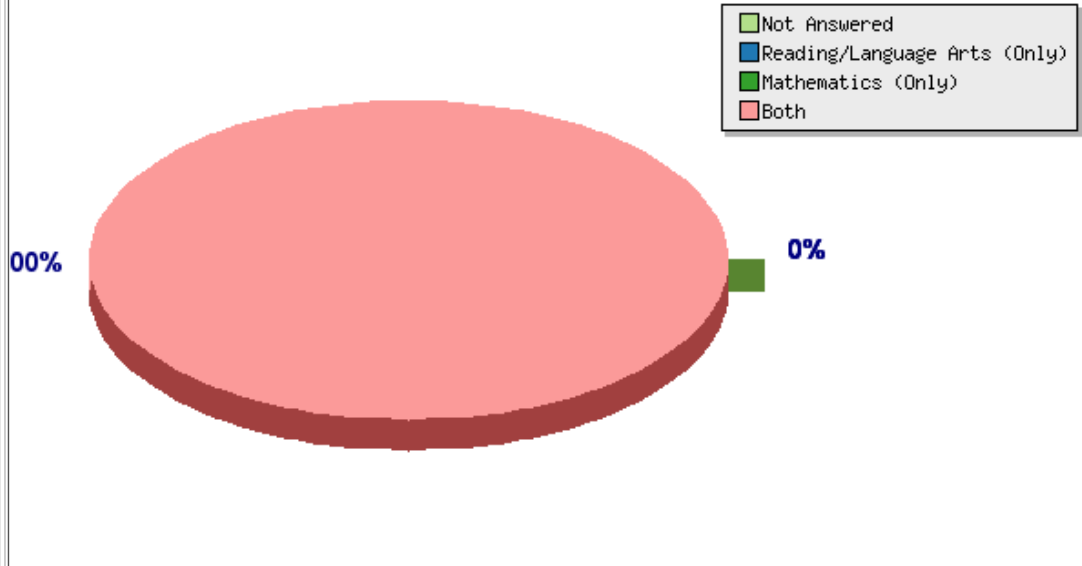
To ensure teaching methods are up-to-date and curriculum reflects state, local, and national content standards, administrators and teachers should participate in professional development opportunities and follow prescribed state and national content standards.



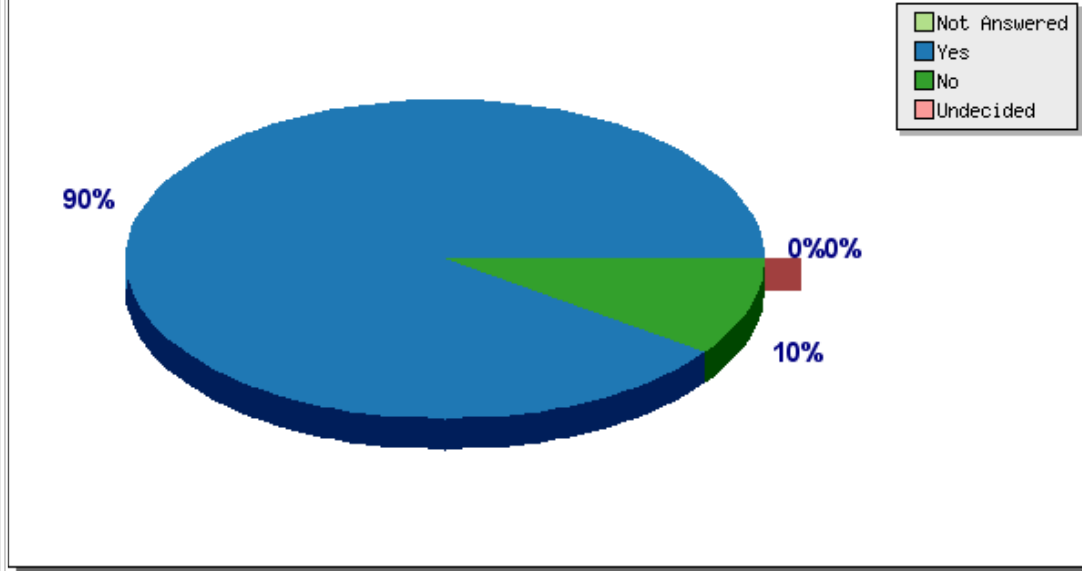
District/school should utilize Title Funding to improve curriculum, raise expectations of staff, and secure top-quality instructional materials?



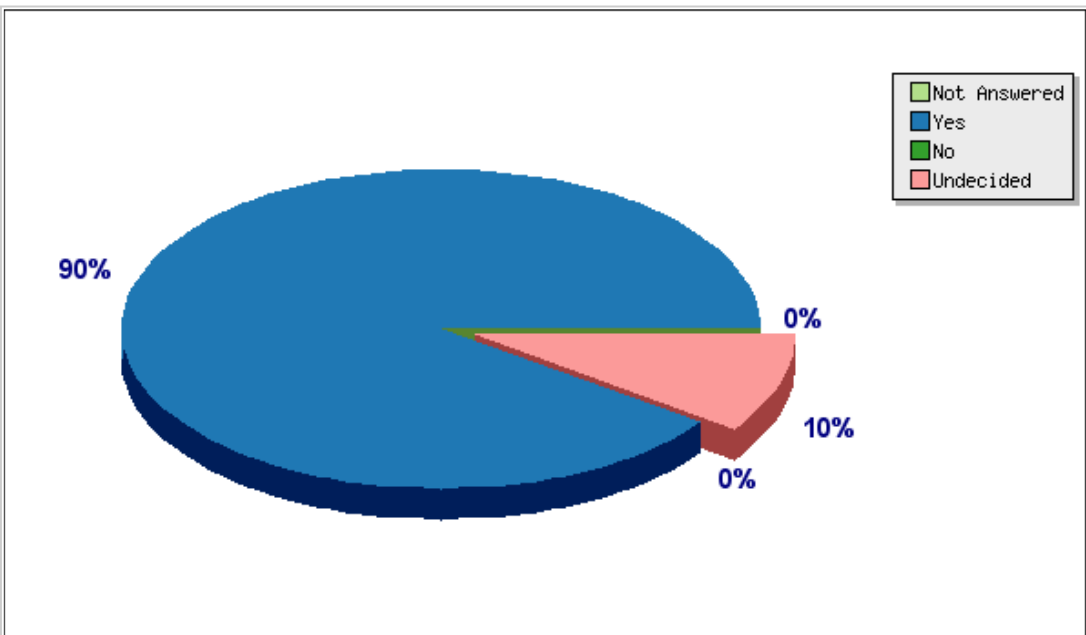
District/school should use Title funding to support:



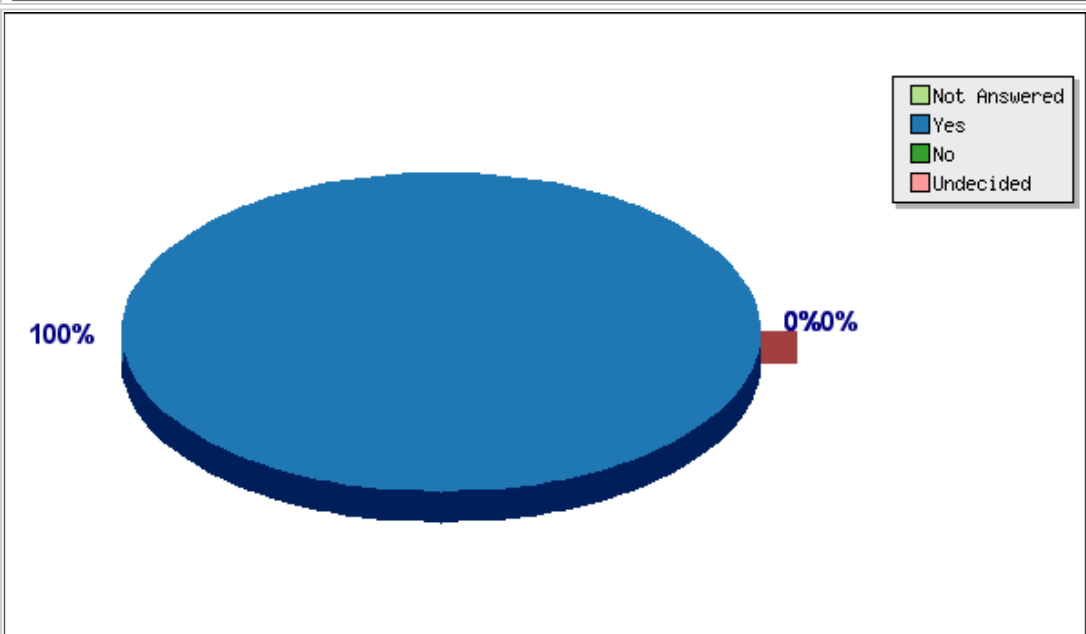
District/school should continue to use Title Funds to operate computer labs which provide remediation to improve student achievement.



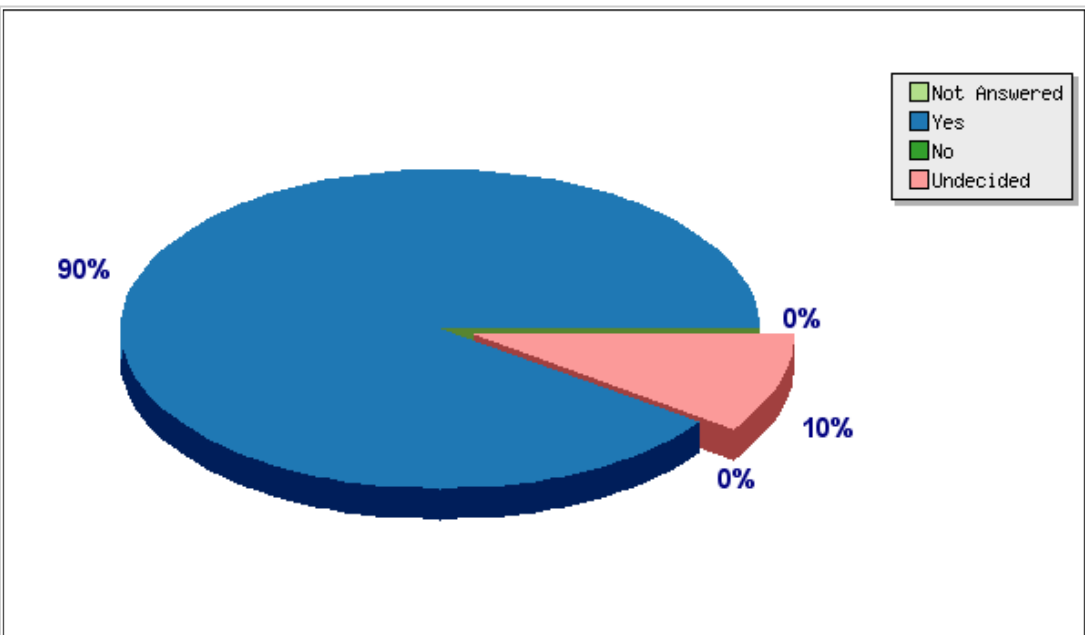
District/school should continue to use Title Funding to support extended-day and extended-year tutorial programs.



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

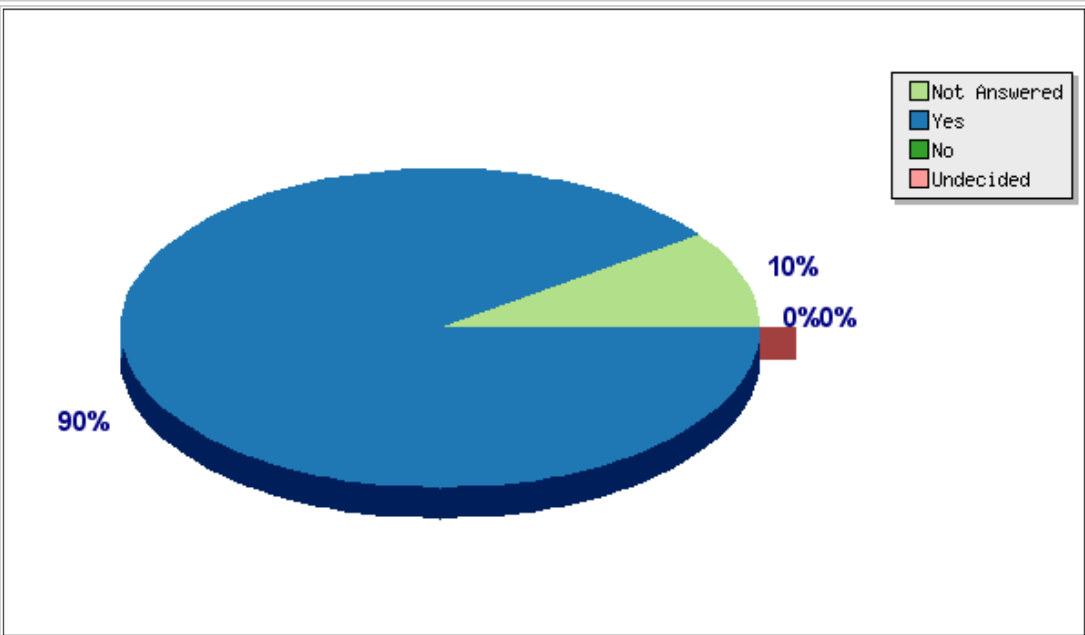


District/school should use available Title II funds to improve student achievement by providing more professional development opportunities to administrators and teachers.

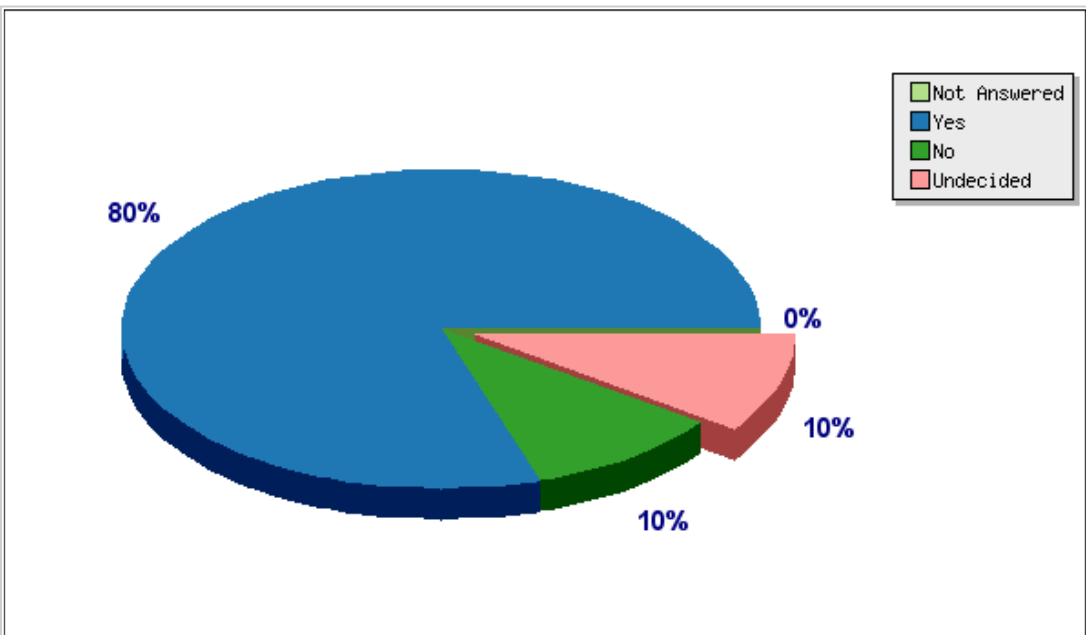


DIMENSION III: PROFESSIONAL DEVELOPMENT

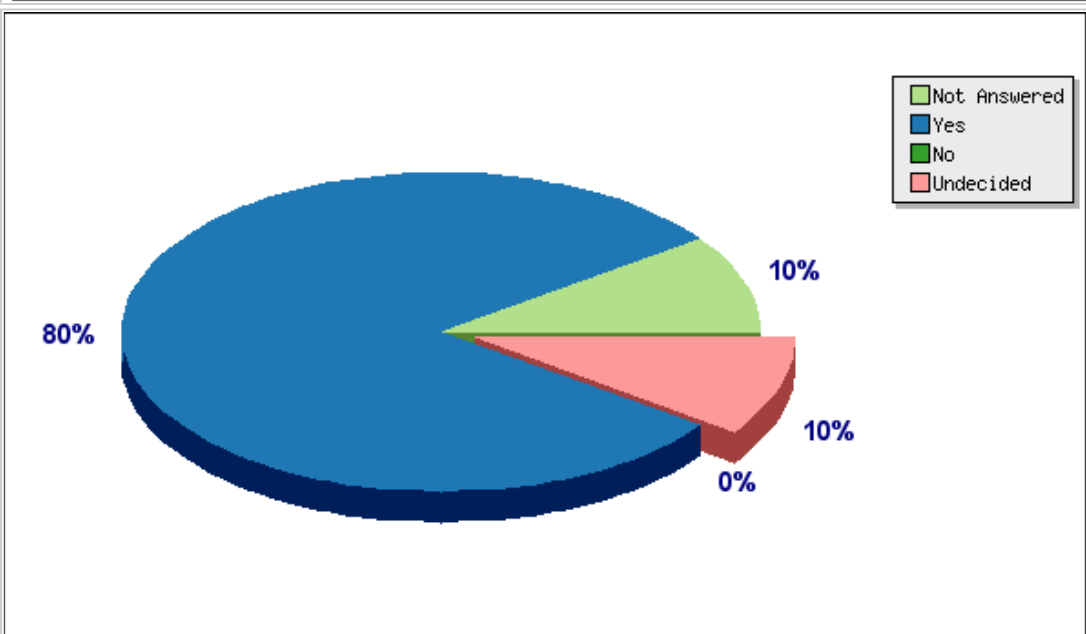
District school is providing on-the-job opportunities for teachers to participate in meaningful professional development.



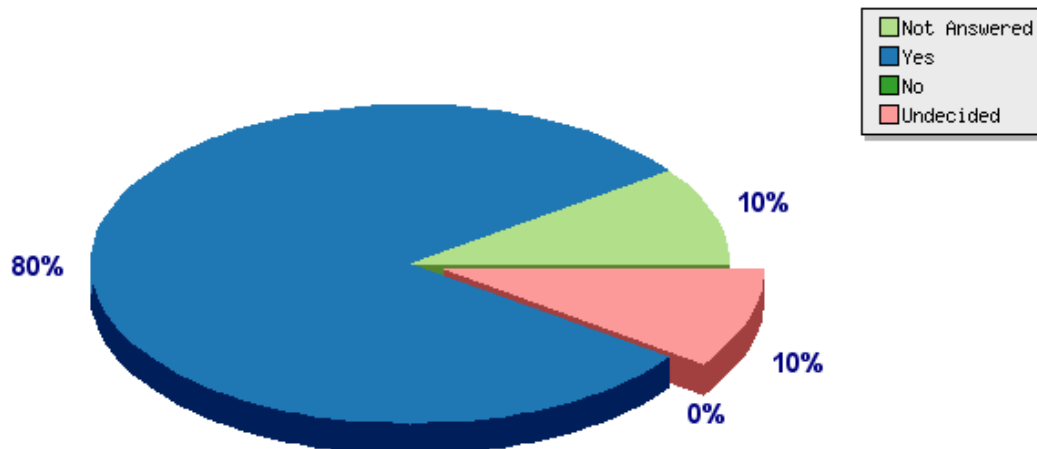
District/school allows teachers to participate in the selection of professional development opportunities provide to them.



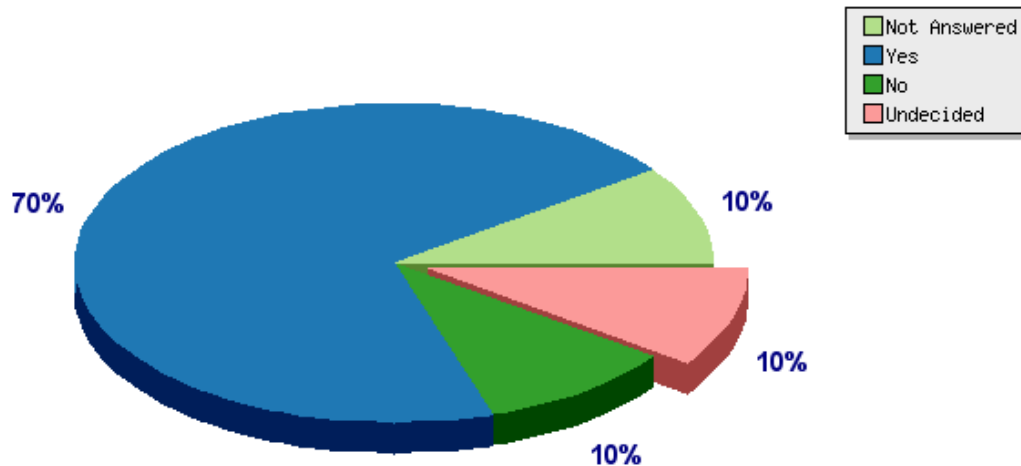
District/school is providing follow-up to professional activities in which teachers are involved.



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

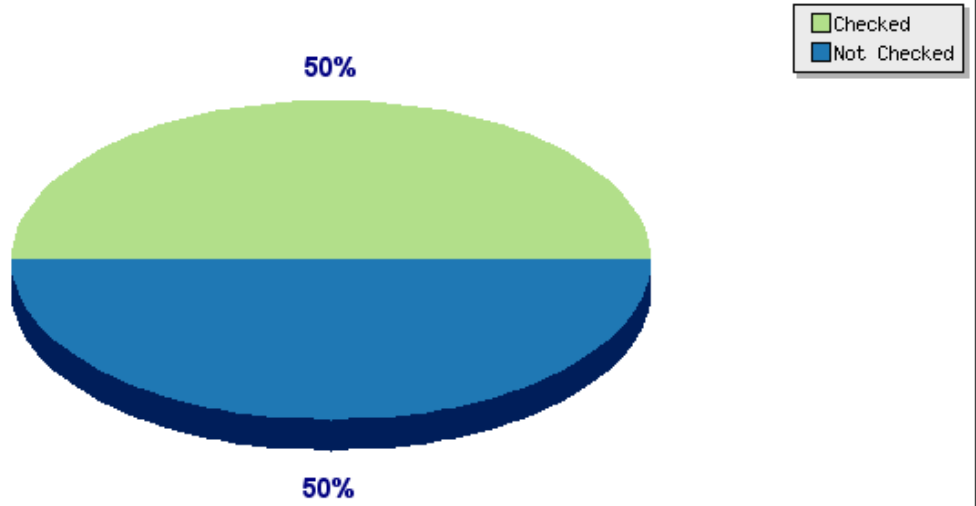


District/school provides opportunities and encourages mentoring among teachers.

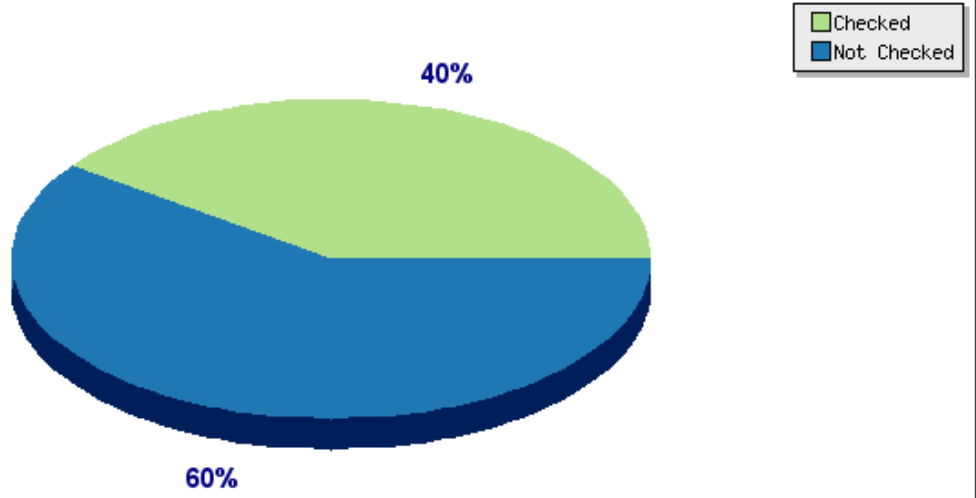


Which instrument can best assess the extent to which teachers are collaborating?

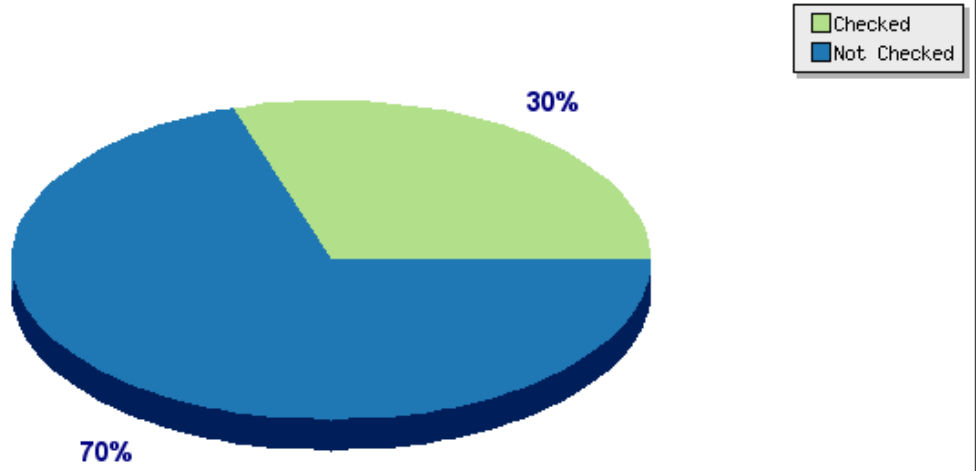
Daily/Weekly Walk-through Observation



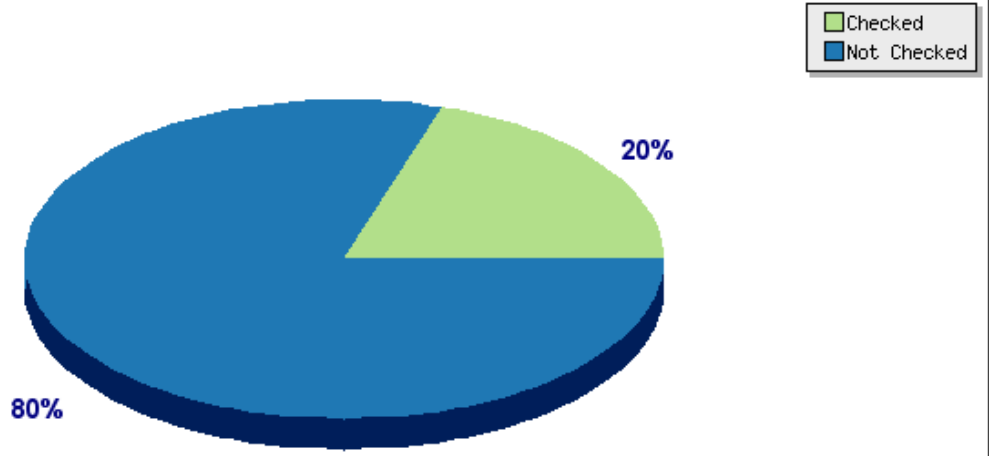
Monthly Walk-through Observation



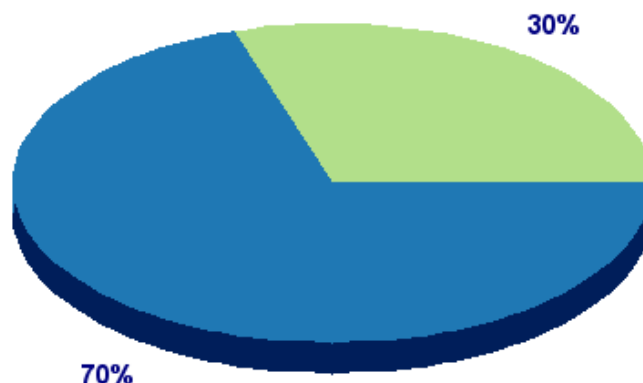
Yearly Teacher Evaluation



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

Depth of Knowledge

Classroom Management

Using computers

DIFFERENTIATED INSTRUCTION

Differentiated Instruction

Spalding - Writing Road to Reading I

In-School Workshop

Professional Development Program #2

Curriculum Alignment

Diverse Learners

Dealing with behavior problems

COOPERATIVE GROUPING STRATEGIES

Test Taking Strategies

Spalding - Writing Road to Reading II

Co-Teacher Evaluation

Professional Development Program #3

Professionalism of teachers

Motivating Students

Mentoring

TEST TAKING STRATEGIES

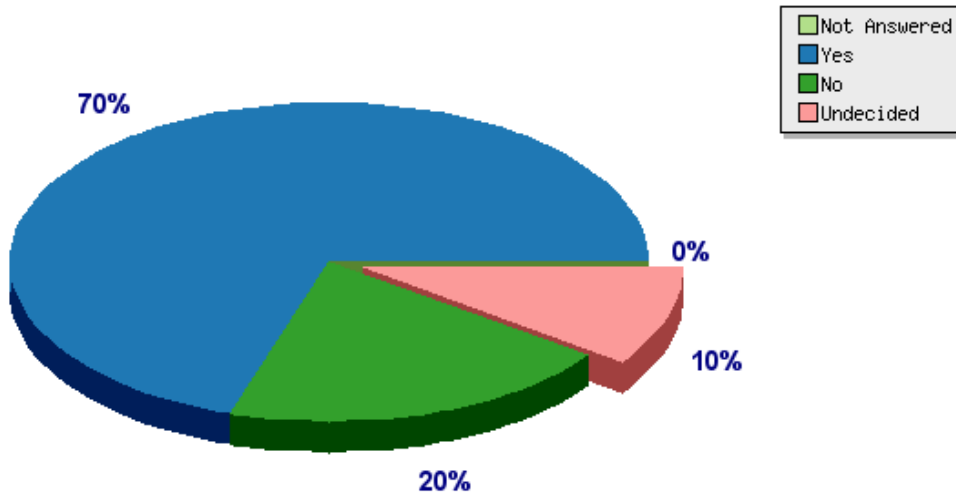
Cooperative Grouping Strategies

Follow up visits from Spalding Instructors to assist teachers who are just learning this process of teaching children to read and write.

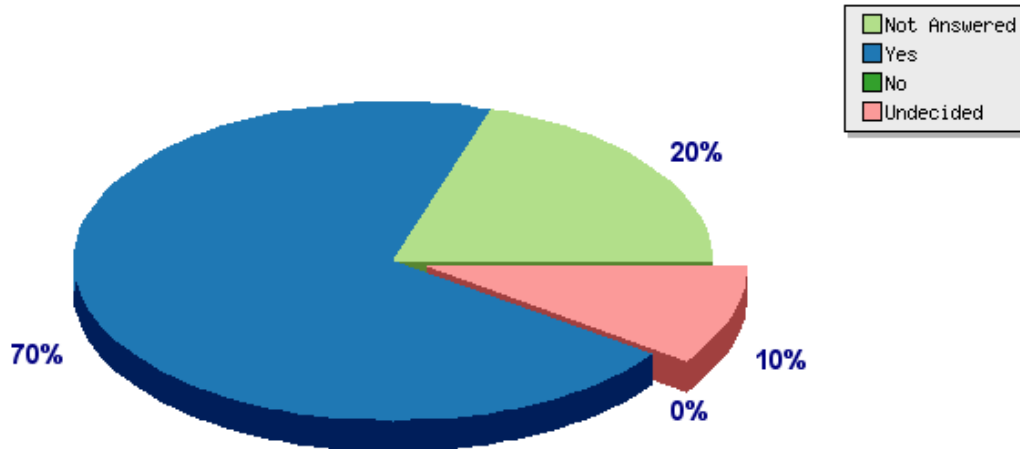
Community Responses

DIMENSION IV: FAMILY AND COMMUNITY INVOLVEMENT

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

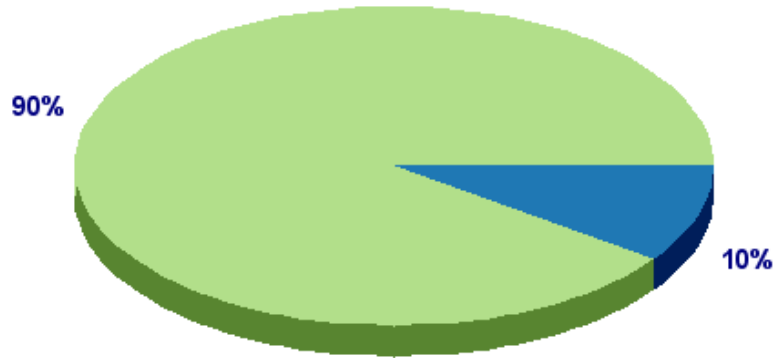


District/school is scheduling meetings/activities at flexible times and places which allow parents/community to actively participate.

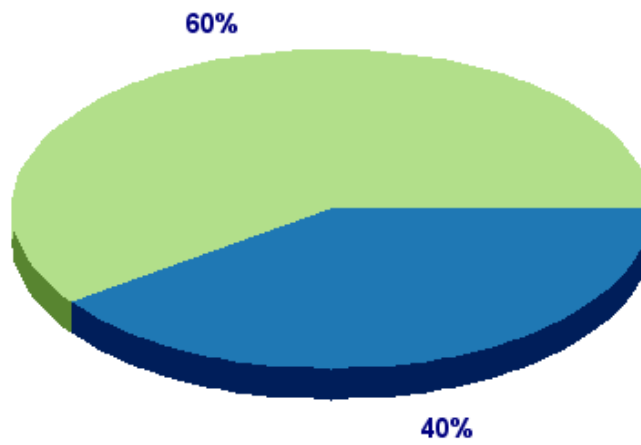


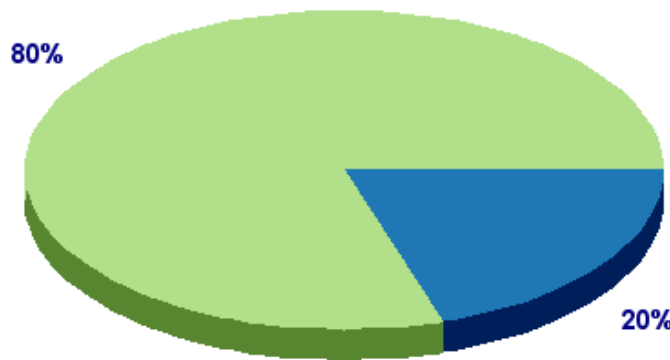
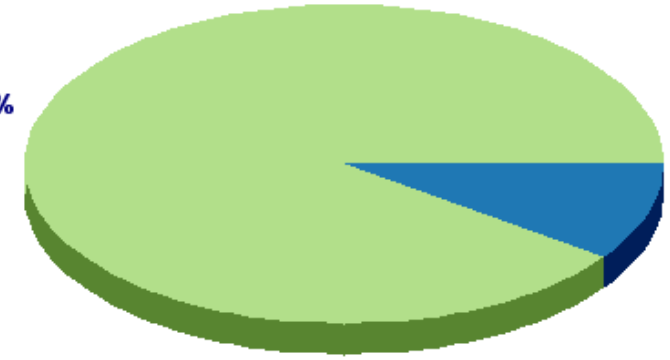
Select any of the following which should be used to engage family/community in meaningful activities which support/promote student learning.

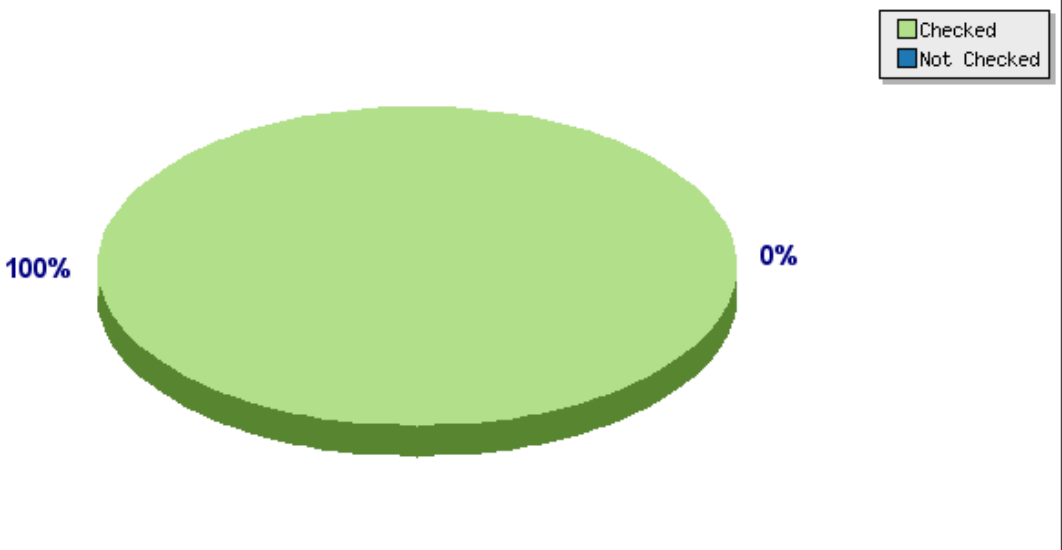
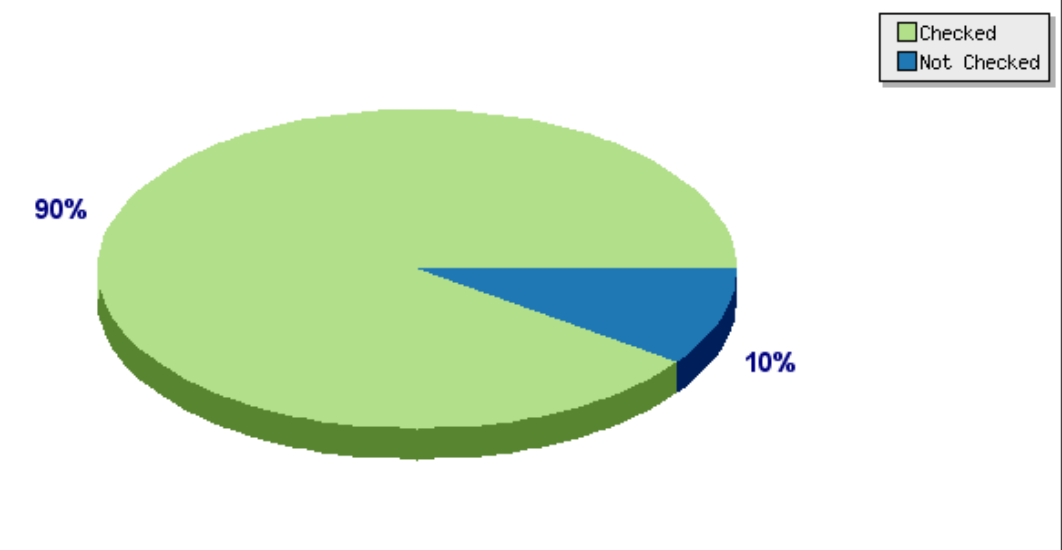
Volunteering during the instructional day activities

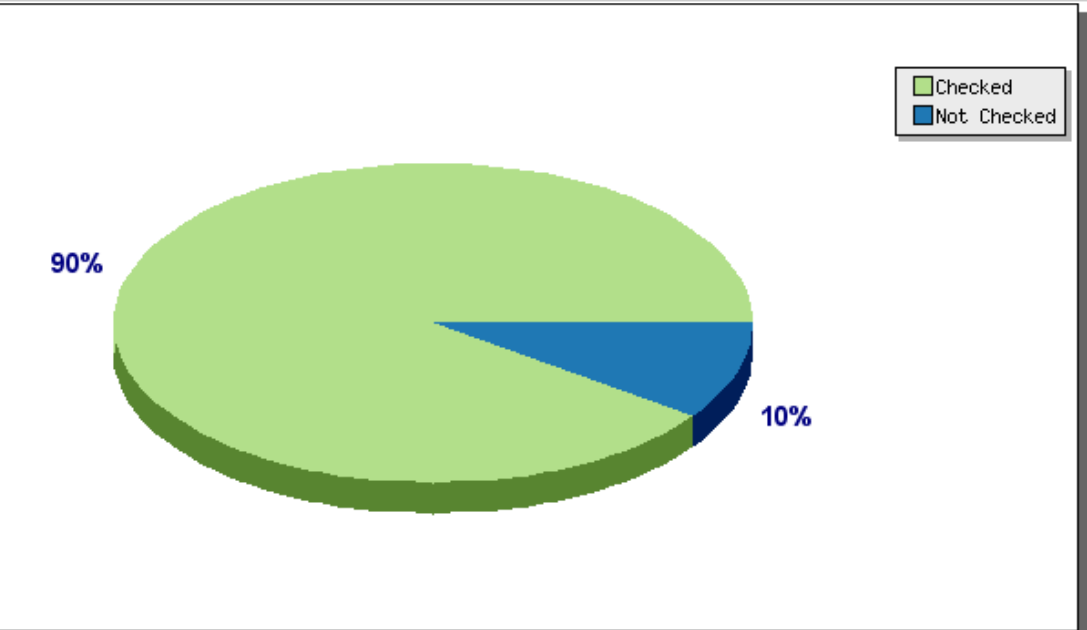
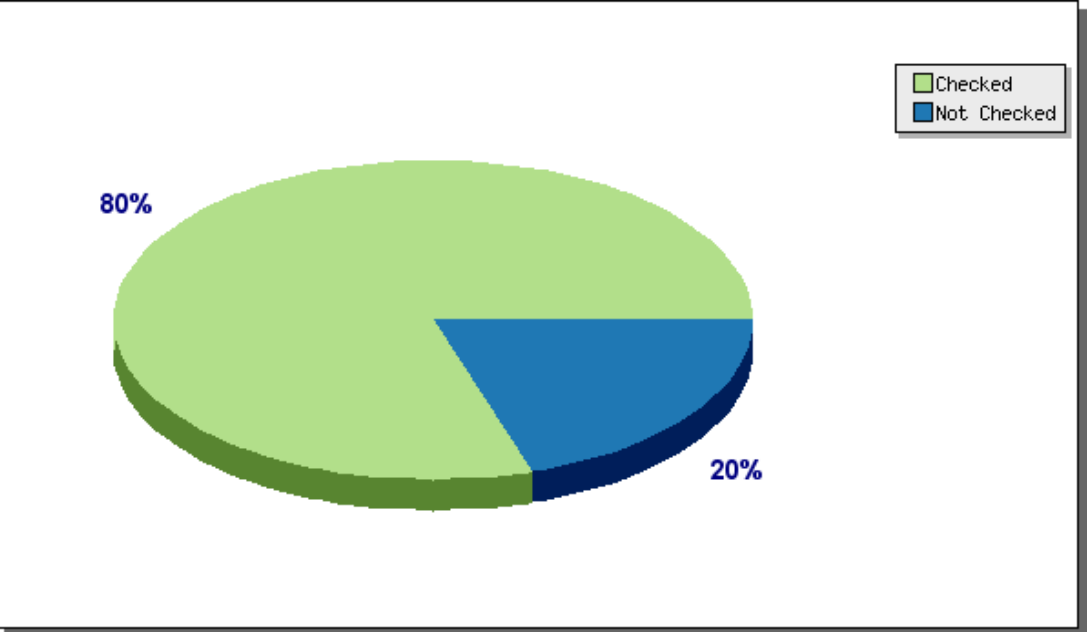


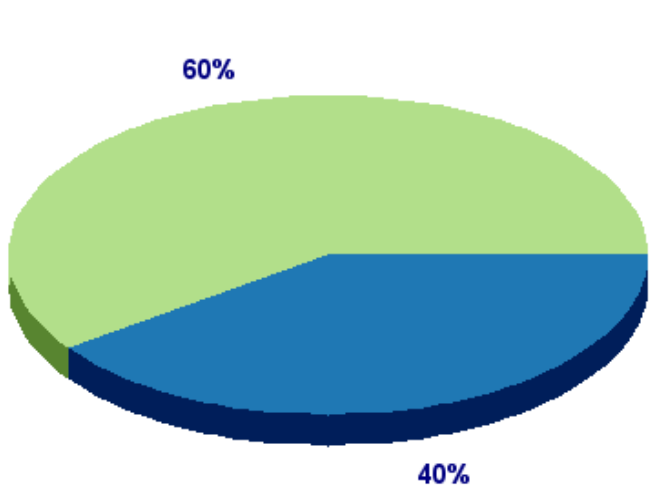
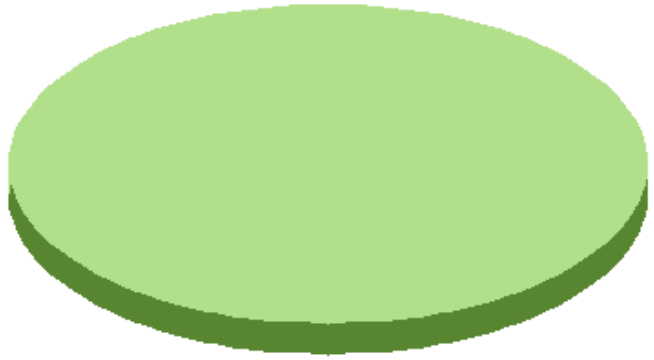
Volunteering during after school activities

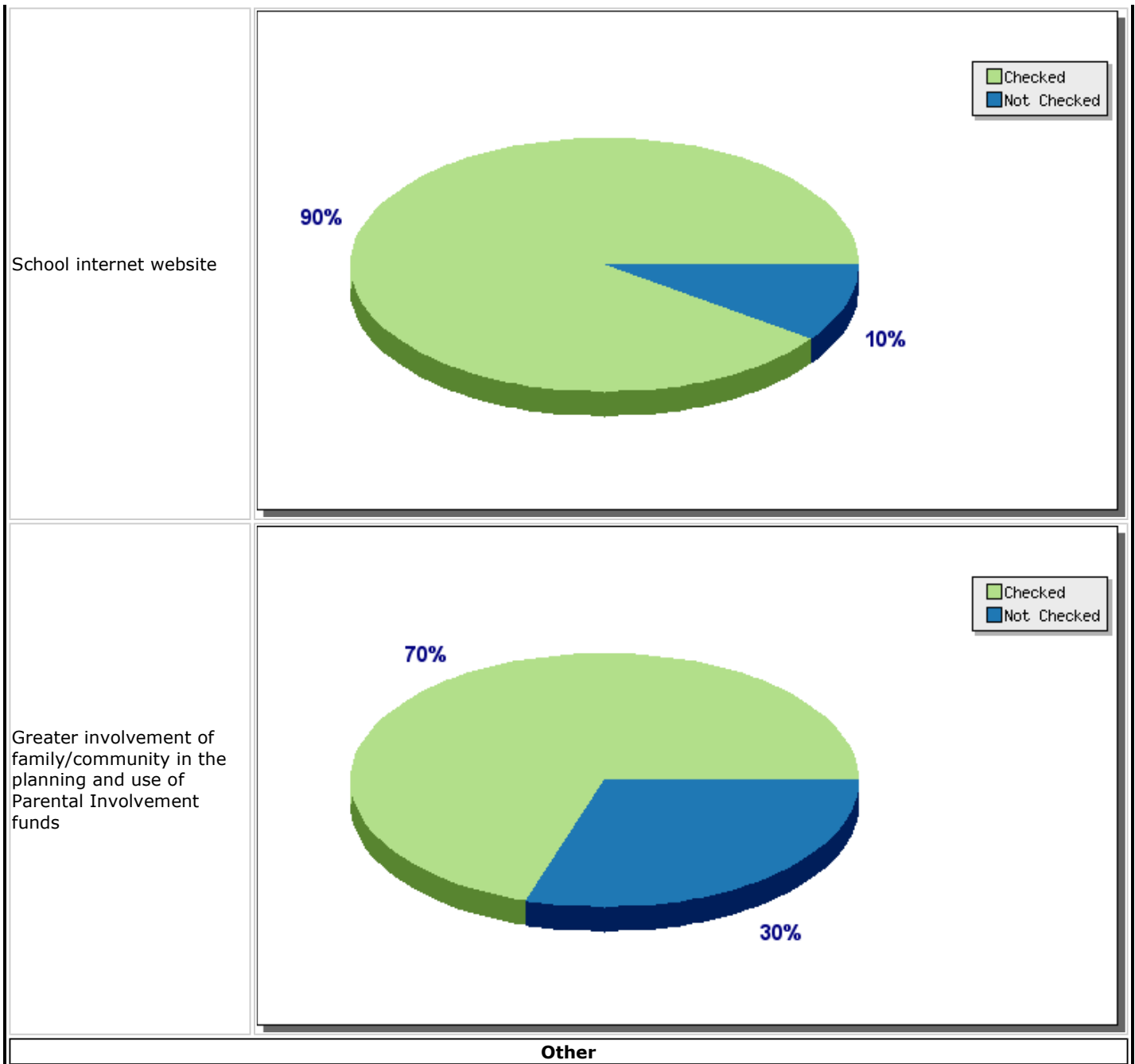


Annual parent meetings	 <p>A 3D pie chart showing the status of annual parent meetings. The chart is divided into two segments: a large light green segment representing 80% 'Checked' and a smaller blue segment representing 20% 'Not Checked'. A legend in the top right corner identifies the colors: light green for 'Checked' and blue for 'Not Checked'.</p> <table border="1"><thead><tr><th>Category</th><th>Percentage</th></tr></thead><tbody><tr><td>Checked</td><td>80%</td></tr><tr><td>Not Checked</td><td>20%</td></tr></tbody></table>	Category	Percentage	Checked	80%	Not Checked	20%
Category	Percentage						
Checked	80%						
Not Checked	20%						
Parent/Teacher conferences	 <p>A 3D pie chart showing the status of parent/teacher conferences. The chart is divided into two segments: a large light green segment representing 90% 'Checked' and a smaller blue segment representing 10% 'Not Checked'. 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>90%</td></tr><tr><td>Not Checked</td><td>10%</td></tr></tbody></table>	Category	Percentage	Checked	90%	Not Checked	10%
Category	Percentage						
Checked	90%						
Not Checked	10%						

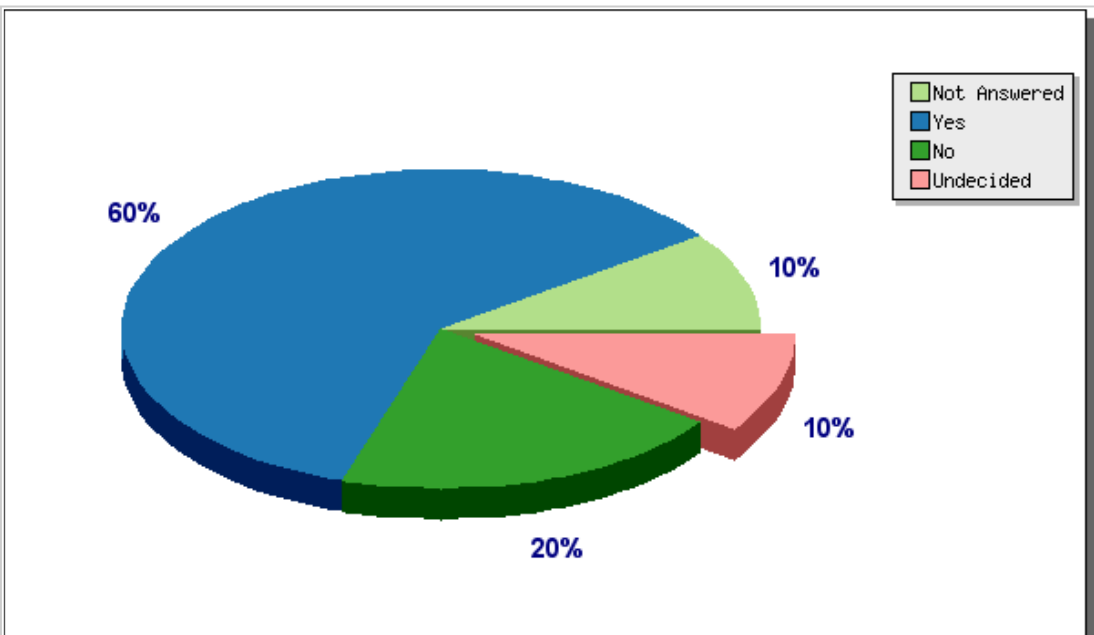
<p>Open-house meetings</p>	 <p>A 3D pie chart showing 100% Checked (green) and 0% Not Checked (blue). A legend in the top right corner identifies the colors: green for 'Checked' and blue for 'Not Checked'.</p> <table border="1"><thead><tr><th>Category</th><th>Percentage</th></tr></thead><tbody><tr><td>Checked</td><td>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>Providing PTA/PTO organizations and meetings</p>	 <p>A 3D pie chart showing 90% Checked (green) and 10% Not Checked (blue). A legend in the top right corner identifies the colors: 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>90%</td></tr><tr><td>Not Checked</td><td>10%</td></tr></tbody></table>	Category	Percentage	Checked	90%	Not Checked	10%
Category	Percentage						
Checked	90%						
Not Checked	10%						

<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 chart is divided into two slices: a large light green slice representing 90% and a smaller blue slice representing 10%. The percentages are labeled in blue text next to their respective slices.</p> <table border="1"><thead><tr><th>Category</th><th>Percentage</th></tr></thead><tbody><tr><td>Checked</td><td>90%</td></tr><tr><td>Not Checked</td><td>10%</td></tr></tbody></table>	Category	Percentage	Checked	90%	Not Checked	10%
Category	Percentage						
Checked	90%						
Not Checked	10%						
<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 chart is divided into two slices: a large light green slice representing 80% and a smaller blue slice representing 20%. The percentages are labeled in blue text next to their respective slices.</p> <table border="1"><thead><tr><th>Category</th><th>Percentage</th></tr></thead><tbody><tr><td>Checked</td><td>80%</td></tr><tr><td>Not Checked</td><td>20%</td></tr></tbody></table>	Category	Percentage	Checked	80%	Not Checked	20%
Category	Percentage						
Checked	80%						
Not Checked	20%						

<p>Workshop and seminar opportunities</p>	 <p>A 3D pie chart showing the distribution of responses for 'Workshop and seminar opportunities'. The chart is divided into two segments: a light green segment representing 'Checked' at 60% and a blue segment representing 'Not Checked' at 40%. 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>60%</td></tr><tr><td>Not Checked</td><td>40%</td></tr></tbody></table>	Category	Percentage	Checked	60%	Not Checked	40%
Category	Percentage						
Checked	60%						
Not Checked	40%						
<p>Newsletters</p>	 <p>A 3D pie chart showing the distribution of responses for 'Newsletters'. The chart is entirely composed of a light green segment representing 'Checked' at 100%. The 'Not Checked' segment is 0%. 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>100%</td></tr><tr><td>Not Checked</td><td>0%</td></tr></tbody></table>	Category	Percentage	Checked	100%	Not Checked	0%
Category	Percentage						
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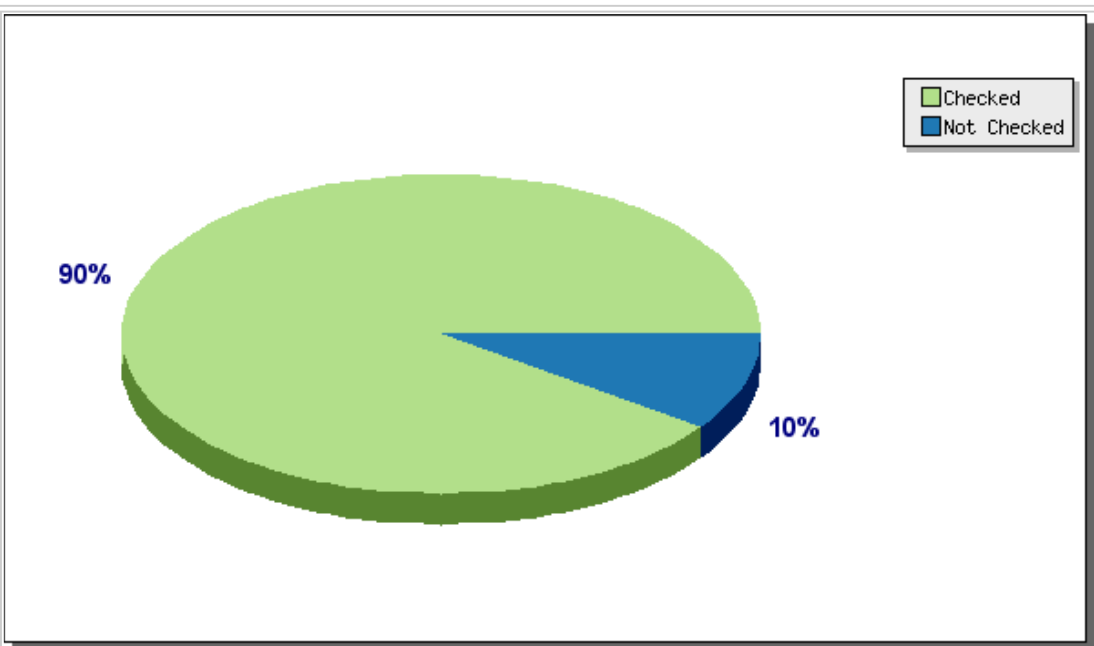


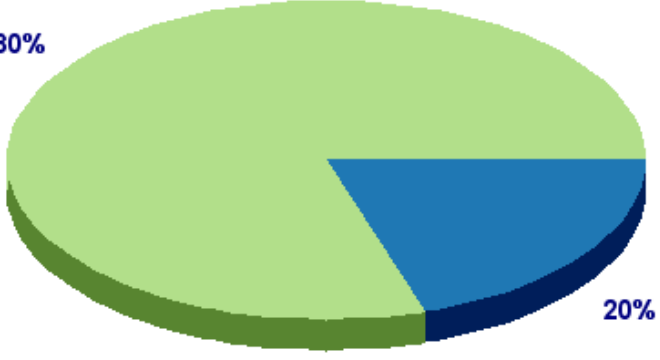

District/school provides opportunities and encourages family/community to participate in the decision-making process.

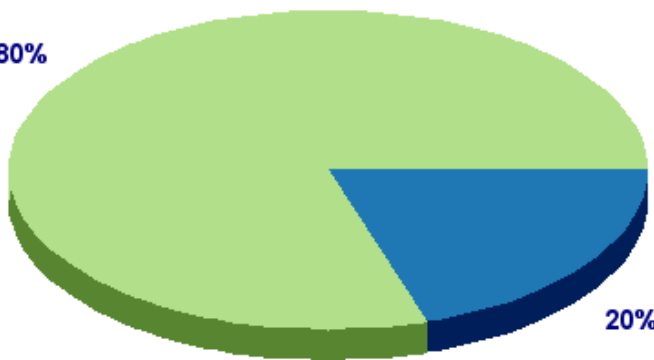



Select any of the following which District/school should use to involve family/community in the decision-making process.

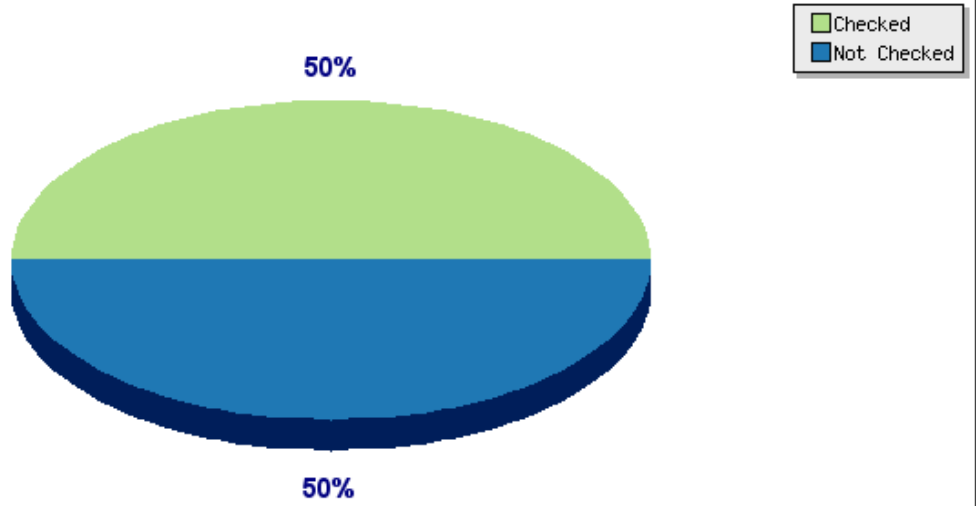
Parent/teacher conferences



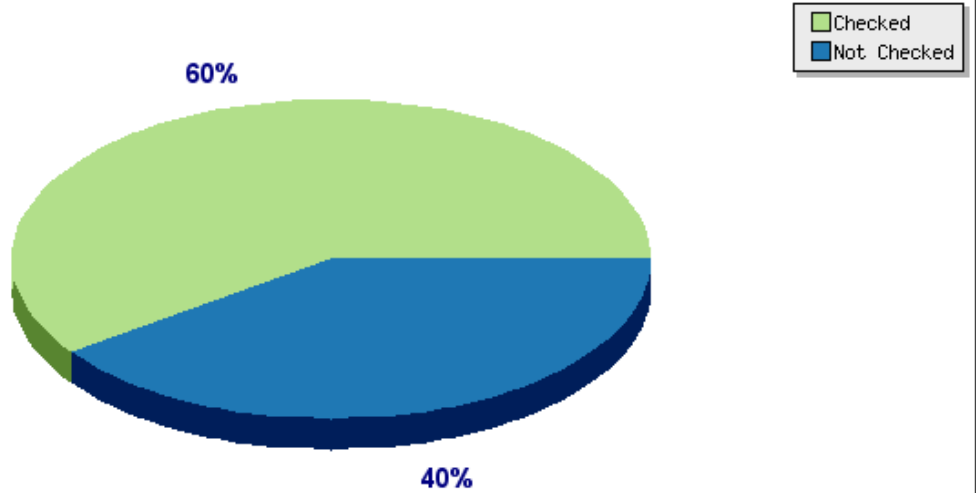
Open-house meetings	 <p>A 3D pie chart showing the status of open-house meetings. The chart is divided into two segments: a large light green segment representing 80% 'Checked' and a smaller blue segment representing 20% 'Not Checked'. A legend in the top right corner identifies the colors: light green for 'Checked' and blue for 'Not Checked'.</p> <table border="1"><thead><tr><th>Category</th><th>Percentage</th></tr></thead><tbody><tr><td>Checked</td><td>80%</td></tr><tr><td>Not Checked</td><td>20%</td></tr></tbody></table>	Category	Percentage	Checked	80%	Not Checked	20%
Category	Percentage						
Checked	80%						
Not Checked	20%						
PTA/PTO organizations	 <p>A 3D pie chart showing the status of PTA/PTO organizations. The chart is divided into two segments: a large light green segment representing 90% 'Checked' and a smaller blue segment representing 10% 'Not Checked'. 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>90%</td></tr><tr><td>Not Checked</td><td>10%</td></tr></tbody></table>	Category	Percentage	Checked	90%	Not Checked	10%
Category	Percentage						
Checked	90%						
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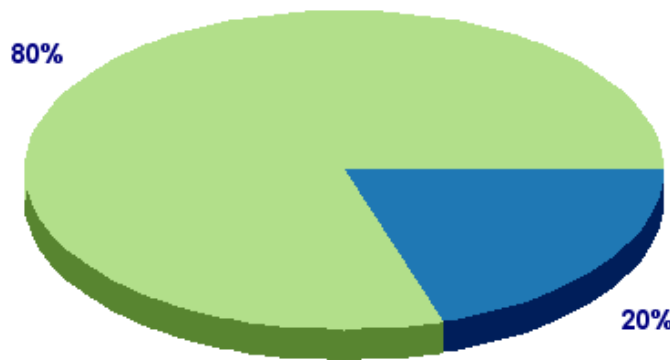
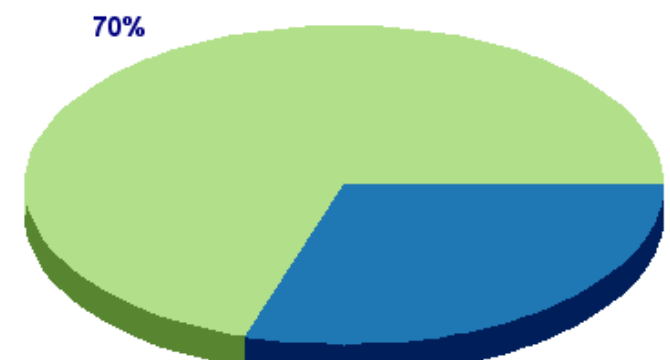
Parent information centers	 <p>A 3D pie chart showing the status of parent information centers. The chart is divided into two segments: a large light green segment representing 80% 'Checked' and a smaller blue segment representing 20% 'Not Checked'. A legend in the top right corner identifies the colors: light green for 'Checked' and blue for 'Not Checked'.</p> <table border="1"><thead><tr><th>Category</th><th>Percentage</th></tr></thead><tbody><tr><td>Checked</td><td>80%</td></tr><tr><td>Not Checked</td><td>20%</td></tr></tbody></table>	Category	Percentage	Checked	80%	Not Checked	20%
Category	Percentage						
Checked	80%						
Not Checked	20%						
Parents-as-Teacher programs	 <p>A 3D pie chart showing the status of Parents-as-Teacher programs. The chart is divided into two equal segments: a light green segment representing 50% 'Checked' and a blue segment representing 50% 'Not Checked'. 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>50%</td></tr><tr><td>Not Checked</td><td>50%</td></tr></tbody></table>	Category	Percentage	Checked	50%	Not Checked	50%
Category	Percentage						
Checked	50%						
Not Checked	50%						

Booster clubs

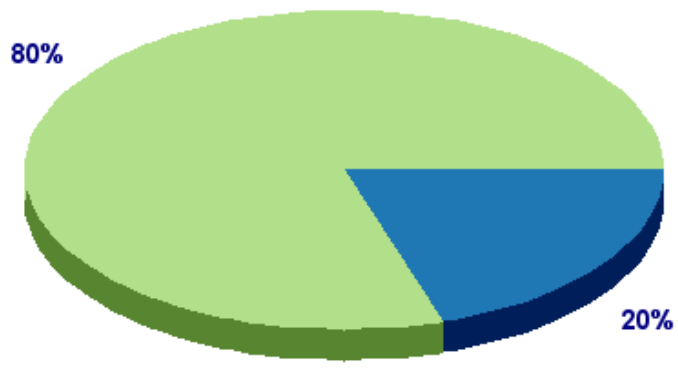


Workshops and Seminars

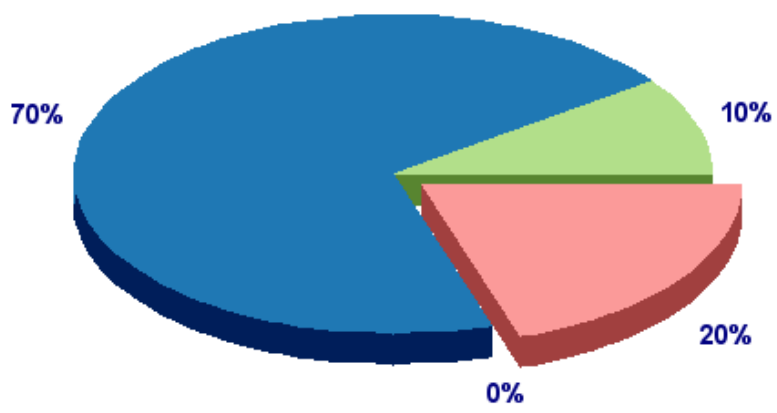


Newsletters	 <p>A 3D pie chart showing the distribution of checked and not checked newsletters. The 'Checked' category is represented by a light green slice, which is 80% of the total. The 'Not Checked' category is represented by a blue slice, which is 20% of the total. A legend in the top right corner identifies the colors: light green for 'Checked' and blue for 'Not Checked'.</p> <table border="1"><thead><tr><th>Category</th><th>Percentage</th></tr></thead><tbody><tr><td>Checked</td><td>80%</td></tr><tr><td>Not Checked</td><td>20%</td></tr></tbody></table>	Category	Percentage	Checked	80%	Not Checked	20%
Category	Percentage						
Checked	80%						
Not Checked	20%						
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 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%						

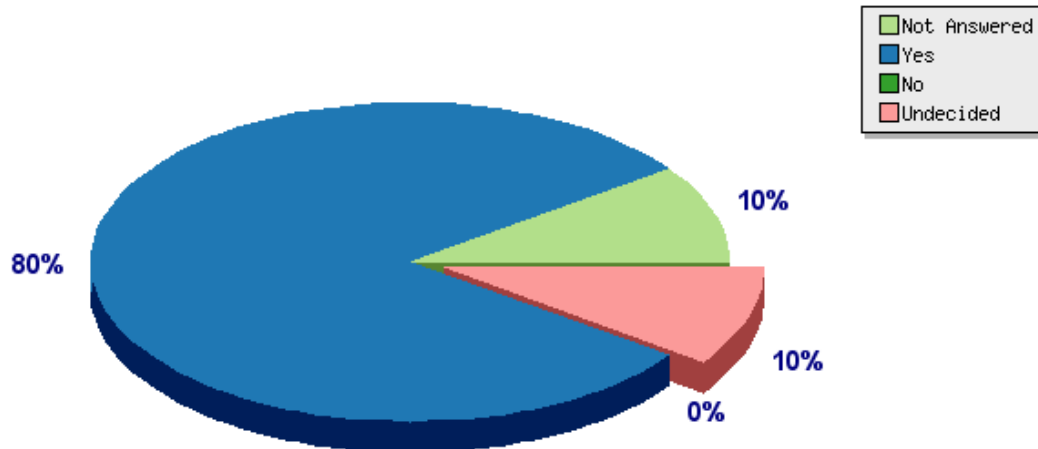
District/school planning committees



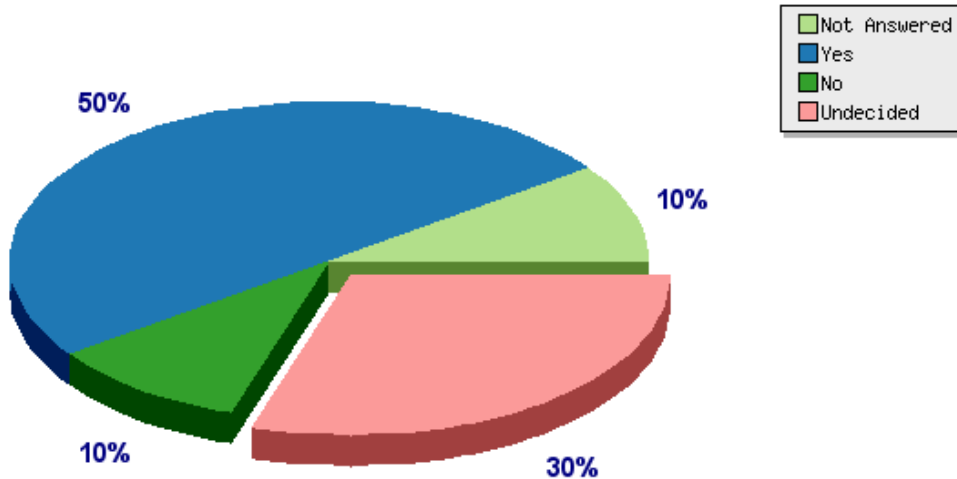
District/school is communicating with non-English speaking families in the language they speak.



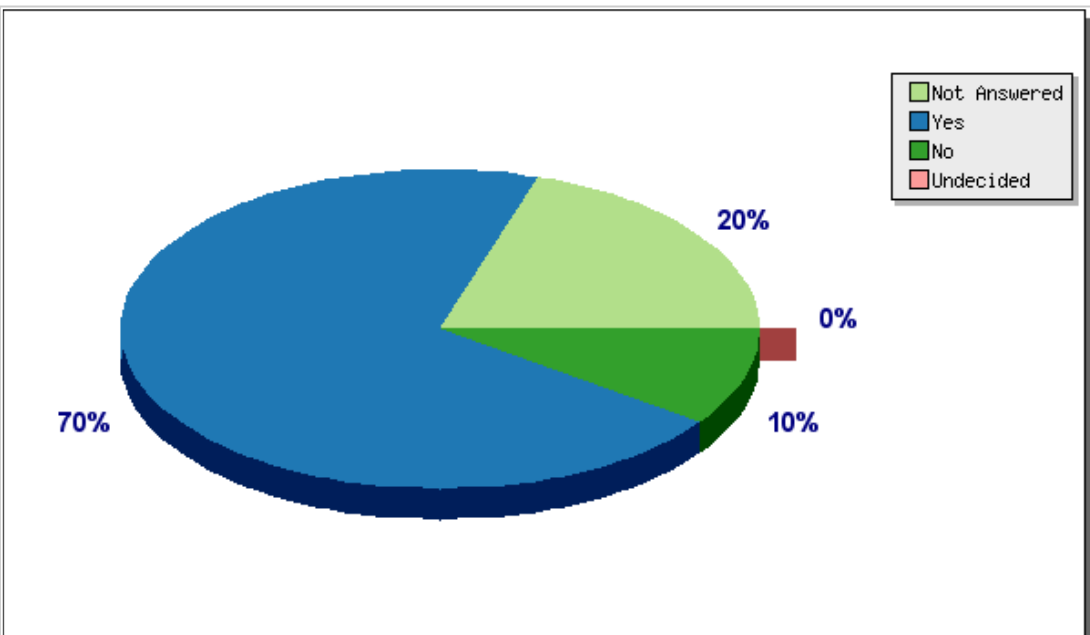
District/school is meeting the needs of students with both physical and educational disabilities.



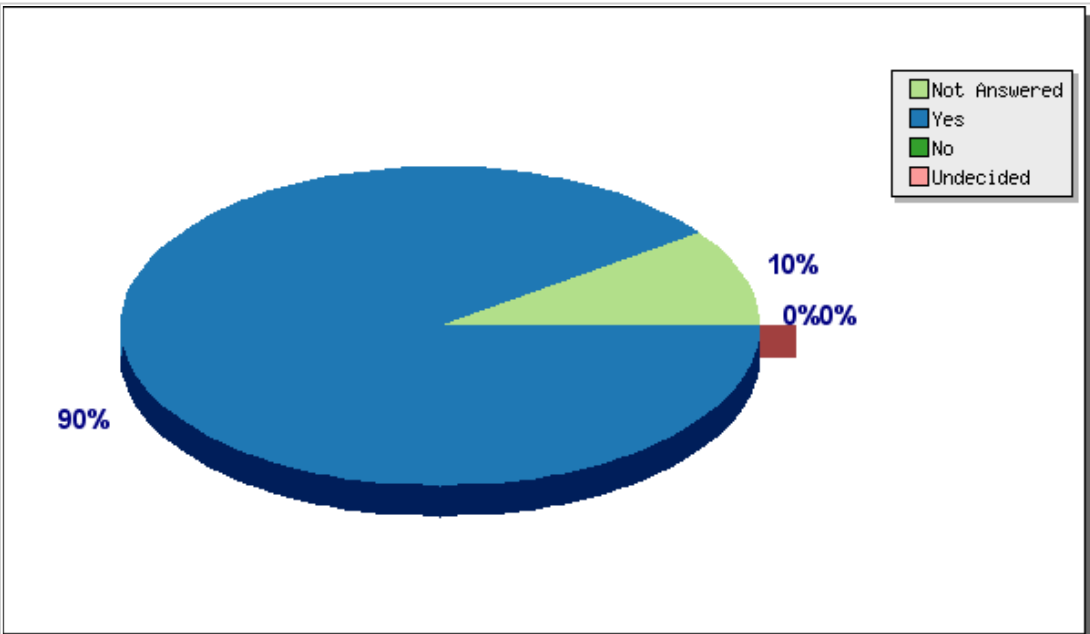
District/school is providing opportunities for parents to develop their parenting skills.



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

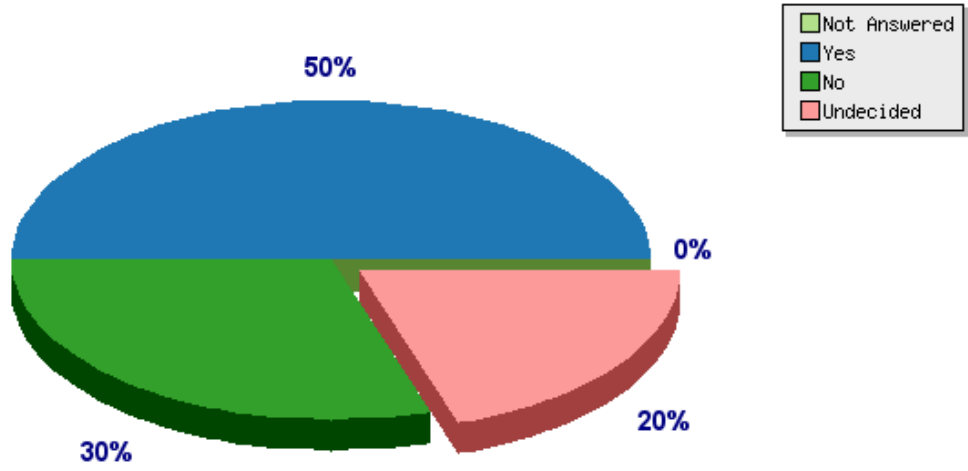


District/school is providing all students access to an education and co-curricular activities even when any of the following conditions exist: Delinquent, Homeless/Unaccompanied, Limited English Proficient, or Migrant.

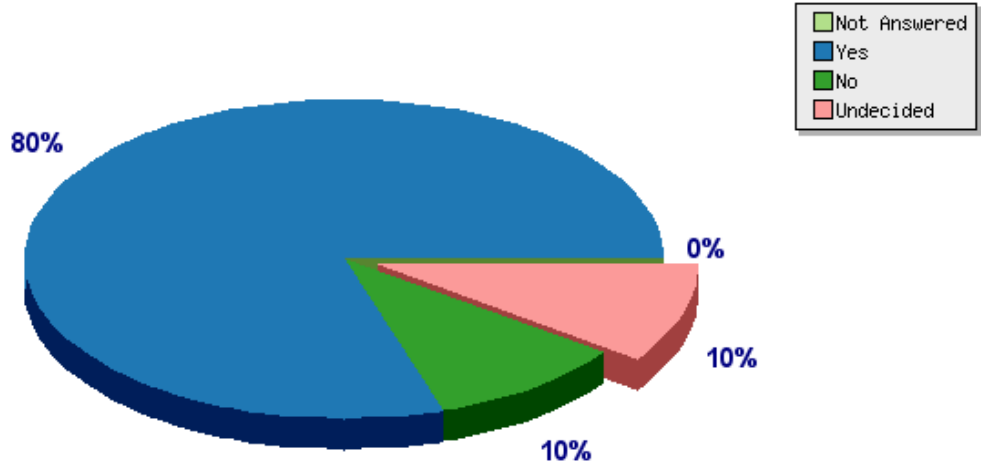


DIMENSION V: SCHOOL CONTEXT AND ORGANIZATION

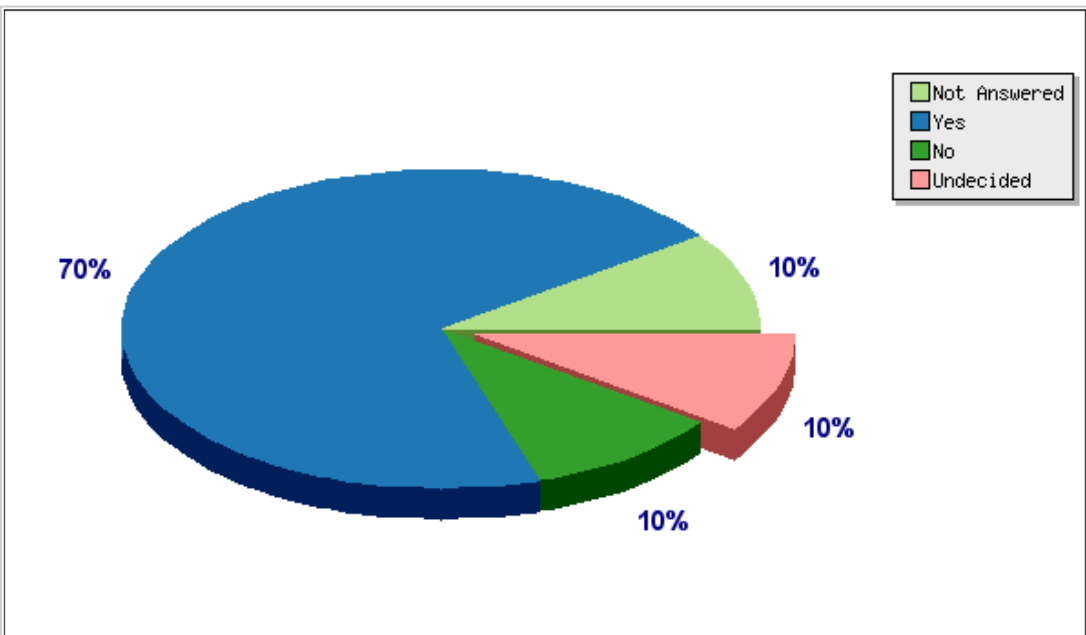
District/school class size is appropriate for providing adequate instruction and improving student achievement.



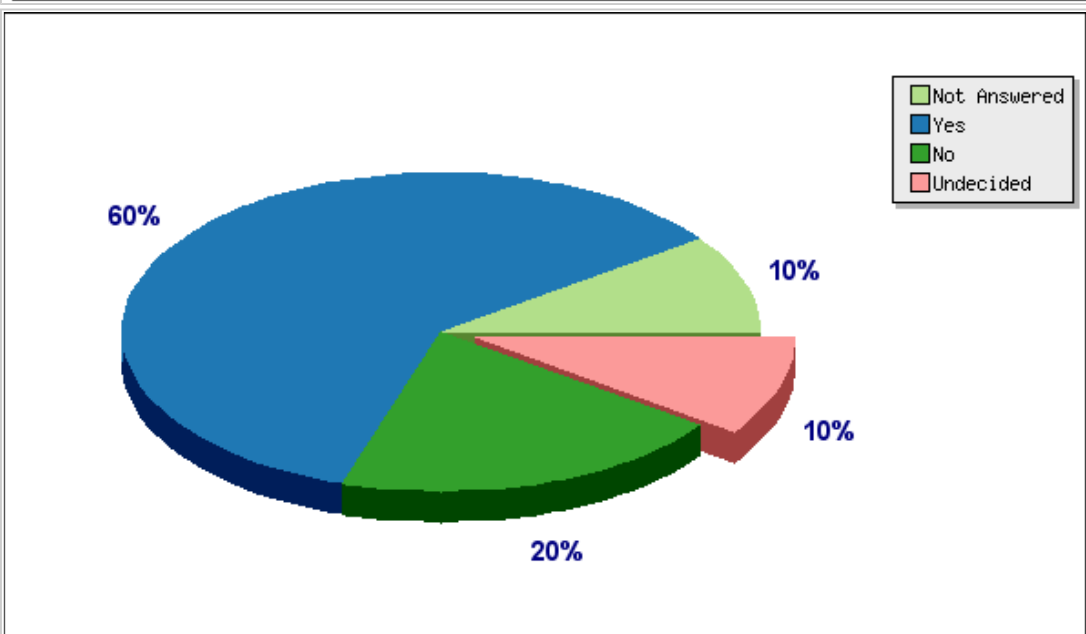
District/school provides adequate instructional time for subjects in which students perform poorly.



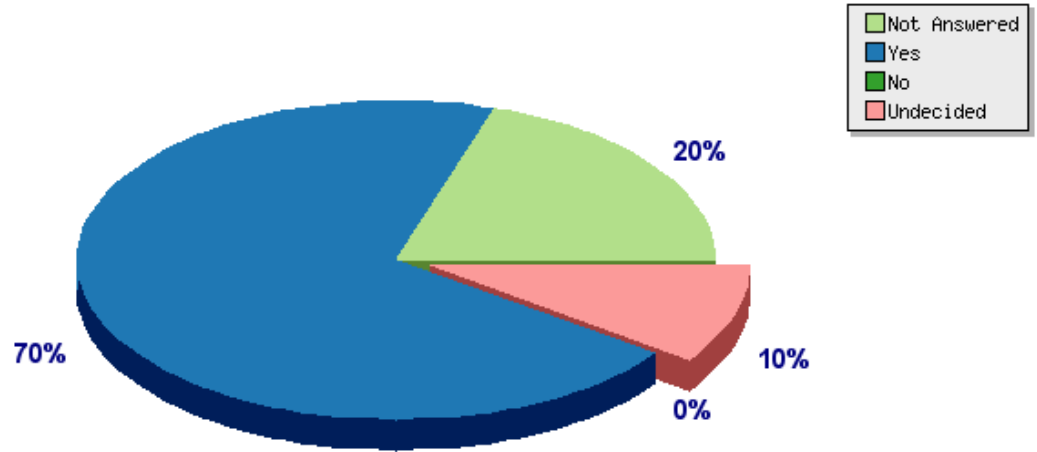
District/school allows teachers to participate in the decision making process and the development of school policies.



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.

