

GISD
Comprehensive Needs Assessment:
Summary of Findings

Identified Areas of Strength and Concern	
Areas of Strength	Data Source
<i>Early Literacy Program emerging</i>	<i>TPRI Results</i>
<i>Response to Intervention Program</i>	<i>Universal Screener results, TPRI Results, Master schedules</i>
<i>PK Coalition emerging</i>	<i>Training attendance</i>
Areas of Concern	
<i>Math, reading, writing, and social studies results for all populations</i>	<i>State Accountability (TAPR), PBMAS</i>
<i>Gifted and Talented Program</i>	<i>Parent, community, and student surveys</i>
<i>Bilingual / ESL student results – Reading, Science, Writing</i>	<i>State Accountability (TAPR); PEIMS indicating participation in Bilingual program; HQT Report; PBMAS Report</i>
<i>Special Education students results – Reading, Math, Writing, Social Studies</i>	<i>PBMAS Report, State Accountability (TAPR)</i>
<i>Recruiting fully certified Bilingual Teachers, K-5</i>	<i>Bilingual Exemption</i>
<i>Daily attendance of students and teachers</i>	<i>Budget, attendance reports, AESOP reports</i>
<i>Leaver Code 60 – Homeschool</i>	<i>Leaver Code Report</i>

**Graham High School
Comprehensive Needs Assessment:
Summary of Findings**

Identified Areas of Strength and Concern	
Areas of Strength	Data Source
<i>Flex Period - Response to Intervention Program</i>	<i>Teacher and student feedback</i>
<i>Master Schedule is student driven</i>	<i>Master schedules</i>
<i>ICU and Flex period have been successful intervention programs</i>	<i>Attendance and results of students attending these intervention programs</i>
Areas of Concern	
<i>Math, reading, writing, and social studies results for all populations</i>	<i>State Accountability</i>
<i>Bilingual / ESL student results – Reading, Science, Writing</i>	<i>Parent, community, and student surveys</i>
<i>Special Education students results – Reading, Math, Writing, Social Studies</i>	<i>State Accountability (TAPR); PEIMS indicating participation in Bilingual program; HQT Report; PBMAS Report</i>
<i>Daily attendance of students and teachers</i>	<i>PBMAS Report, State Accountability (TAPR)</i>
	<i>Budget, attendance reports, AESOP reports</i>

GJHS
Comprehensive Needs Assessment:
Summary of Findings

Identified Areas of Strength and Concern	
Areas of Strength	Data Source
<i>School Climate: Students feel safe and welcome in our school</i>	<i>Student Survey; Teacher</i>
<i>iPad Initiative has increased student engagement and participation in the learning process</i>	<i>Student Survey</i>
<i>Generalized upward trend in student Achievement</i>	<i>State Accountability (TAPR)</i>
<i>Emerging Response to Intervention Program</i>	<i>Intervention Attendance, Screener, Unit Assessment data</i>
Areas of Concern	
<i>Math, reading, writing, science and social studies results for all populations</i>	<i>State Accountability (TAPR), PBMAS</i>
<i>ESL student results – Reading, Science, Writing</i>	<i>State Accountability (TAPR); PBMAS Report</i>
<i>Special Education students results – Reading, Math, Writing, Social Studies</i>	<i>PBMAS Report, State Accountability (TAPR)</i>
<i>Daily attendance of students and teachers</i>	<i>Budget, attendance reports, AESOP reports</i>
<i>Leaver Code 60 – Homeschool</i>	<i>Leaver Code Report</i>
<i>Increasing parental involvement and goal focus of our students</i>	<i>Teacher Survey</i>
<i>Professional Development – Specifically targeted at Technology integration and activity-based instruction</i>	<i>Teacher Survey, Student Survey</i>
<i>Management of violations of iPad User Agreement</i>	<i>Surveys</i>
<i>Consistency in iPad platform</i>	<i>Surveys</i>
<i>Variety within intervention Period</i>	<i>Informal Surveys</i>

**Woodland
Comprehensive Needs Assessment:
Summary of Findings**

Identified Areas of Strength and Concern	
Areas of Strength	Data Source
<i>Gifted and Talented Program</i>	<i>Data, student reports,</i>
<i>Parent Involvement</i>	<i>Attendance at all activities</i>
<i>After school activities/clubs</i>	<i>Teacher and parent anecdotal data</i>
<i>Engagement of students</i>	<i>PB'sL, incidences of discipline, walk-through data</i>
Areas of Concern	
<i>Math, reading, writing, and social studies results for all populations</i>	<i>State Accountability (TAPR), PBMAS</i>
<i>Bilingual / ESL student results – Reading, Science, Writing</i>	<i>State Accountability (TAPR); PEIMS indicating participation in Bilingual program; HQT Report; PBMAS Report</i>
<i>Special Education students results – Reading, Math, Writing, Social Studies</i>	<i>PBMAS Report, State Accountability (TAPR)</i>
<i>Daily attendance of students and teachers</i>	<i>Budget, attendance reports, AESOP reports</i>

**Crestview
Comprehensive Needs Assessment:
Summary of Findings**

Identified Areas of Strength and Concern	
Areas of Strength	Data Source
<i>Early Literacy Program emerging</i>	<i>TPRI Results</i>
<i>Response to Intervention Program</i>	<i>Universal Screener results, TPRI Results, Master schedules</i>
<i>PK Coalition emerging</i>	<i>Training attendance</i>
Areas of Concern	
<i>Math, reading, writing, and social studies results for all populations</i>	<i>State Accountability (TAPR), PBMAS</i>
<i>Gifted and Talented Program</i>	<i>Parent, community, and student surveys</i>
<i>Bilingual / ESL student results – Reading, Science, Writing</i>	<i>State Accountability (TAPR); PEIMS indicating participation in Bilingual program; HQT Report; PBMAS Report</i>
<i>Special Education students results – Reading, Math, Writing, Social Studies</i>	<i>PBMAS Report, State Accountability (TAPR)</i>
<i>Recruiting fully certified Bilingual Teachers, K-5</i>	<i>Bilingual Exemption</i>
<i>Daily attendance of students and teachers</i>	<i>Budget, attendance reports, AESOP reports</i>
<i>Leaver Code 60 – Homeschool</i>	<i>Leaver Code Report</i>

**Pioneer
Comprehensive Needs Assessment:
Summary of Findings**

Identified Areas of Strength and Concern	
Areas of Strength	Data Source
<i>Early Literacy Program emerging</i>	<i>TPRI Results, CPALLS Results</i>
<i>Response to Intervention Program</i>	<i>Universal Screener results, TPRI Results, Master schedule</i>
<i>PK Coalition emerging</i>	<i>Training attendance</i>
Areas of Concern	
<i>Daily attendance of students and teachers</i>	<i>Attendance reports, AESOP reports</i>
<i>Activities and scheduled time for acceleration and creative problem solving</i>	<i>Survey and teacher input , TPRI</i>
<i>Lack of common language for teaching positive behaviors</i>	<i>Survey and teacher input</i>

GLC
Comprehensive Needs Assessment:
Summary of Findings

Identified Areas of Strength and Concern	
Areas of Strength	Data Source
<i>Dropout prevention</i>	<i>GLC graduates per enrollment</i>
<i>Mentoring students</i>	<i>Business and community resources</i>
<i>Post graduation opportunities</i>	<i>Providing job sources and information</i>
Areas of Concern	
<i>EOC success</i>	<i>State Accountability (TAPR), PBMAS</i>
<i>Increase daily attendance for students</i>	<i>Daily reports and incentive options</i>
<i>Servicing Special Education students</i>	<i>Diagnostician and Sped. Teacher</i>