

**Comprehensive Needs Assessment
2008-2009**

Data Reviewed

I. Campus Trends

- A. Student enrollment
- B. Attendance

II. Evaluation of 2007-2008 Campus Plan and District Plan

III. Student Data

A. TAKS

- 1. Grade level performance
- 2. Demographics

B. NCLB Guidelines and Federal Program Reports

C. NCLB Adequate Yearly Progress (AYP)

D. Special Programs

- 1. CEI lab
- 2. Gifted and Talented
- 3. Dyslexia
- 4. Tutorial Programs
- 5. Special Education
- 6. ESL
- 7. At-Risk

E. Student Discipline

- 1. In-school Suspension
- 2. District Alternative Education Placement (DAEP)

IV. Other Services/Programs

- A. Parent Involvement Policy
- B. Round Table

V. Surveys

- A. Parent
- B. Student

C. Instructional Staff

Significant Findings:

Concerns:

1. Survey results concerns over pride and respect
2. 3rd grade reading results were still high
3. Some of the parent survey questions reflect an increase while other areas reflected a decline or need to improve
4. Reduced ADA impact on funding
5. Performance gaps between student special populations
6. Attendance rate dropped a little this year (still above 96%)

Major Concerns:

1. Create a campus learning environment of respect and pride.
2. Close performance gaps by improving student performance of all subpopulations
3. Improved parent and family involvement
4. Improved attendance
5. Maintain a highly qualified staff

2008-2009 Campus Goals

- 1. Dinsmore students will be educated in a safe and engaging classroom environment relevant to learning in a climate of mutual respect.**
- 2. Dinsmore students will meet the high state and federal standards.**
- 3. Dinsmore will promote a “family friendly” school atmosphere in order to engage parents and the community in the educational process.**
- 4. Dinsmore will promote student attendance and educational opportunities.**
- 5. Dinsmore students will be taught highly qualified teachers who are assisted by highly qualified paraprofessionals.**

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Goal 1: Dinsmore students will be educated in a safe and engaging classroom environment relevant to learning in a climate of mutual respect.

Performance Measures:

1. There will be a 10% increase in favorable comments responding dealing with respect on parent, students and staff surveys.
2. NCLB Performance indicator: No campus will be designated as persistently dangerous schools, as defined by the State.
3. There will be a 25% reduction in the number of students being referred to the office for disciplinary reasons.

Summative Evaluations: Annual discipline reports disaggregated by grade level, gender, and student group. Results of surveys by parents, students and staff.

Strategies/Activities	Person Responsible	Budget/Resources	Formative Assessments	Benchmark Timelines	Target Populations
1. Teachers will attend “Capturing Kids’ Hearts” training, when available	G. Nightingale	Local funds	List of teachers who attend training	January 16, 2009 June 5, 2009	All Students
2. All Dinsmore teachers will be given an introduction into “Capturing Kids’ Hearts” as a means to assist them as they establish positive relationships with their students.	Principal/Laura Grimsinger	Local funds	Training agenda	August 20, 2008 January 16, 2009	All Students
3. Dinsmore will continue the Roundtable Program at 4 th grade and the Character Education program to instill conflict resolution skills, address early	Principal/Laura Grimsinger	Local funds	Counselor’s log Student Evaluations	Quarterly June 2009	All Students

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suicide prevention, and prevent violence/harassment					
4. Dinsmore will conduct a campus technology needs assessment	Principal/Peggy Clark	Local funds	Survey Results	October 3, 2008	All students
5. Dinsmore will continue to model and teach courtesy and respect through the use of the school pledge, social stories, special programs, articles in the school newsletter, and by employee example.	Principal/Laura Grimsinger	Local funds	Student, Parent, and Teacher surveys	February 20, 2009	All students
6. Teachers will continue to schedule and implement the DAVE lessons (Title I, Component 10)	Principal	Local funds Title IV funds	DAVE report sheets Program evaluation	January 16, 2009 June 5, 2009	All students
7. Dinsmore will continue to participate in Region 9 Title IV SSA programs in support of the Safe School Act (Title I, Component 10).	Mrs. Curry/Principal	Local funds Title IV funds Region 9	Region 9 training reports Student and Parent surveys Program Evaluation	June 2009	All students
8. Dinsmore will review and continue to implement the campus emergency plan to ensure the safety of all students and staff.	Principal	Local funds Region 9	Written report to superintendent Principal documentation	Each semester Monthly	All students

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9. Dinsmore's intervention team will expand to include parental involvement (Title I, Component 6)	Principal	Local Funds	Sign-in sheets	Each six weeks	All students
Goal 2: Dinsmore students will meet the high state and federal standards.					
Performance Measures:					
<ol style="list-style-type: none"> 1. Student attendance will increase to 97%. 2. Dinsmore will meet AYP. 3. Dinsmore will assist the district to receive a zero or one on all performance indicators on PBMAS. 4. Dinsmore will be rated as a Recognized Campus. 					
Summative Evaluations: TAKS and other state assessment results disaggregated by student group. Federal AYP report. PBMAS report.					
Strategies/Activities	Person Responsible	Budget/Resources	Formative Assessments	Benchmark Timelines	Target Populations
1. Dinsmore will assess research-based and data-driven interventions with teacher input to meet the needs of struggling students (Title I, Component 2 and 8).	Principal	Local funds	List of interventions implemented Benchmarks	Each six weeks	All Students
2. Explore various research-based math programs in order to enhance math skills (Title I, Component 2).	Principal	W. Wichita Co-op	Recommendation from teachers List of selected materials/programs	January 16, 2009	All Students
3. Dinsmore will utilize the CLC training to ensure that the needs of students are met in all core subjects: *With an emphasis on math and	Principal	Local funds	CLC usage report	Each semester	All Students

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science *Building on vocabulary lists (Title I, Components 2 and 9).					
4. Dinsmore will provide opportunities for team planning.	Principal	Local funds	Minutes of meetings	Each six weeks	All Students
5. Dinsmore faculty will visit districts with comparable demographics to observe effective inclusion practices.	Principal	Local funds	Faculty meetings Agendas/Minutes Teacher comments	Monthly Monthly Each Semester	All Students
6. Dinsmore will participate in a book study on inclusion.	Principal/Mr. Nightingale	Local funds	Book report form Discussion groups	April 15, 2009	All Students
7. Teachers will be trained in collaborative communication regarding special needs students.	Principal	Local funds	Minutes of faculty meetings	Monthly	All Students
8. Dinsmore will offer professional development in differentiated instruction to meet the needs of all students.	J. Goodwin	Local funds	Minutes of faculty meetings	Monthly	All Students
9. Dinsmore will utilize state compensatory education funds to develop instructional programs to serve the academic needs of at risk students (Title I, Component 10).	Principal	SCE Funds: _____ FTEs: _____	Progress Reports Six Weeks Report Cards	Every three weeks Every six weeks	All Students
10. Dinsmore will evaluate the	Principal	Local funds	Student Usage	Each semester	All Students

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effectiveness of the CEI program.			report End of Year progress report	June, 2009	
11. Teachers will continue state assessment remediation including: tutorials, computer assisted instruction, homework club, and classroom assistance.	Principal	Local funds	Student grades Student attendance Homework Club Attendance logs	Each six weeks Each six weeks June, 2009	All Students
12. Use AMI/ARI funds for instructional aides to assist teachers as they provide reading and math interventions (Title I, Component 9).	Principal	AMI/ARI funds	Documentation of students served by aide Student grades	Each six weeks Each six weeks	At-Risk Students
Goal 3: Dinsmore will promote a “family friendly” school atmosphere in order to engage parents and the community in the educational process.					
Performance Measures:					
<ol style="list-style-type: none"> 1. Increase student attendance to 97%. 2. Increase the number of opportunities for parent and community involvement. 3. Increase attendance at the parent teacher conference day to 98% of the parents participating. 4. Increase positive responses on parent surveys by 5%. 					
Summative Evaluations: Parent surveys, Parent Academy and events participation logs.					
Strategies/Activities	Person Responsible	Budget/Resources	Formative Assessments	Benchmark Timelines	Target Populations

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<p>1. Continue and initiate “Family Activity Involvement Programs”. For example:</p> <ul style="list-style-type: none"> • Back to School Fair • Home Visits • Math and Reading Nights • Other grade level special days (Title I, Component 6). 	<p>Principal/Laura Grimsinger</p>	<p>Local funds</p>	<p>Attendance logs Home visits logs</p>	<p>Scheduled events Each six weeks</p>	<p>All Students/All Parents</p>
<p>2. Establish various communication tools to update parents on school programs and activities such as:</p> <ul style="list-style-type: none"> • Share e-mail addresses • Newsletters • Notes • Website (Title I, Component 6). 	<p>Principal</p>	<p>Local funds</p>	<p>Newsletters Parent Surveys</p>	<p>Monthly February 20, 2009</p>	<p>All Students/All Parents</p>
<p>3. Teachers will make parents aware of the EISD website during their first parent-teacher conference (Title I, Component 6).</p>	<p>Principal</p>	<p>Local funds</p>	<p>Schedule of Parent Conferences</p>	<p>October 8, 2008</p>	<p>All Parents</p>
<p>4. Services and activities will be provided to ensure student success in the transition from early childhood programs to the Dinsmore Elementary program</p>	<p>Principal/Ms. Branch/Ms. Jones</p>	<p>Local funds</p>	<p>Sign-in sheets Teacher comments</p>	<p>August 25, 2008 Monthly</p>	<p>All Students</p>

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<p>through:</p> <ul style="list-style-type: none"> • Enrollment day • Meet the Teacher orientation • Kindergarten and Head Start Orientation (Title I, Component 7). <p>5. Continue the distribution of TAKS results to parents to promote an understanding of the impact of the state assessment and to answer any questions from the parents. (Title I, Component 6).</p>	<p>Principal/Laura Grimsinger</p>	<p>Local funds</p>	<p>Documentation of parent meetings</p>	<p>June 1, 2009</p>	<p>All Students/All Parents</p>
<p>Goal 4: Dinsmore will promote student attendance and educational opportunities.</p>					
<p>Performance Measures:</p> <ol style="list-style-type: none"> 1. Meet attendance rate of 97%. 2. 5% decrease in ISS and AEP referrals 					
<p>Summative Evaluations:</p> <ol style="list-style-type: none"> 1. Attendance rate report disaggregated by student groups. 2. In-school-suspension (ISS) and District Alternative Education Placement (DAEP) reports disaggregated by student groups. 					
<p>Strategies/Activities</p>	<p>Person Responsible</p>	<p>Budget/Resources</p>	<p>Formative Assessments</p>	<p>Benchmark Timelines</p>	<p>Target Populations</p>
<p>1. Dinsmore will review attendance incentives and explore new ways to encourage school</p>	<p>Principal/Patty Bruce</p>	<p>Local funds</p>	<p>Attendance</p>	<p>Each six weeks</p>	<p>All Students</p>

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attendance, including home visits at the 3 rd day of absence.					
2. Dinsmore will develop a way to help students return to class after attendance in ISS or AEP.	Principal/Laura Grimsinger	Local funds	Transition plan back to regular classroom	October 1, 2008	All Students
3. Dinsmore teachers will be encouraged to keep in touch with students who have been assigned to ISS or AEP.	Principal	Local funds	Faculty meeting agendas	Monthly	All Students
4. Dinsmore will identify and serve homeless students within EISD boundaries.	Principal/Patty Bruce	Local funds	List of students identified as homeless	Each six weeks	All Students
5. Dinsmore will develop a plan to reward students meeting specific criteria (academic, attendance, etc.) and conduct: <ul style="list-style-type: none"> • Friday Friend Lunch for perfect attendance • Early release at the end of school. 	Principal	Local funds	Attendance TAKS results	Each six weeks April and May 2009	All Students
Goal 5: Dinsmore students will be taught highly qualified teachers who are assisted by highly qualified paraprofessionals.					
Performance Measures:					
<ol style="list-style-type: none"> 1. 100% of core area teachers will be highly qualified. 2. 100% of instructional paraprofessionals will meet the highly qualified standards. 3. 100% of new hires will meet highly qualified status prior to employment. 4. <u>NCLB Performance Indicator 3.1</u>; The percentage of classes being taught by highly qualified teachers in the aggregate and in high 					

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poverty schools will be 100%.

5. NCLB Performance Indicator 3.2: The percentage of teachers receiving high quality professional development will be 100%.
6. NCLB Performance Indicator 3.3: The percentage of instructional paraprofessionals who are highly qualified will be 100%.

Summative Evaluations: Personnel files, highly qualified worksheets and principal attestations.

Strategies/Activities	Person Responsible	Budget/Resources	Formative Assessments	Benchmark Timelines	Target Populations
1. Establish an effective Teacher Mentoring system in order to retain highly qualified staff (Title I, Component 5).	Principal	Local funds	Mentor assignments Mentor conferences with principals	August 25, 2008 Each six weeks	All teachers
2. Assist teachers in maintaining or attaining certification through alternative programs, GT certification, ESL certification, and TExES testing in order to assure all staff is highly qualified. The district will pay teachers who take tests for additional certification and the cost for having it placed on certificate(s) (Title I, Components 3 and 5).	Principal	Local funds	Number of teachers in alternative certification programs Professional development records Number of teachers requesting reimbursement for adding areas of certification	August 25, 2008 August 25, 2008 January 16, 2009 June 1, 2009	All teachers
3. Require any instructional aides not considered "Highly Qualified" to complete TOP training.	Principal	Local funds	Professional development records	September 5, 2008	All Instructional Paraprofessionals

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<p>4. Provide incentives and release for teachers to attend training to obtain additional certifications such as ESL, GT, etc. (Title I, Components 3 and 5).</p>	<p>Principal</p>	<p>Local funds</p>	<p>Number who attain new certifications Professional Development report</p>	<p>Each semester Quarterly</p>	<p>All teachers</p>
<p>5. Dinsmore will maintain a “Highly Qualified” staff that will be encouraged and supported in continuing their education to enable all students to meet State Academic Achievement standards (Title I, Components 4 and 5).</p>	<p>Principal</p>	<p>Local funds</p>	<p>Number who attain new certifications Professional Development report</p>	<p>Each semester Quarterly</p>	<p>All teachers</p>
<p>6. Teachers and Staff will be encouraged to complete the Bullying Seminar, parts I and II, on the TCTA website (Title I, part 3).</p>	<p>Principal</p>	<p>Local funds</p>	<p>Number of completed certificates</p>	<p>January 16, 2009 June 3, 2009</p>	<p>All teachers</p>