

# McAvinne Elementary School

## "QIP Faculty Needs Assessment"

### 2020-2021

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>	Smaller class sizes and attendance are allowing engagement to be comparable to in-person learning, parent involvement has improved dramatically.
<b>Grade 1</b>	Smaller class size, tutors to support intervention groups, systems to acknowledge positive behaviors, consistency with curriculum, attendance.
<b>Grade 2</b>	Small groups and remote attendance.
<b>Grade 3</b>	Small groups, breakout rooms with paras/tutors, parent involvement, incentives.
<b>Grade 4</b>	Consistent paraprofessional and tutor support for small groups, equal support across subject areas
<b>ELL</b>	Small groups, and when possible similar EL levels of students within 2 grade levels, and 1:1 when time allows.

Grade Level/Team	Question/Response
<p><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></p>	
<p><b>Kindergarten</b></p>	<p>Putting more support in K,1, and 2 to help close learning gaps early and build phonological awareness (data: as suggested by research and Betty), and updated tech to mirror the successful aspects of remote learning and the resources available to other classrooms in the school</p>
<p><b>Grade 1</b></p>	<p>Family engagement and investment. (Data: lack of response to supply pick up, attendance, open house, parent/teacher conferences) More support (ie. tutors for intervention groups) in the classroom.</p>
<p><b>Grade 2</b></p>	<p>Students need to be responsible for their own learning, especially while remote. They need to be held accountable when missing assignments or lessons. The data we are using is the omitted work from Seesaw and the missing program minutes from the reports in Lexia, iReady, and ST Math.</p>
<p><b>Grade 3</b></p>	<p>Internet connection needs to be improved for some students even with Hot Spots. More support staff is needed for break out rooms. Some students have gaps in phonics. Math assessments don't always match what is taught in the modules. Students need to be responsible and accountable for their learning. Students need to stay on the task given instead of opening other tabs. We can see on Blocksi when they aren't on task. We look at turned in assignments, St math, DESA data, attendance, exit tickets and informal conferences.</p>
<p><b>Grade 4</b></p>	<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. Time to put together and distribute materials for students learning.</p>

<b>ELL</b>	Ensure that all students have working wifi for remote learning to prevent 'glitching/freezing/poor recording output; and better materials to use at home over zoom. Data: students are engaged when they have 'school' materials at their home to use. Students have done well remotely when they have strong wifi and received materials that we use over zoom.
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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>	Greater professional development (phonics and phonemic awareness) and greater support staff
<b>Grade 1</b>	SEL intervention groups, individual and classroom technology (ei. Smartboards, computers), professional development for readjustment.
<b>Grade 2</b>	We are thinking of the transition from remote learning to in person learning and how students will need to readjust to school.
<b>Grade 3</b>	Systematic interventions to fill gaps. Need time to find the gaps, plan the intervention and then teach it. (phonemic awareness, place value, writing, explaining the evidence on WAR) More technology needed, upgraded computers for teachers, higher band width at school, quality headphones for students. When students come back they are going to need a lot of time for expectations and curriculum maps need to be adjusted to allow for this.
<b>Grade 4</b>	Consistent support staff designated per grade level, all classrooms to have access to smartboards and document camera, class sets of student laptops,

	increase family engagement and investment, parent volunteers to support teachers
<b>ELL</b>	Making sure all students have the learning materials at home/school that they learn how to use over zoom/in-class if still remote. Continuing to dovetail lessons based on formative assessments to fill in gaps.

<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>	Breakout rooms for smaller group instruction, or one on one meetings helps to provide individualized instruction (per the 2021 school year)
<b>Grade 1</b>	Tutor/coach support for multi tiered learning. I-ready program. Co-teaching model with Special Educator and General Educator.
<b>Grade 2</b>	Utilizing Zoom breakout rooms for small group and individual instruction, as well as para/tutor support in breakout rooms.
<b>Grade 3</b>	Break out rooms with a para or tutor, 1:1 with students with behavior challenges.
<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>	Small groups, individual break-out rooms for conferencing or other 1:1 time.

Grade Level/Team	Question/Response
<b>5. What is your greatest professional development need?</b>	
<b>Kindergarten</b>	Technology (smartboard) and phonics/phonemic awareness
<b>Grade 1</b>	Spa day:) and... in person technology training, engagement in the classroom.
<b>Grade 2</b>	Time to plan as a team is always needed and appreciated.
<b>Grade 3</b>	Team planning across grade levels within the school. Time to plan with other third grade teachers at other schools.
<b>Grade 4</b>	Team planning time, grade level team time across schools, training in supplementary curriculum support, Bring back Scott Foresman
<b>ELL</b>	Technology - how to effectively use it in the classroom to mitigate engagement.

# McAvinnue's Needs Assessment Highlights & Trends



- **Small Group Instruction**
  - Core
  - Intervention
  - Early Childhood
- Habits Of Mind / Return To School Behavior
- **Technology Integration**
  - Student - SeeSaw; Lexia; Epic; iReady; ST Math
  - Teacher - Zoom; Ongoing Training
- SPED Team Teaching
- Phonemic Awareness/Phonics
- Teacher Planning
  - Across Grades
  - Across Schools
- **Supplementary Curriculum For Interventions**