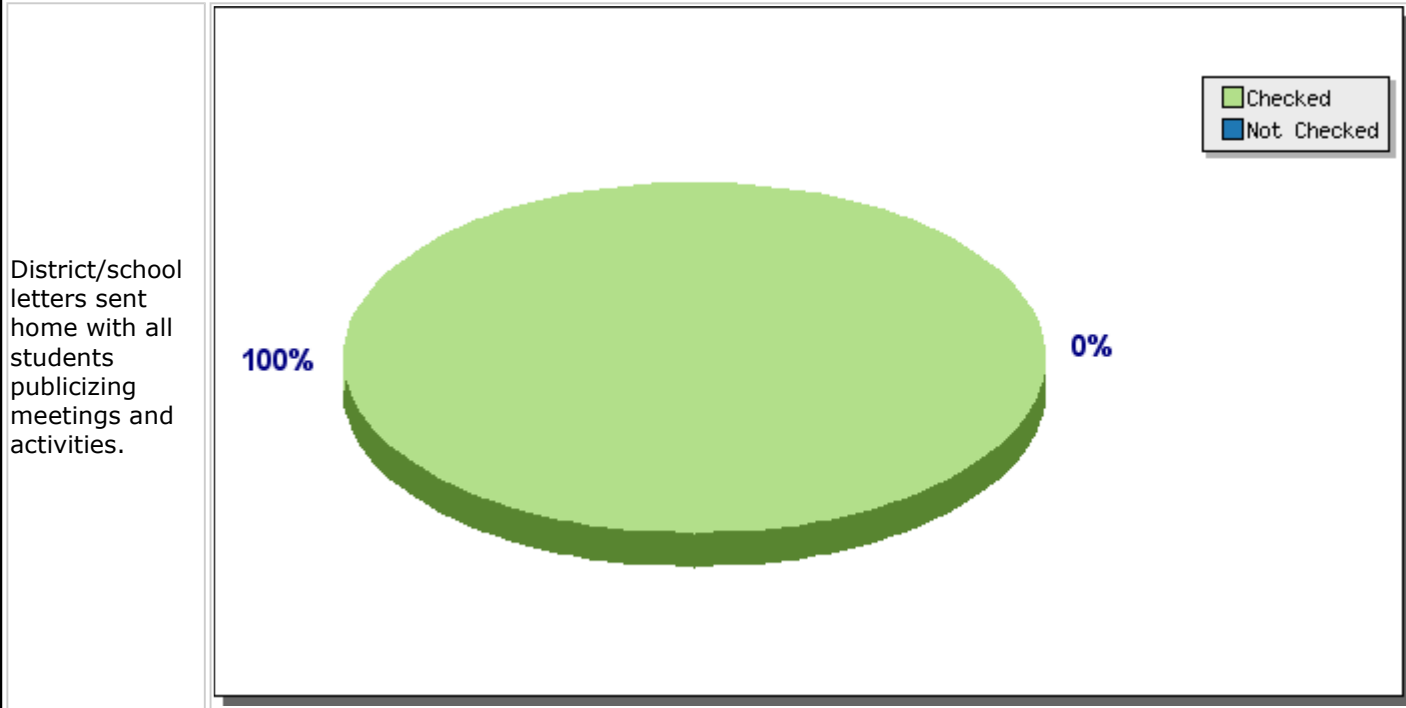
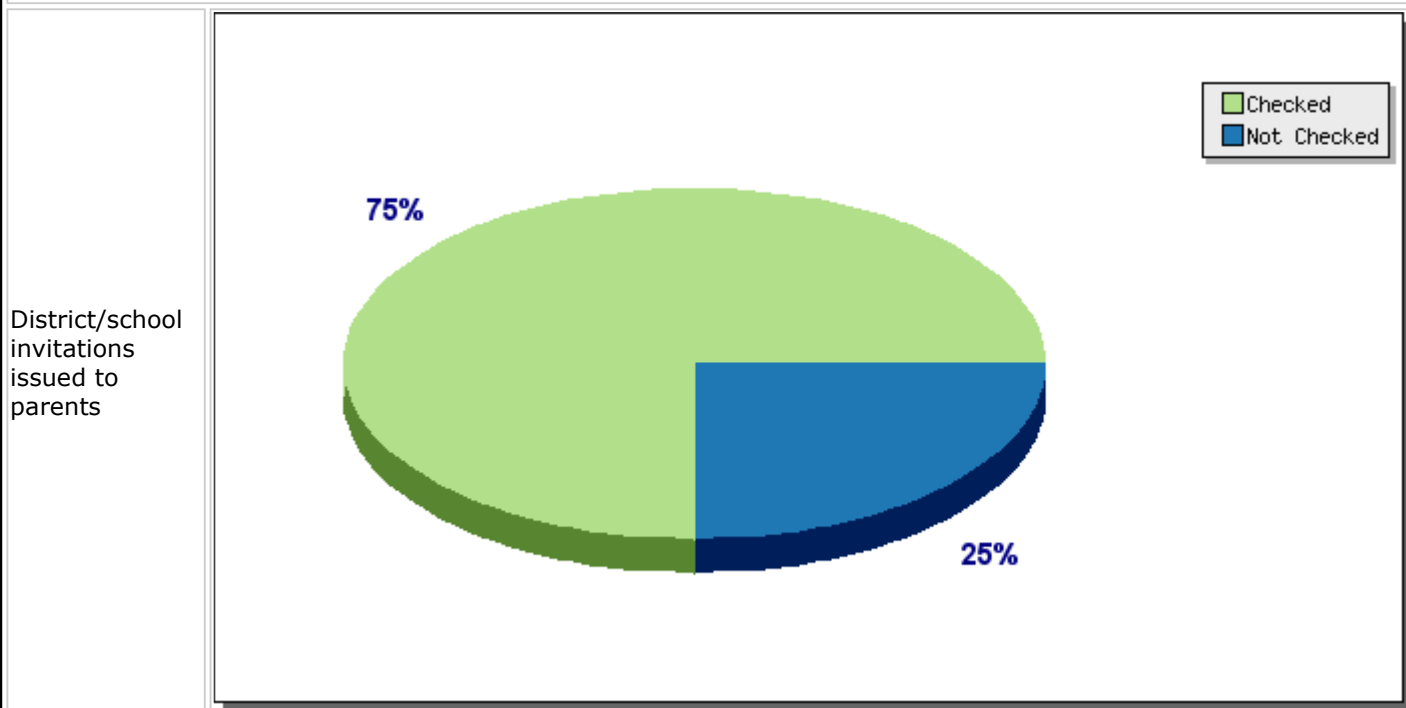


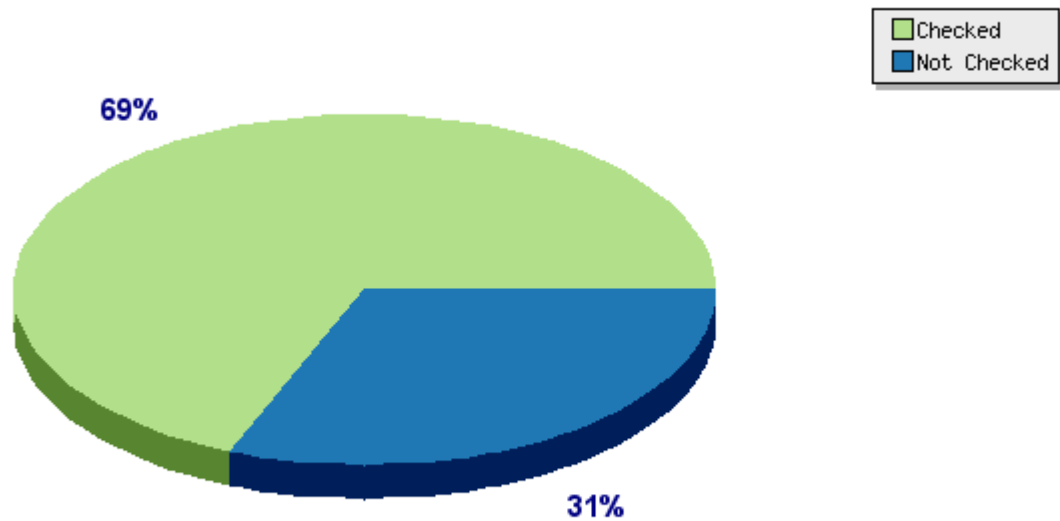
Federal Programs Parental Involvement Needs Assessment Summary 2010-2011

Results for West Side Elementary

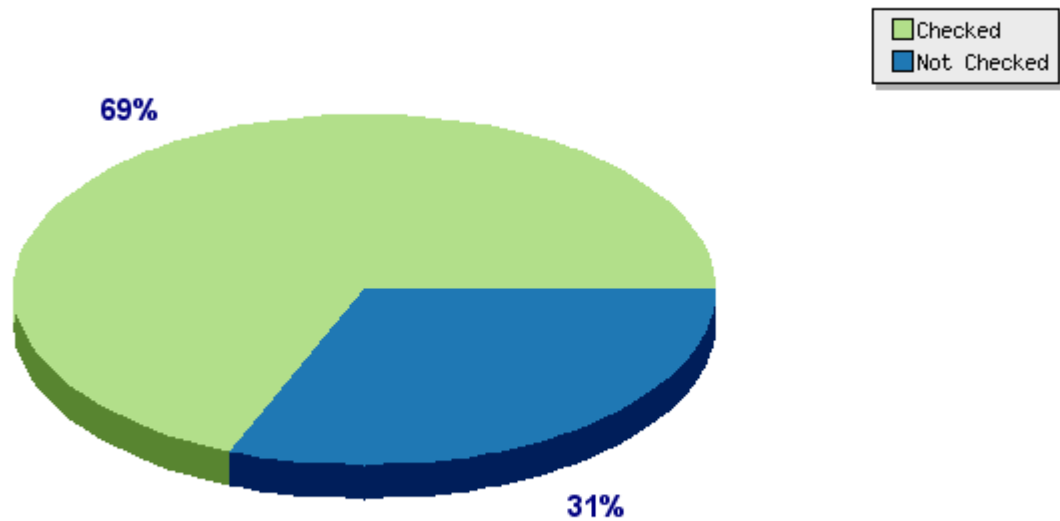
District/school should use which of the following to encourage greater parental involvement: Select any that apply.



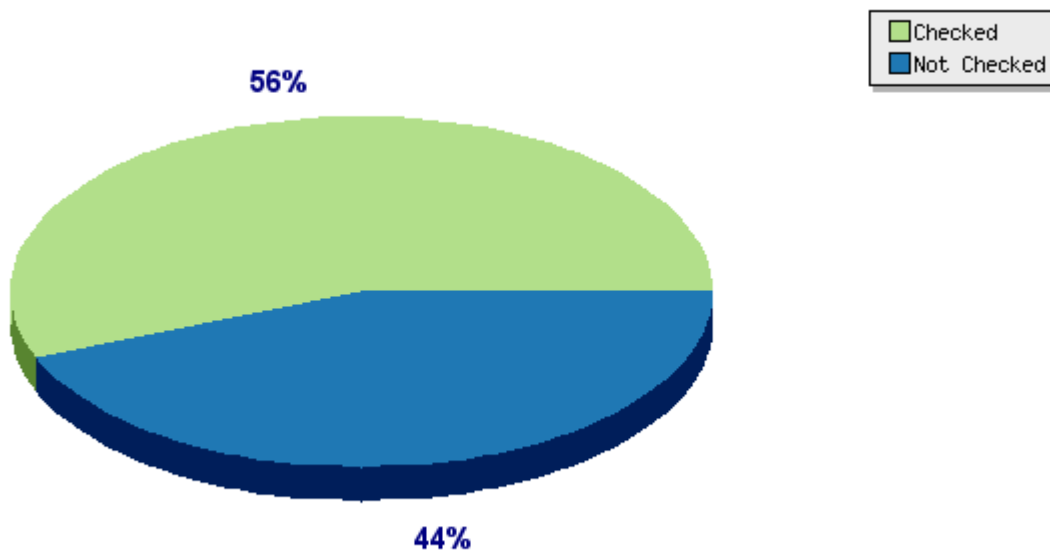
District/school newspaper announcements publicizing activities and programs.



District/school yearly calendars publicizing dates for activities and programs.

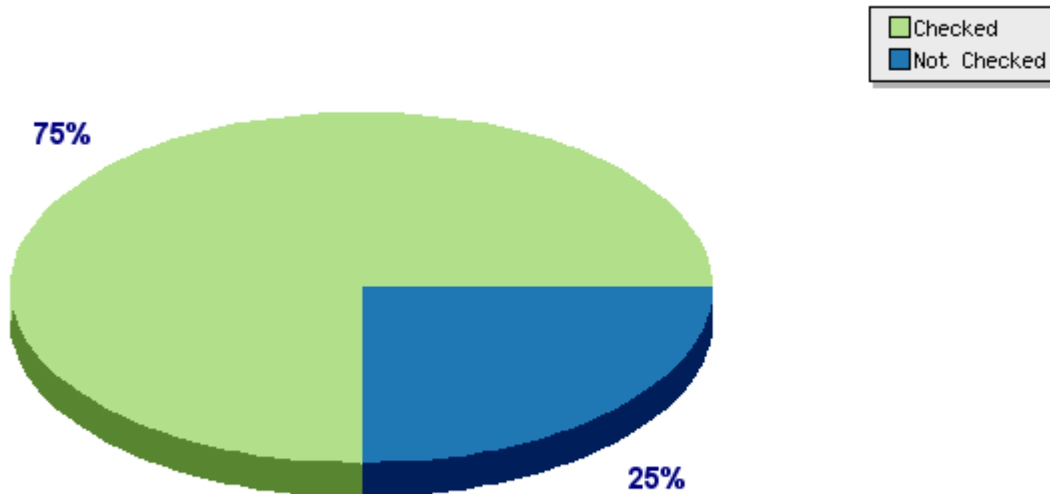


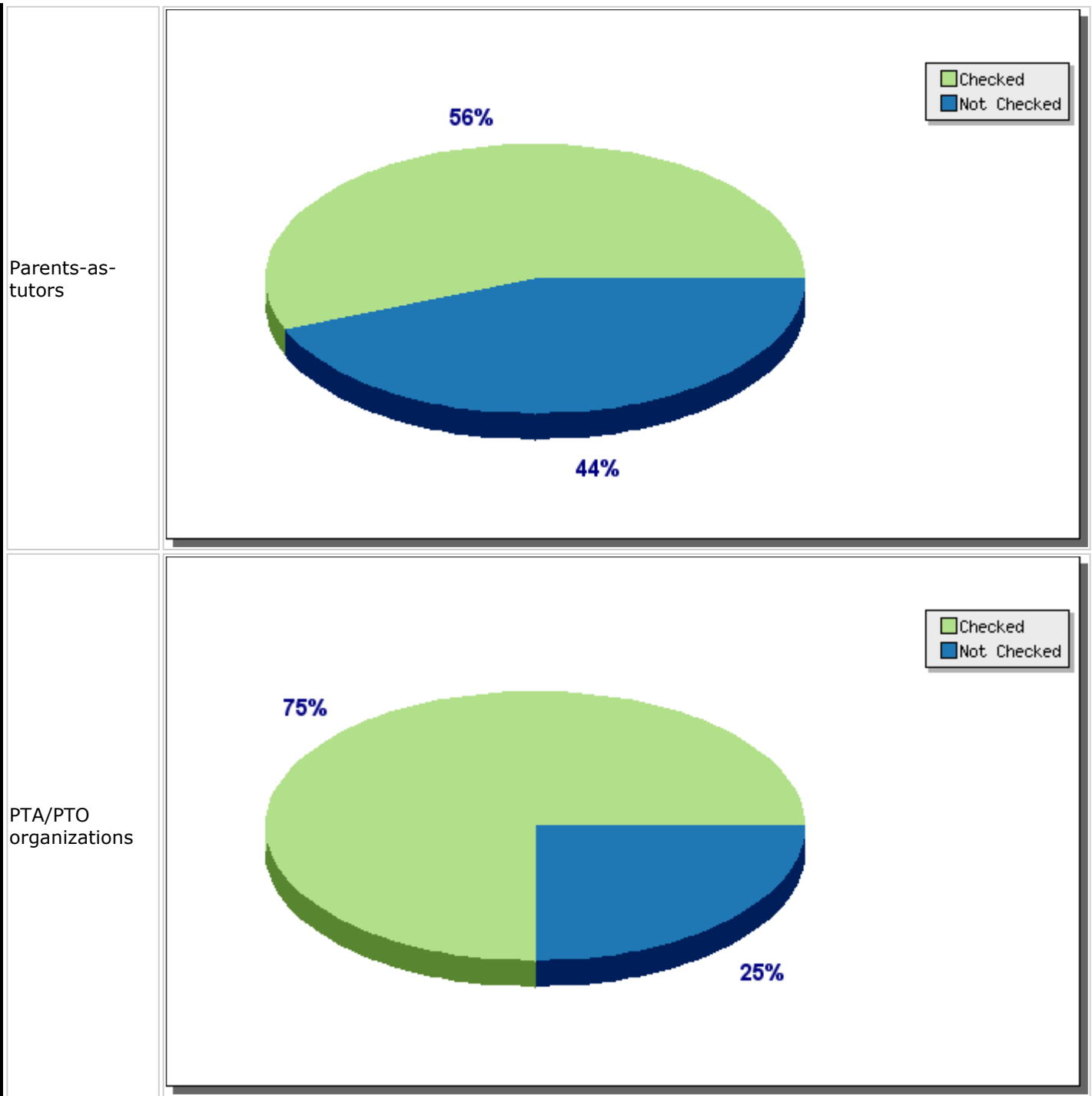
District/school websites publicizing dates for activities and programs.

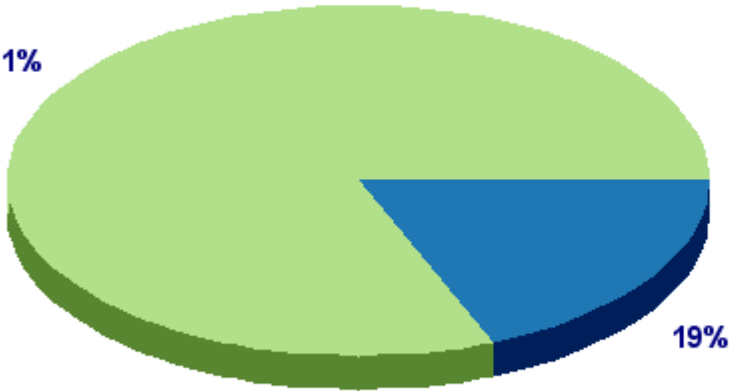



District/school should use which of the following to engage parents in the learning process of students. Select any that apply.

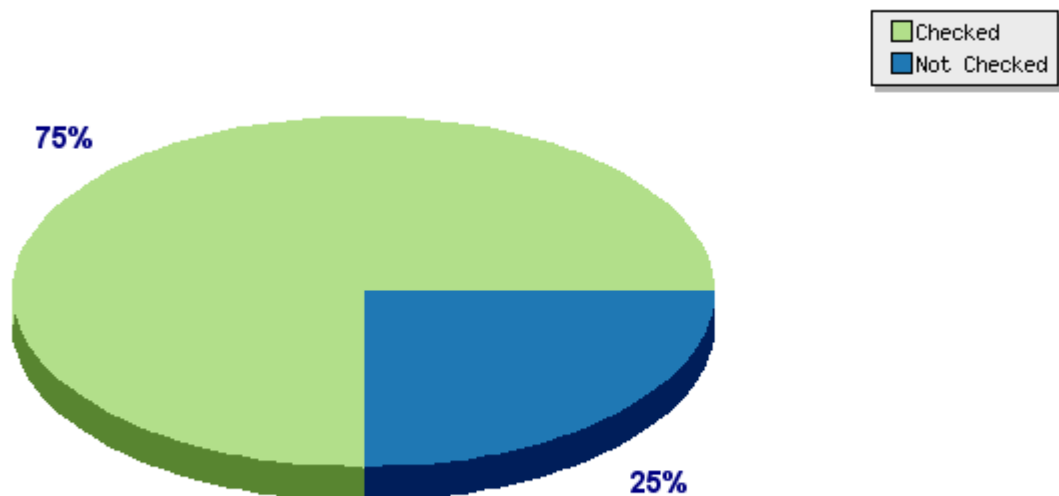
Volunteer activities during the instructional day



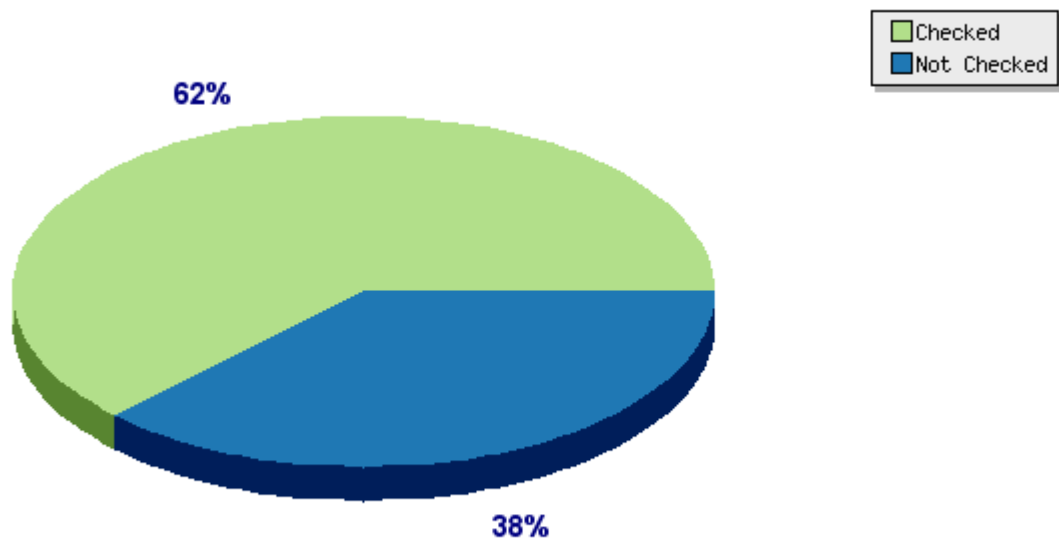


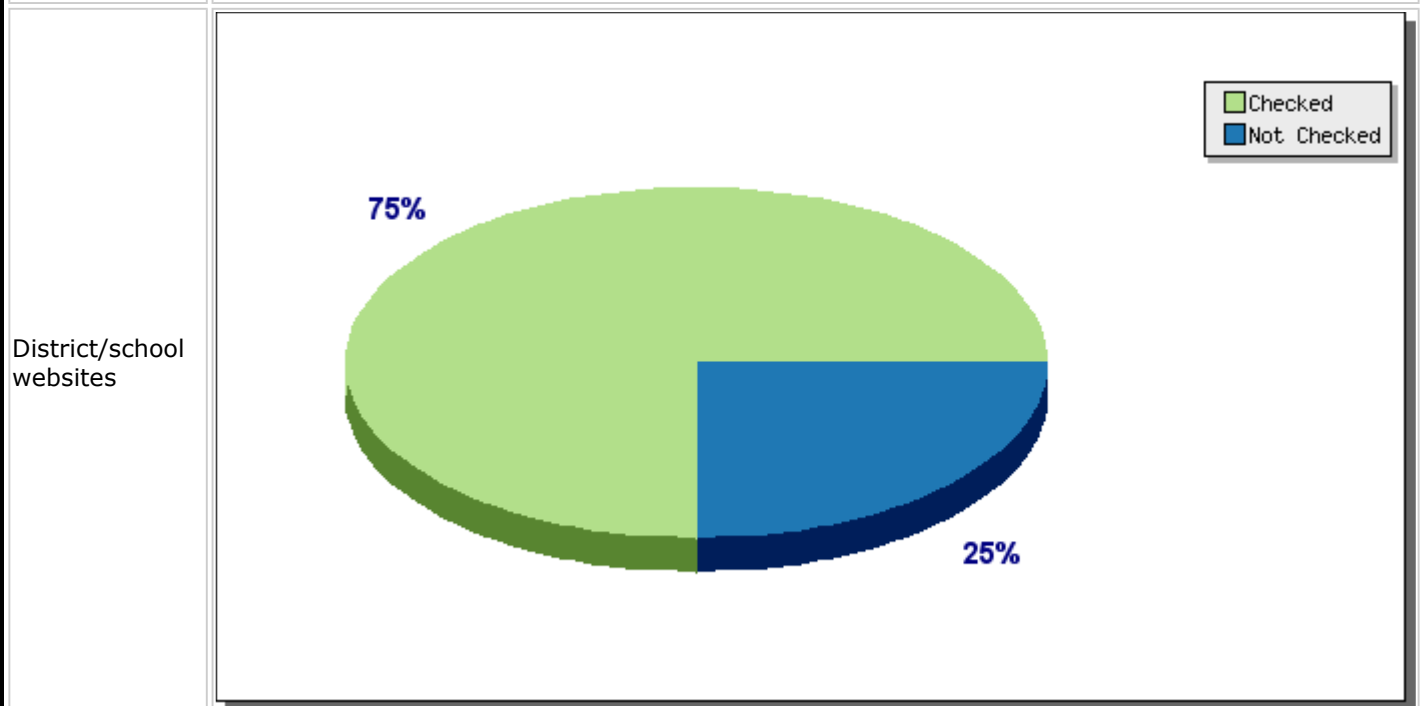
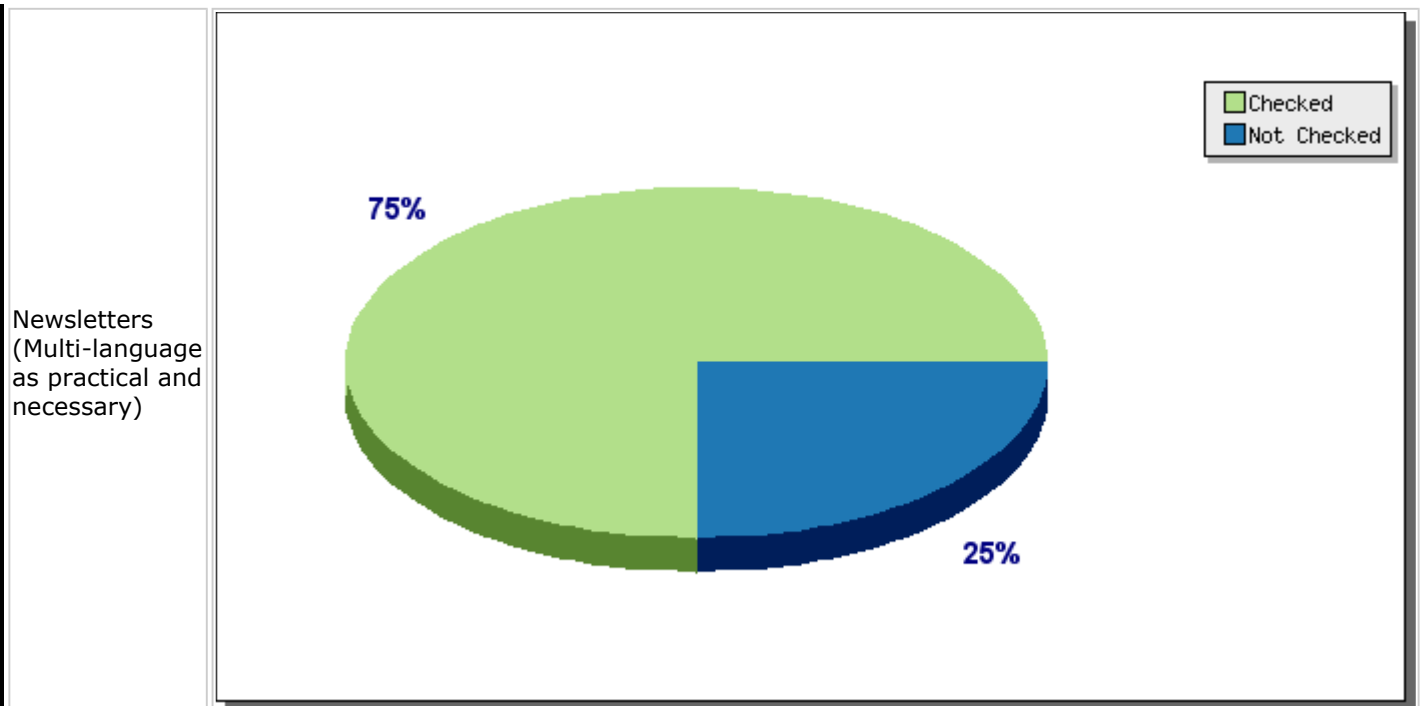
| Parent/Teacher conferences |  <p>A 3D pie chart showing the distribution of responses for Parent/Teacher conferences. The chart is divided into two segments: a large light green segment representing 'Checked' at 81%, and a smaller blue segment representing 'Not Checked' at 19%. A legend in the top 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 88%, and a smaller blue segment representing 'Not Checked' at 12%. 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>88%</td></tr><tr><td>Not Checked</td><td>12%</td></tr></tbody></table> | Category | Percentage | Checked | 88% | Not Checked | 12% |
| Category | Percentage | | | | | | |
| Checked | 88% | | | | | | |
| Not Checked | 12% | | | | | | |

Parent information centers


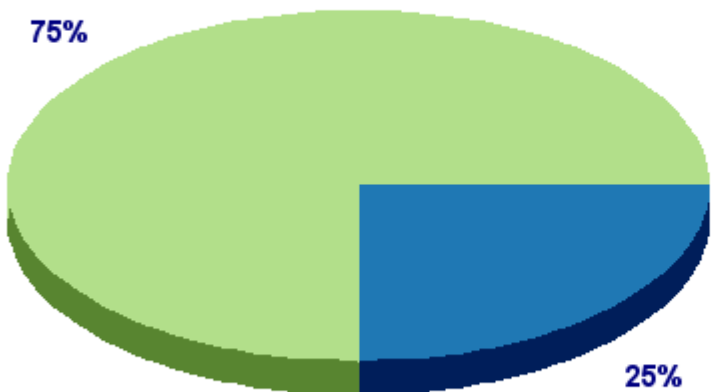


Workshops and seminars

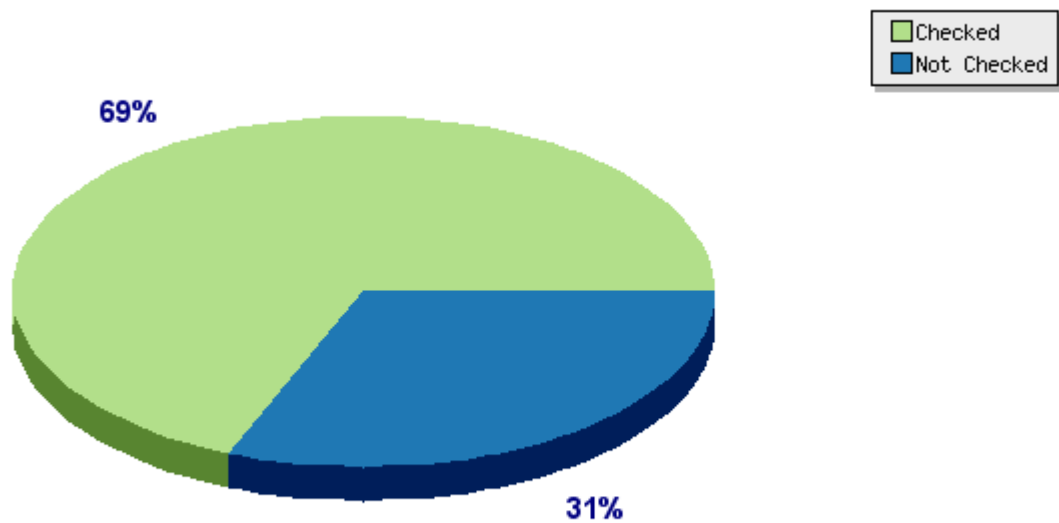




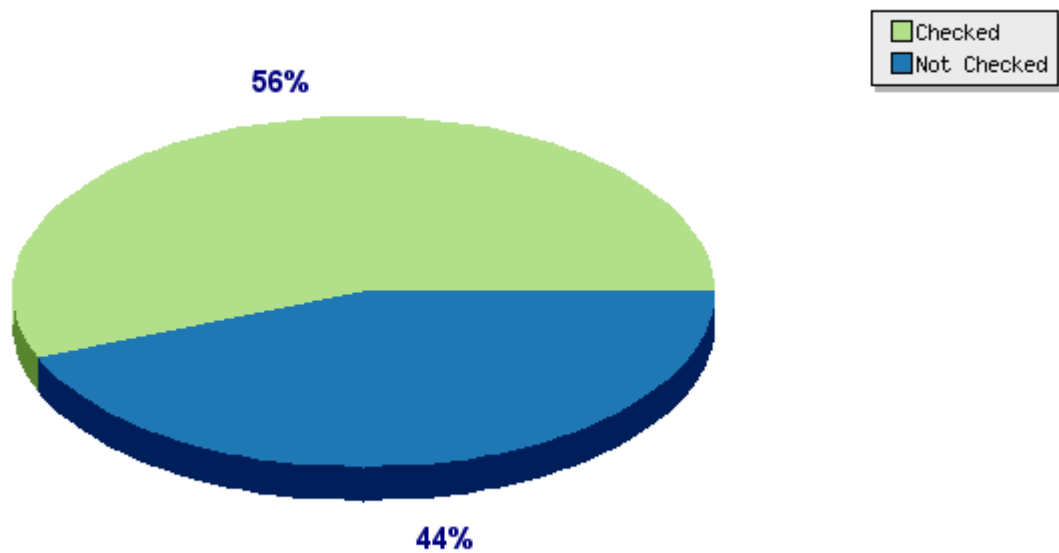
**Parents should use which of the following to promote and complement their child's education at home:
Select any that apply.**

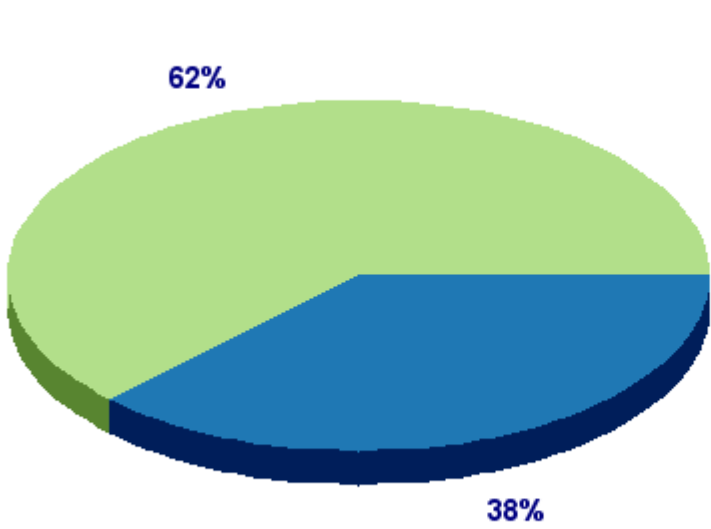
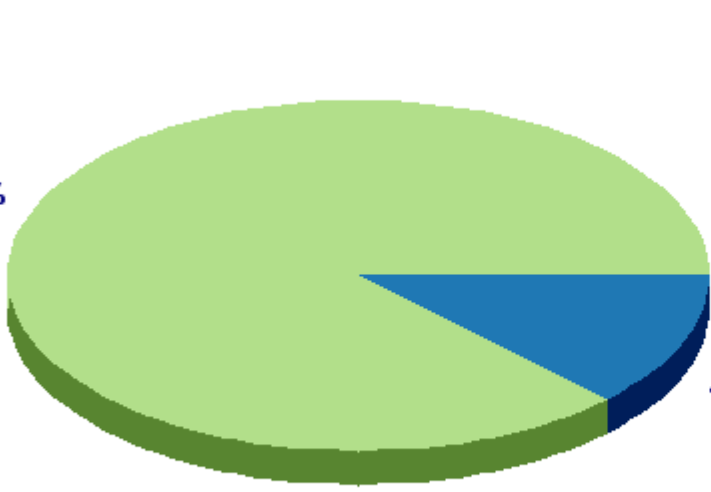
| Designated homework time |  <p>A 3D pie chart showing the status of 'Designated homework time'. The chart is almost entirely green, representing 'Checked' at 100%. A very small blue slice, representing 'Not Checked' at 0%, is barely visible. A legend in the top right corner shows a green square for 'Checked' and a blue square for 'Not Checked'.</p> <table border="1"><thead><tr><th>Category</th><th>Percentage</th></tr></thead><tbody><tr><td>Checked</td><td>100%</td></tr><tr><td>Not Checked</td><td>0%</td></tr></tbody></table> | Category | Percentage | Checked | 100% | Not Checked | 0% |
|--------------------------|---|----------|------------|---------|------|-------------|-----|
| Category | Percentage | | | | | | |
| Checked | 100% | | | | | | |
| Not Checked | 0% | | | | | | |
| Family read nights |  <p>A 3D pie chart showing the status of 'Family read nights'. The chart is divided into two sections: a large green section representing 'Checked' at 75%, and a smaller blue section representing 'Not Checked' at 25%. A legend in the top right corner shows a 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>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% | | | | | | |

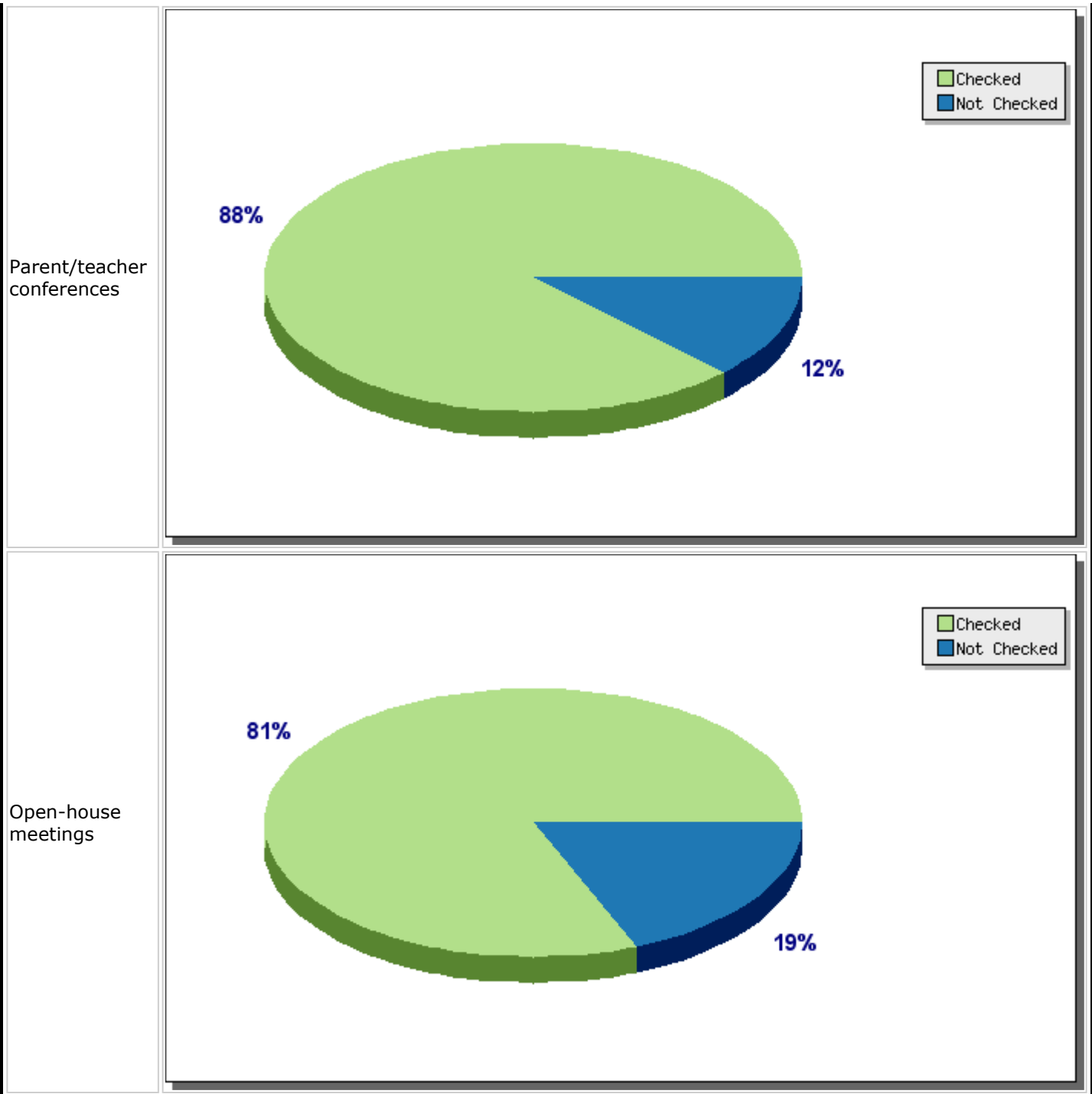
Parent information centers which provide parents with information for improving learning skills



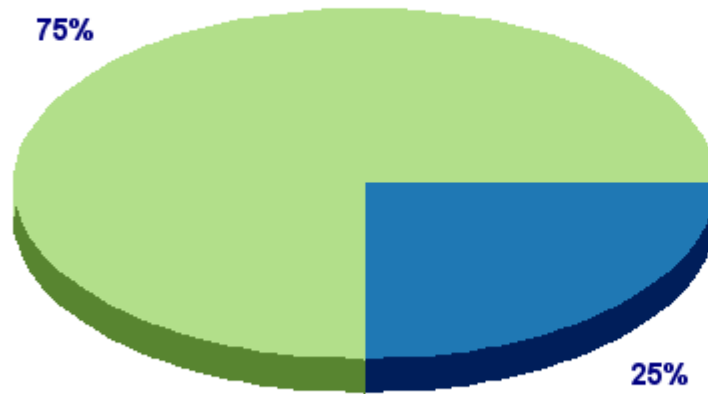
Workshops and seminars



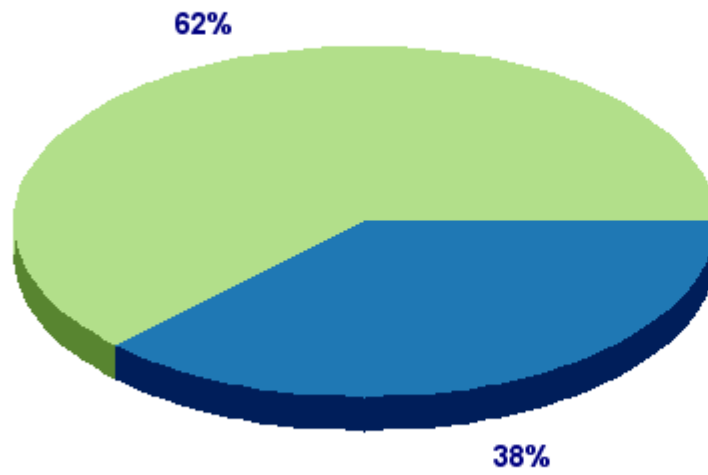
| <p>Newsletters (Multi-language as necessary and practical)</p> |  <p>A 3D pie chart with a light green slice representing 62% and a blue slice representing 38%. A legend in the top right corner shows a light green square for 'Checked' and a blue square for 'Not Checked'.</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Checked</td> <td>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% | | | | | | |
| <p>School internet websites</p> |  <p>A 3D pie chart with a light green slice representing 88% and a blue slice representing 12%. 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>88%</td> </tr> <tr> <td>Not Checked</td> <td>12%</td> </tr> </tbody> </table> | Category | Percentage | Checked | 88% | Not Checked | 12% |
| Category | Percentage | | | | | | |
| Checked | 88% | | | | | | |
| Not Checked | 12% | | | | | | |
| <p>District/school should use which of the following to involve parents in the decision-making process: Select any that apply.</p> | | | | | | | |



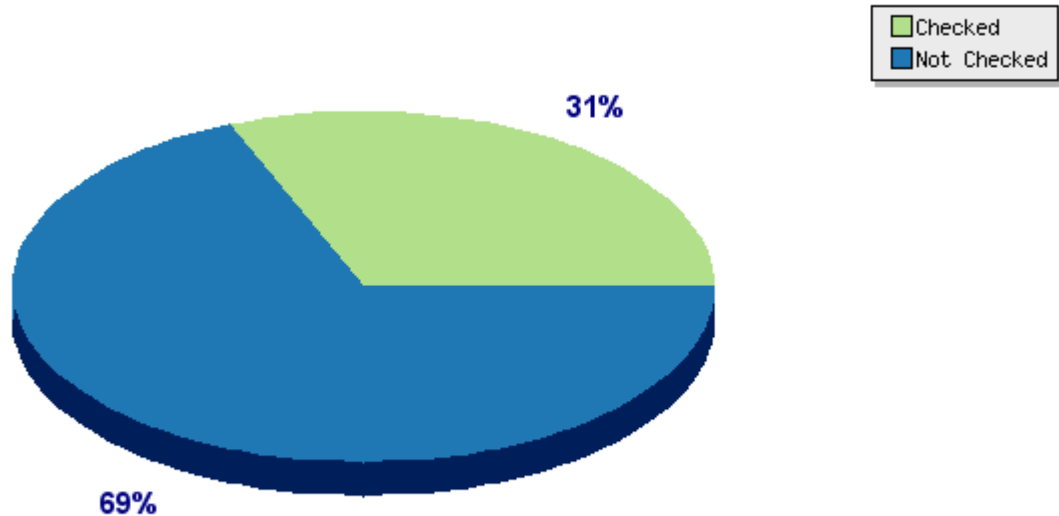
PTA/PTO organizations and meetings



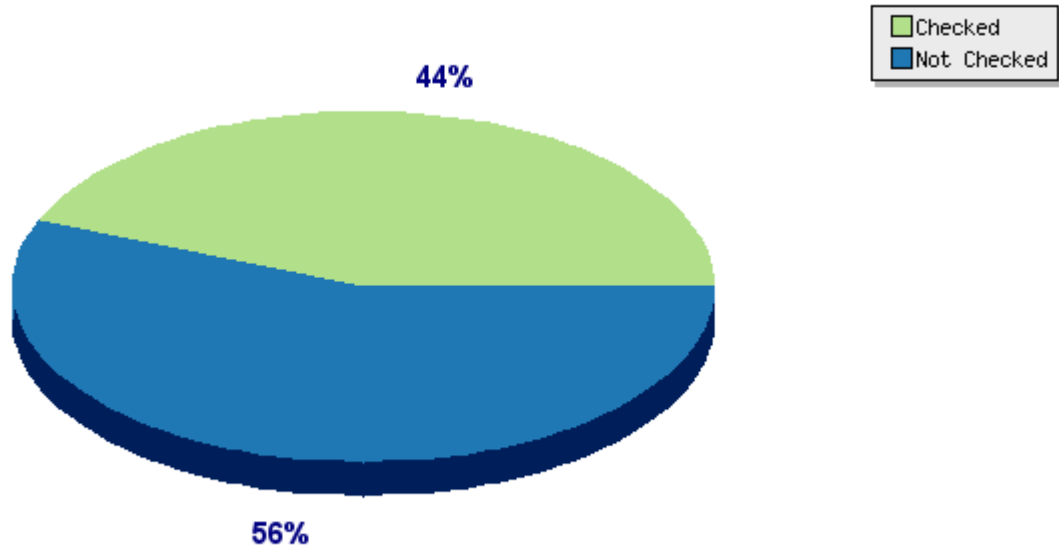
Parent information centers



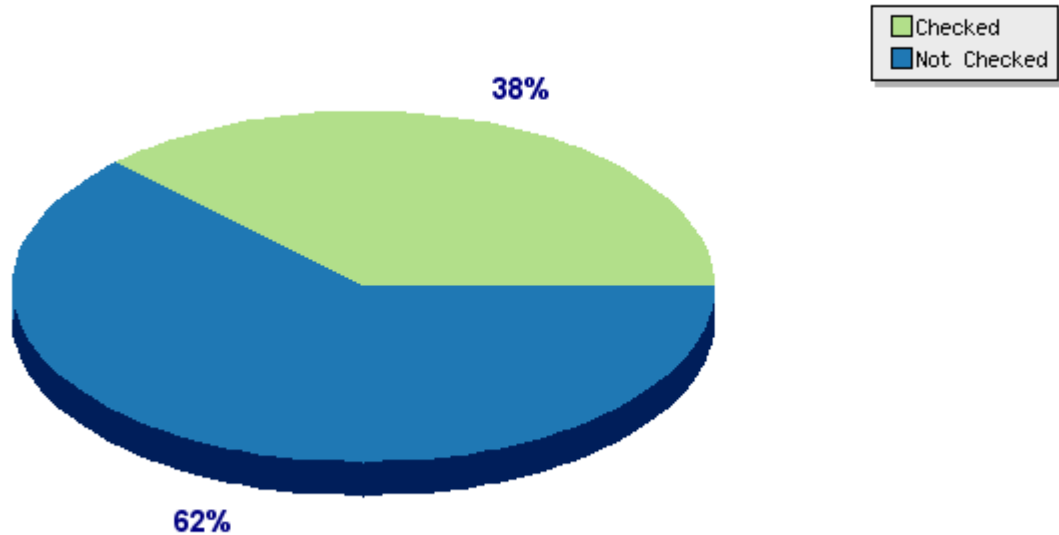
Parents-as-Teachers Programs



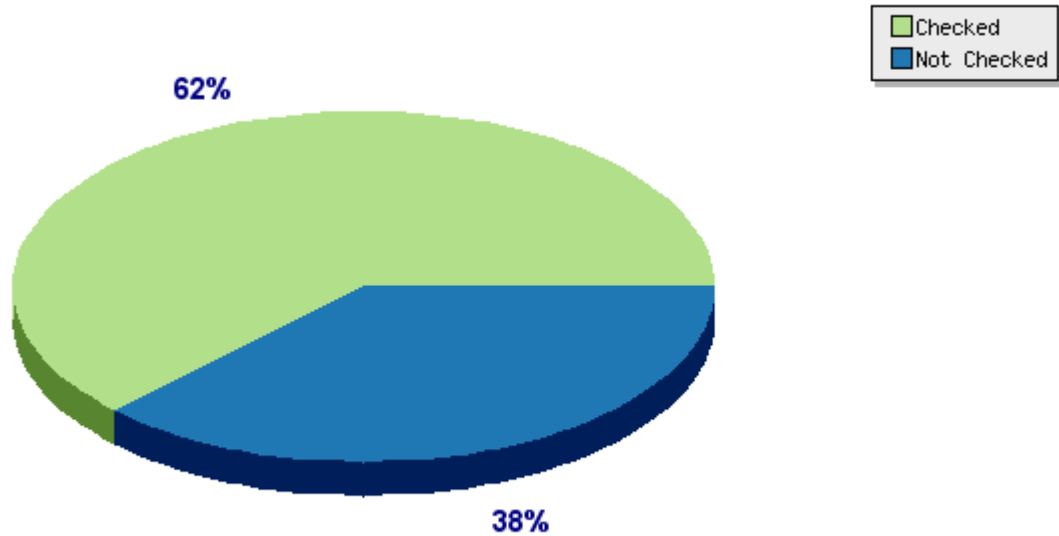
Booster Clubs

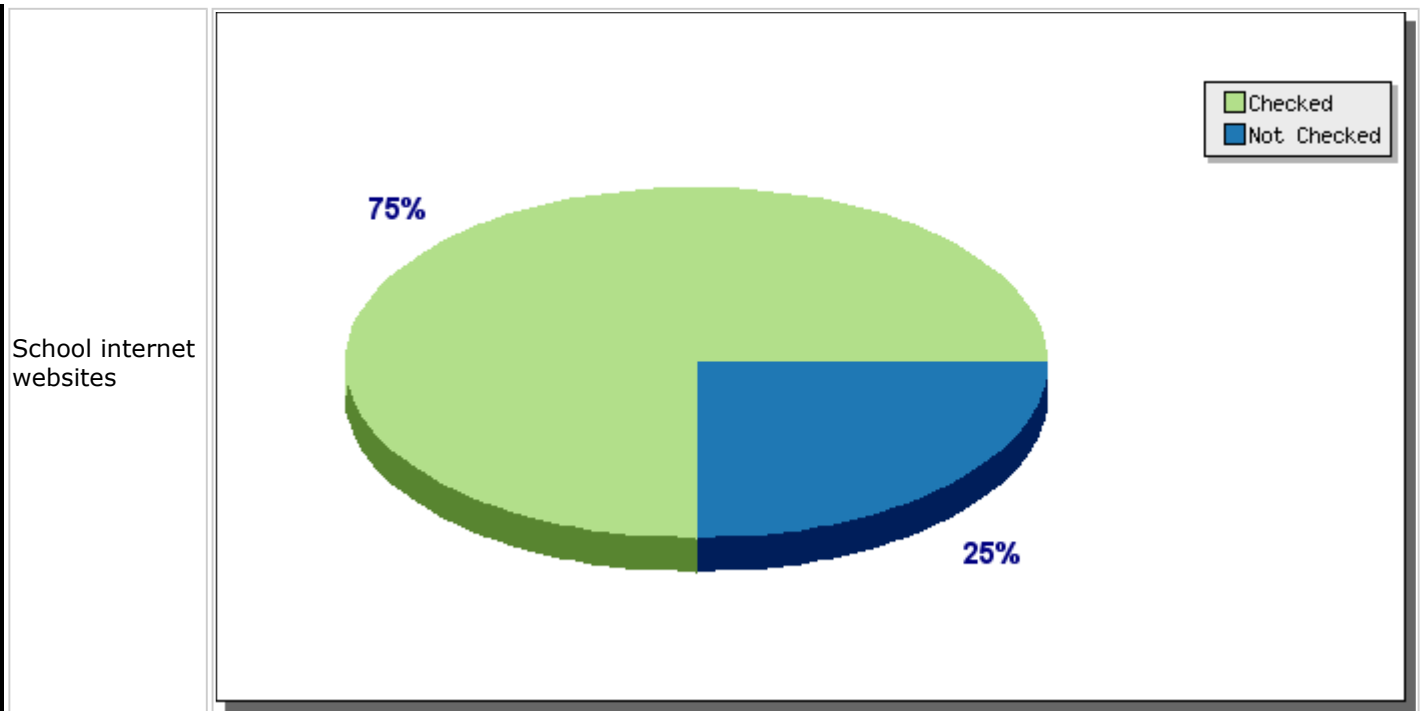


Workshops and seminars

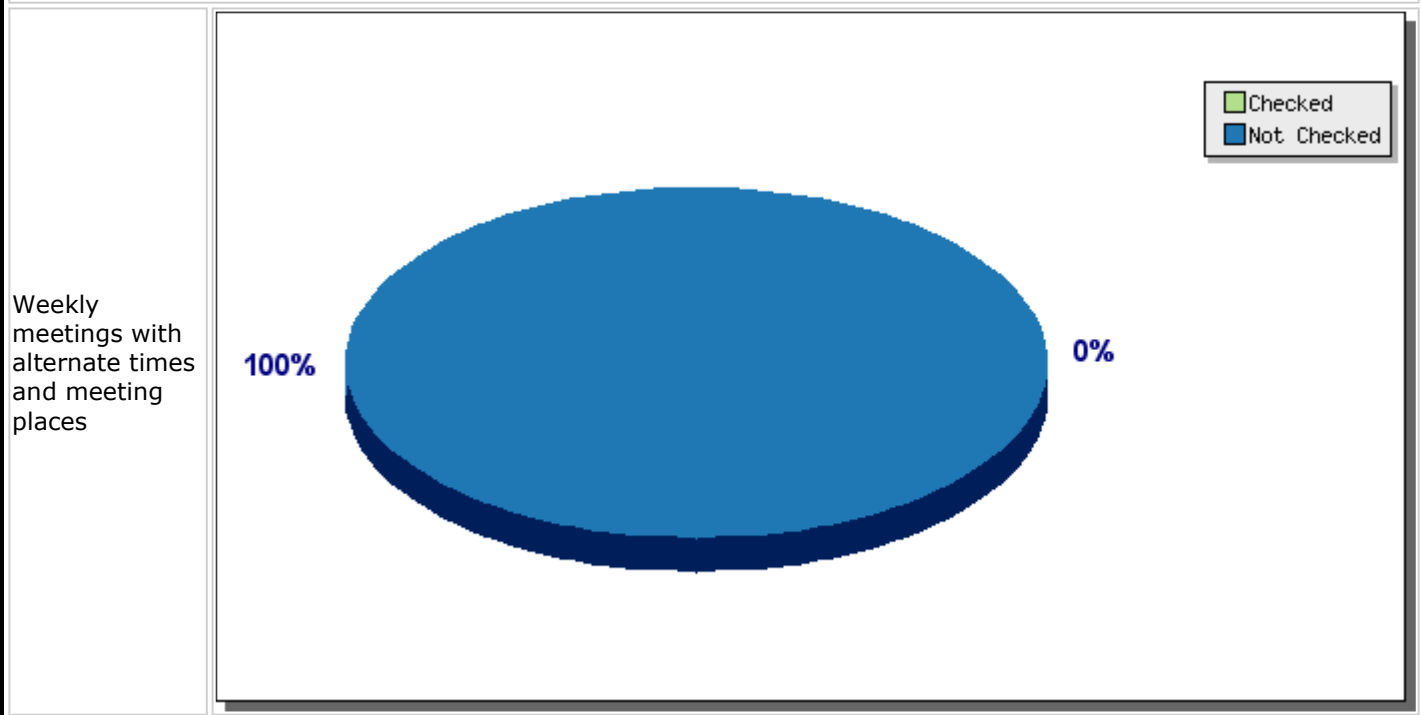


Newsletters
(Multi-language
as necessary
and practical)

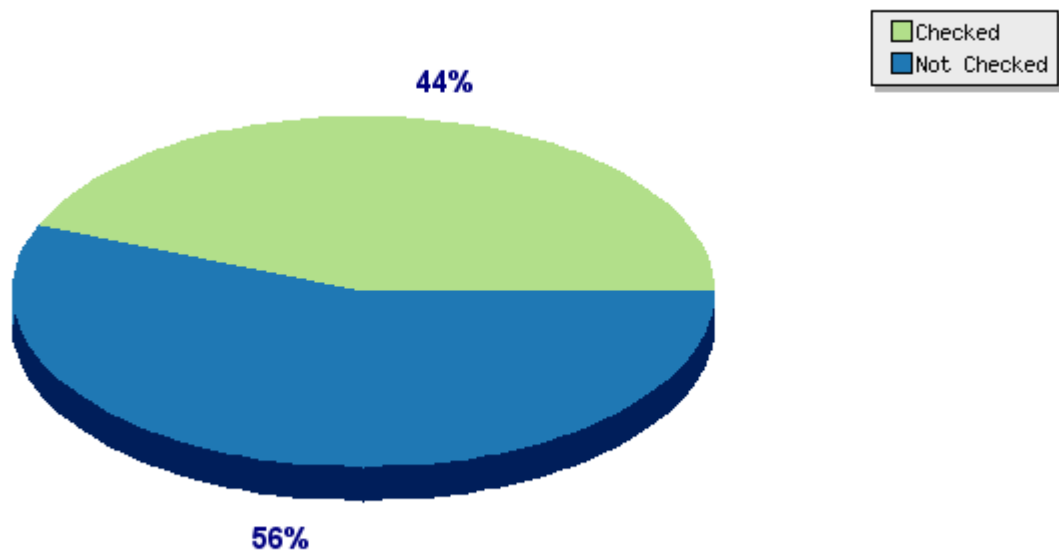




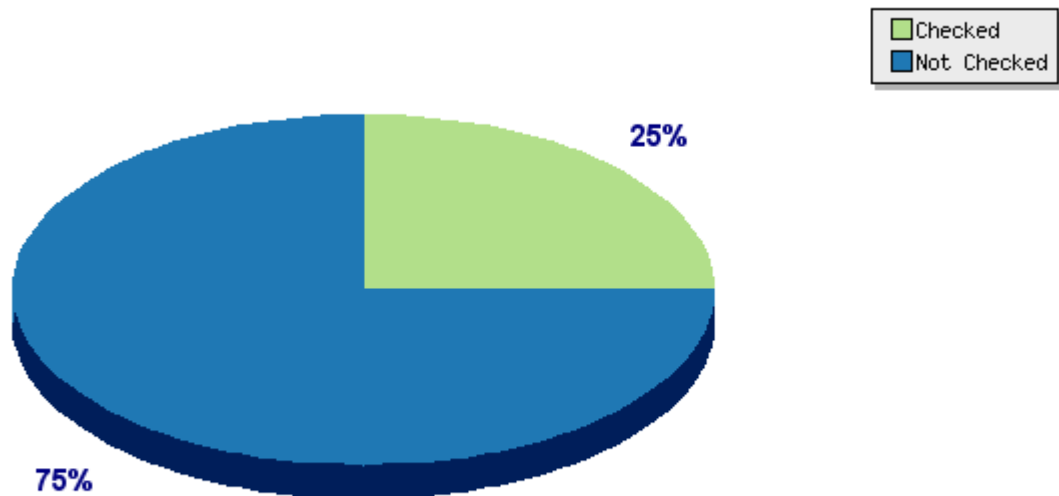
**District/school should schedule meetings for informing and involving parents in school activities by:
Select any that apply.**



Monthly meetings with alternate times and meeting places



Bi monthly meetings with alternate times and meeting places



Once per semester with alternate times and meeting places



Annual meeting with alternate times and meeting places

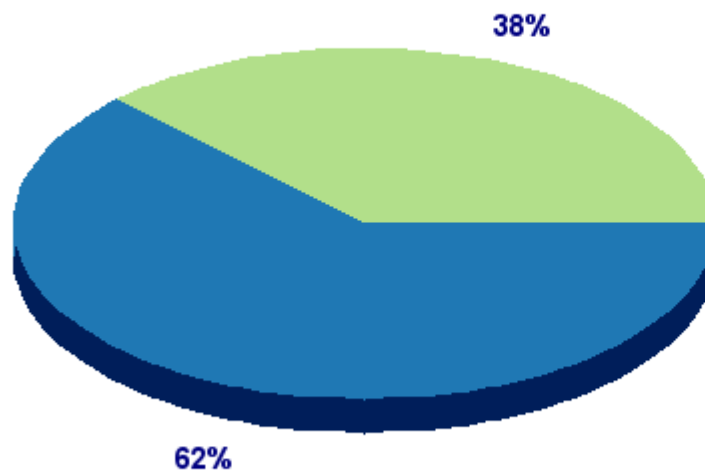


District/school should give consideration to the which of the following for improving parental involvement in school activities: Select any that apply.

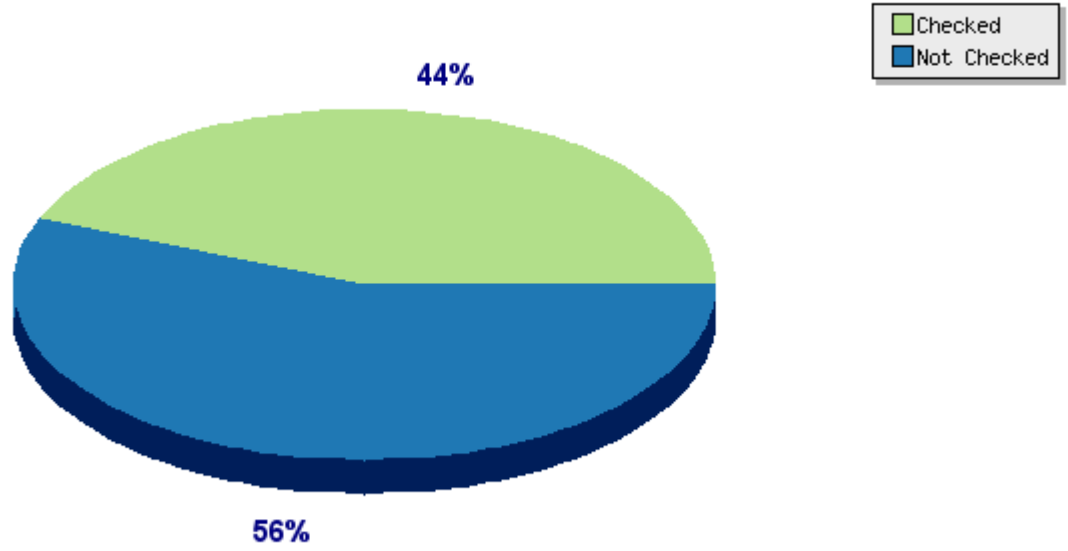
Flexible and alternate times and meeting places



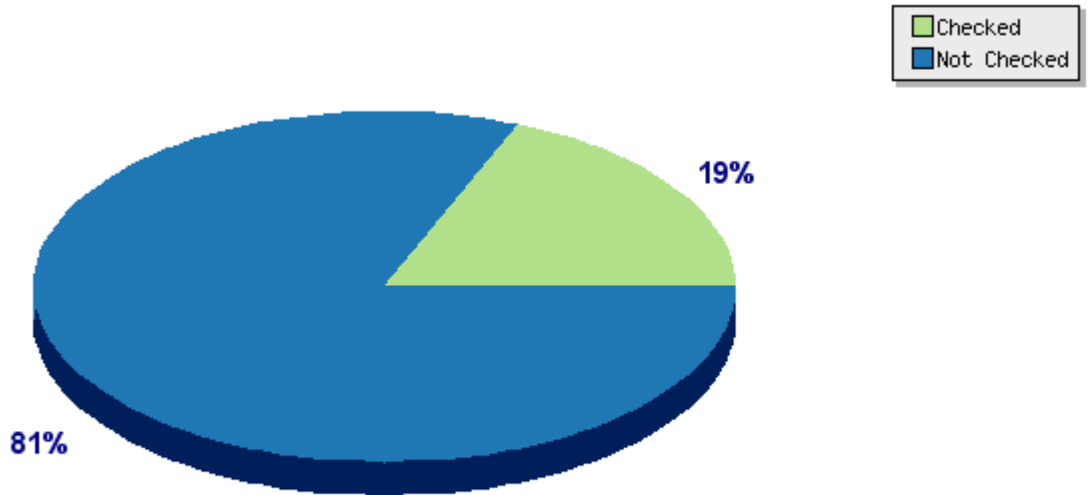
Transportation needs of parents



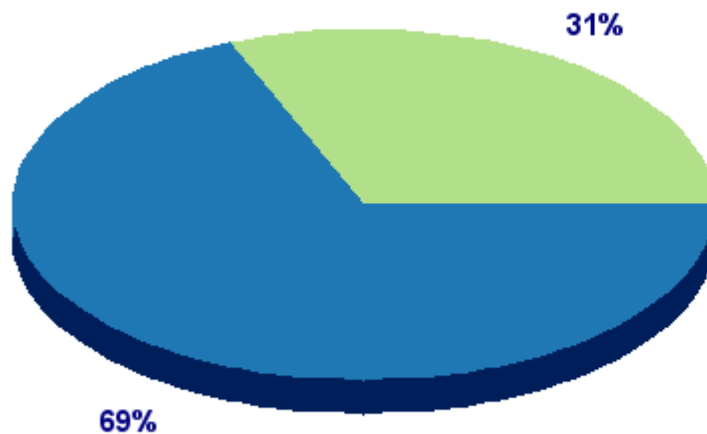
Child-care needs of parents



Multi-language barriers and needs



Disabilities of parents which could hinder their involvement



Migratory and Homeless status which could hinder their involvement

