



# McAvinnue Elementary School



## "QIP Faculty Needs Assessment"

2021-2022

Grade Level/Team	Question/Response
<b>1. When considering your students and student achievement results across the school, what works? Why?</b>	
<b>Kindergarten</b>	Collaborating/planning time with the team, chromebooks for each student, interactive cleartouch, dedicated Open Circle time throughout the school, ST Math celebrations, consistent paraprofessional support is needed, flexibility from admin to teachers' needs.
<b>Grade 1</b>	Small flexible grouping, SEL Open Circle lessons, Social skills groups, personal chromebooks for each student, Cleartouch board to help high interest and differentiate lessons.
<b>Grade 2</b>	More consistent support staff to work with small groups regularly across all subjects and flexibility with pacing to meet students where they are.
<b>Grade 3</b>	Small group instruction across subjects, time to build relationships through more SEL and flexibility with pacing to meet students where they are.
<b>Grade 4</b>	Consistent paraprofessional and tutor support for small groups, equal support across subject areas
<b>ELL</b>	Small group instruction, modeling, visuals and opportunities to speak using academic language. The supports give students more access to the language.
<b>CSA</b>	When sufficient staff is present and actively providing services according to IEP service delivery grids, students are able to access individualized and small group instruction per their IEPs.

	Having ample space for students to move out of the way when at risk behavior occurs. The ability to have space in the classroom when significant behavior is happening as well as academics allows for less classroom evacuations so less academic time is wasted. Ample space allows for giving the student in crises the space to engage in maladaptive behavior while monitoring for safety as to avoid unnecessary restraints. Students who are not in crises are able to engage in academic tasks without being in harm's way. Being in a classroom that is not near an exit door allows for increased student safety because teachers are able to intervene before the child gets outside of the building.
<b>Allied Arts</b>	Touchboards are a great addition to the allied arts classrooms as well as the additional rolling budget for purchasing supplies throughout the year. Rugs (in classrooms and throughout the building) have improved the building's aesthetic.

<b>Grade Level/Team</b>	<b>Question/Response</b>
<b>2. In your opinion, what needs to be improved to increase student achievement in your classroom, within the school, and what data are you using to validate your thinking?</b>	
<b>Kindergarten</b>	Behavior management and support from admin, including timely communication, reporting incidents. Kids exhibiting Tier 2 behaviors are not receiving Tier 2 interventions. Tier 3?? No more ABE, no more K+... what other options do we have? Inconsistent support staff (paras being pulled, paras non-existent) Communication amongst administration, everyone being on the same page. Coaches coaching new staff consistently. Trust staff to make decisions.
<b>Grade 1</b>	Timely and consistent behavior interventions and consequences for high-need students need to be improved. The data available to validate this thinking is behavior incident reports. More high interest, updated books in our classroom library. More consistent push in services for student achievement.
<b>Grade 2</b>	More consistent support staff to work with small groups regularly across all subjects, more time to review content (prior and current) so students really understand material before moving along to the next standard, need more time for students to read independently
<b>Grade 3</b>	More time to build classroom community and relationships built into the academic schedule,

	<p>more time built into the day for all students to read independently apart from intervention groups and teacher led groups.</p> <p>Need 30 uninterrupted minutes of independent reading time for students to have access to text and for conferencing. Need books from all levels (not just grade level) in order to support all of our students in their reading growth. (Levels, A-K)</p>
<b>Grade 4</b>	<p>Curriculum pacing needs to be slowed down to allow for students to be able to realistically grapple with concepts in addition to filling in gaps to access curriculum. Students are not making adequate progress across all assessments. Teachers need time to meet with tutors and support staff regarding student progress.</p>
<b>ELL</b>	<p>Having the Clear Touch panel on our classrooms would provide opportunities for students to interact with visuals, read share text amongst other things. We have seen the student engagement when we are in other classrooms supporting. Combined with Class Dojo this would also encourage positive student behaviors.</p>
<b>CSA</b>	<p>Having a designated inclusion specialist who supports students in general education classrooms would allow consistent ratios of staff: student remaining in CSA classrooms. Behavioral data reflects undesirable changes in student behaviors relative to decreased teacher presence due to inclusion hours, lunch breaks, translation services and health para responsibilities or daily attendance. Undesirable behaviors include high safety risk behaviors such as bolting, transitional opposition, and interfering behaviors such as attention seeking, self-stim, destructive, etc</p>
<b>Allied Arts</b>	<p>Classroom space - Art and Music would like the opportunity to move into the building's originally dedicated spaces. Art room furniture needs to be updated for functionality and safety (new tables and chairs, storage furniture that is meant to hold art supplies and art work). Music would like to have tables and keyboards. STEAM studio would like ample space and design to store recycled materials and consumables (i.e. empty shelves, books relocated, and large and small bins to hold materials.)</p> <p>Student support - Support is needed for students with consistent behaviors in specials (1:1 para support). Students are demonstrating unsafe behavior (running throughout the building, putting hands on students and staff, destroying classroom materials, etc.)</p> <p>Whole class paraprofessional support in grades K-2 during specials is needed to support students with hands-on activities due to skills lost during the pandemic (fine motor skills,</p>

	<p>social skills, etc.)</p> <p>Additional materials - STEAM Studio needs an abundance of consumables and bins. Art would like a drying rack. Music would like keyboards. The basement (especially the gym) is in need of improved cell phone service (incoming and outgoing calls) for basic communication as well as in emergency situations.</p>
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<b>3. As you think about student achievement in your grade level team, what long term planning or ideas do you have for supporting higher student achievement?</b>	
<b>Kindergarten</b>	<p>Consistent support staff, increase parent communication and involvement (covering lunches instead of staff). Holding parents accountable for student actions, especially when dangerous and destructive. Paraprofessionals and tutors used to support lessons and interventions. Sometimes less is more, keep it simple. Let's do a few things really really well, instead of doing lots of things ok.</p>
<b>Grade 1</b>	<p>A point person (parent liaison, PTO) to organize family communication, Increase on support staff for consistency, potential grade level homework policy (grade level consistent), More opportunities for multigrade planning and discussions, relevant opportunities for PD that have teacher feedback.</p>
<b>Grade 2</b>	<p>More consistent support staff so that each student can get time with a teacher or para.</p>
<b>Grade 3</b>	<p>Data driven formative assessments and intervention groups to close gaps in student achievement and enrich curriculum. Individually assigning appropriate leveled content utilizing technology to support both enrichment and intervention.</p>
<b>Grade 4</b>	<p>Consistent support staff designated per grade level, all classrooms to have access to smartboards and document camera, increase family engagement and investment, parent volunteers to support teachers</p>
<b>CSA</b>	<p>One idea we generated is utilizing an inclusion specialist whose role is supporting students in the general education classroom. This would allow classroom staff to student ratios to remain</p>

	consistent and improve the overall management of our CSA classroom programs.
<b>Allied Arts</b>	The Turkey Trot was a big success! We would like to plan additional collaborative events in order to motivate students! Funding would be needed to support these additional events.

<b>Grade Level/Team</b>	<b>Question/Response</b>
<b>4. What instructional intervention is most successful in your classroom? Why is it successful?</b>	
<b>Kindergarten</b>	Small groups with consistent support, we no longer do math intervention? Can we bring that back?
<b>Grade 1</b>	ST Math and Lexia are available and manageable. Small group reading is helpful, but it's difficult to communicate with tutors.
<b>Grade 2</b>	small group instruction with consistent support
<b>Grade 3</b>	Reading small groups, ST Math, and "walk to intervention" all show student growth.
<b>Grade 4</b>	Co-teaching, tiered small group instruction (consistent staff needed in order to know students and curriculum to provide quality instruction and support)
<b>ELL</b>	Group students for english language development as well as direct reading instruction based on language and reading ability. Use of visuals, word banks and sentence stems. Students are able to access the content using these supports.
<b>CSA</b>	Predictable sequenced routines, incentive based and positive behavior reinforcement based instructional practices are most effective for our student population. These are successful because they provide predictable structure and routine for our students who require predictable routines as well as a positive reinforcer for expected behaviors to promote student engagement. Incentive based teaching requires consumables, however, which are teacher funded (out of pocket expense) and a consistent budget for these consumables would be

	ideal, as it would allow for regular supply vs students waiting until teachers are able to purchase.
<b>Allied Arts</b>	Touch Screens have been a game changer - including Snowflake and Music Plays! The students are excited and engaged in lessons.

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<b>5. What is your greatest professional development need?</b>	
<b>Kindergarten</b>	Training on the cleartouch panel, we only had that one session. Streamlining what we already do, not adding more onto the plate. Keeping things consistent from year to year, professional development BEFORE implementing something new. Behavior management training and refreshers, more education around students with trauma and how to teach/reach them, more CPI certified teachers
<b>Grade 1</b>	Literacy training directly related to Reading and Writing. Understanding struggling readers and science based research strategies to support them. Early writing strategies (writing when children don't know their letters), Supporting ELL students with limited language in the classroom, Behavioral strategies for emotionally dysregulated students.
<b>Grade 2</b>	Mystery Science big boxes and whatever the new social studies curriculum is
<b>Grade 3</b>	New Eureka training if we get the updated curriculum.
<b>Grade 4</b>	Supplementary writing program/lessons Time to plan with other fourth grade teachers at other schools in Lowell
<b>ELL</b>	Training on Clear Touch Interactive Panel
<b>CSA</b>	Formal Training in specific curriculum/ programs to target the academic needs of students in the classroom such as RAVE-O, Wilson, etc. that would target academic deficits or secondary

	diagnosis such as dyslexia.
<b>Allied Arts</b>	Music would like to attend training to become ORFF certified. The Allied Arts team would love an opportunity to attend a professional development training together in order to foster relationships within our team.