

VUSD Elementary Feedback Forum
K-6 Qualitative Summary
Enhanced Communication

Response to Intervention	What Needs Adjusting
Interventions	<ul style="list-style-type: none"> • RTI support for large non-categorical schools***** • Be farther along in school year before major interventions (communicate RTI vision – interventions early and often) <ul style="list-style-type: none"> • Defining assessment versus intervention • Pull-out versus push-in communication • Class size • First Good Teaching and core (communication) • Site flexibility to test own kids, rather than subs • Communication around assessment of reading (who testing, amount of time and resources) <ul style="list-style-type: none"> • Groups for middle of the road students • District consistency in program • Snapshot days* • RTI Coordinator communication • Timely feedback from snapshot days
Common Formative Assessments	<ul style="list-style-type: none"> • DRA Comprehension part (need more understanding) • Unclear writing rubric • Clarify vision and purpose
School City	<ul style="list-style-type: none"> • Partial standards available for testing
Math Training	<ul style="list-style-type: none"> • Too time consuming • It would be helpful to have new math curriculum • Too many days out** • Parent education/frontload parents/parent support
ELA Training	<ul style="list-style-type: none"> • Too many days out
Math Curriculum	<ul style="list-style-type: none"> • Engage NY not sub friendly or teacher friendly *
ELA Curriculum	<ul style="list-style-type: none"> • Feeling like teaching writing to the test • No new teacher training • Where are we going?
Science	<ul style="list-style-type: none"> • Not enough time ***
Social Studies	
Materials	<ul style="list-style-type: none"> • When new curriculum is adopted, need appropriate materials to implement – make sure it is also in Spanish**
Pacing Guides	<ul style="list-style-type: none"> • Ability to skip around based on student need • CFA = summative • Creating CH/unit tests
Technology	<ul style="list-style-type: none"> • Sets of iPads • Sufficient and up-to-date computers and technology in classrooms***** • Computer teachers* • Teacher training**** • Tech not equitable across the district

VUSD Elementary Feedback Forum
K-6 Qualitative Summary
Site Communication/Site Action

Response to Intervention	What Needs Adjusting
Interventions	<ul style="list-style-type: none"> • Freedom for quicker adjustments (fluidity and communication)** • More highly trained IAs (need additional training)** • Partner teacher vs. IA • RTI Pull-out more often but less time • Need math intervention**** • Master schedule adjustments* • Test beyond benchmark – this is optional (communication) • Need to assess right away • Behavior within intervention group-who stays in or goes out (must be data driven, not behavior) <ul style="list-style-type: none"> • Would like ESGI (1st grade) • Parent communication regarding intervention services for information to all parents* • Train assessment people via shadowing • Scheduling of groups • Snapshot time not enough • Student follow-up after Snapshot Days • Teachers need accessible data • Reporting student progress • Spanish intervention for SPICE • Study Hall option (communication) • Groups for middle of the road students • What are the interventions • Snapshot days* • RTI Coordinator communication • Monitoring/duration of students • Timely feedback from snapshot days • Teach students how to write on a prompt on demand • Clarity of intervention • RTI Coord providing progress reports
Common Formative Assessments	<ul style="list-style-type: none"> • CFAs too early • How to provide a quiet setting • Time to score/correct – support** • More summative than formative • Information on who is responsible for copies • Spanish copies on time • Revision process/determining the test questions* • Alignment of answer docs • Timely receiving of CFAs* • CFA needs to be administered after instruction (timing, scheduling)**** • Time to get scores back*** • CFA names are confusing* • Mini unit tests • Ratio of test items not consistent with content • What to do with results

School City	<ul style="list-style-type: none"> • Losing password • Alph. with double last names • On-site School City resource person • Time and energy to bubble and scan* • Teacher grading • Confusing to find answer doc • Accurate teacher login info
Math Training	<ul style="list-style-type: none"> • Training offered to Para's • Should have been mandatory • Materials need to be given ahead of time • Quieter space for prep • Markham not going to training • Binders not in Spanish • Burned-out with PD
ELA Training	<ul style="list-style-type: none"> • Para training • Structure planning time
Math Curriculum	<ul style="list-style-type: none"> • Pearson not aligned, tech. doesn't work, need extra copies • Pearson – no Spanish CCSS materials * for TE or tech. • Support material
ELA Curriculum	<ul style="list-style-type: none"> • Need guided reading books • All supplemental pieces to all adopted curriculum need to be at each site so teachers aren't reinventing the wheel
Other	<ul style="list-style-type: none"> • Time for daily math
Science	<ul style="list-style-type: none"> • Not enough time *** • Not all have on master schedule • EL's miss Science and math due to ELD
Social Studies	<ul style="list-style-type: none"> • Minimal at best, teacher generated
Materials	<ul style="list-style-type: none"> • Need more time to develop and digest materials and lessons • Concerned about longevity of Little Readers • New teachers need materials * • Need to arrive on time* • Not enough Guided Reading books • Manipulatives should be seen as consumables • Not enough Expo markers, crayons, better quality pencils needed, sheet protectors * • Copy machines don't always work • An extra copy of ALL student materials (teacher example) • No TE for Treasures (Hemlock)
Pacing Guides	
Technology	<ul style="list-style-type: none"> • More time in the lab • Parent technology night OR other training • Bulbs for projectors available on site as needed
Other	<ul style="list-style-type: none"> • Time for daily math

VUSD Elementary Feedback Forum
K-6 Qualitative Summary
District Action/District Committee/District Training

Response to Intervention	What Needs Adjusting
Interventions	<ul style="list-style-type: none"> • More highly trained IAs (need additional training)** • Need previous testing (it is available in portfolio) • STARS/CARS-needs more to support concepts • Teachers need accessible data
Common Formative Assessments	<ul style="list-style-type: none"> • Logistics/School City*** • On-line assessment
School City	<ul style="list-style-type: none"> • Not user friendly (7)* • School City training***
Math Training	<ul style="list-style-type: none"> • Too much theory, not enough application • Collaborative lesson planning across sites • Training offered to Para's • Felt treated like children • Not effective • More things to take back to class • Videos needed with 30 students • Negative attitude of presenter • Too large of a group • No Fridays or Mondays • Does not focus on Engaged NY • Focus on unpacking standards* • Demonstration lesson for Engaged NY • SPED specific • Non school day option • More guided planning • Training in line with pacing • Review board math • Scheduling • Working and clean copies • Deeper mastery of concepts and not random strategies • Connect to curriculum • Need K examples
ELA Training	<ul style="list-style-type: none"> • Too much theory, not enough application**** • Need K examples • Grade level specific** • Lesson planning with other sites • Explicit guide for treasures/writing for K • Para training • Make and take stations • Lessons to do in class • Felt treated like children • No Fridays or Mondays • More activities

	<ul style="list-style-type: none"> • Tools for teaching writing • Ice Breakers unnecessary • More anchor papers • Too much DOK time • Need more after school/summer trainings • Time with vertical progression • Instructional focus • Too much training in one year
Math Curriculum	
ELA Curriculum	<ul style="list-style-type: none"> • Need comprehensive writing instruction****
Science	
Social Studies	<ul style="list-style-type: none"> • Minimal at best, teacher generated
Materials	<ul style="list-style-type: none"> • When new curriculum is adopted, need appropriate materials to implement – make sure it is also in Spanish**
Pacing Guides	
Technology	<ul style="list-style-type: none"> • Sets of iPads • Help with instructional piece* • Teacher training**** • Document Locker is hard to find things • How to get students/parents accessing School Loop/resources online
Other	

VUSD Elementary Feedback Forum
K-6 Qualitative Summary
Pacing Guide Committee

Response to Intervention	What Needs Adjusting
Interventions	<ul style="list-style-type: none"> • Grammar instruction
Common Formative Assessments	<ul style="list-style-type: none"> • Appropriate tests • Problem spacing on test-too small**** • Revision process/determining the test questions* • Alignment of assessment to instruction* • Ratio of test items not consistent with content • Too many tests • Clarity and standardization of rubric scoring practices
School City	<ul style="list-style-type: none"> • Unit test alignment with Engaged New York
Math Training	<ul style="list-style-type: none"> • Training in line with pacing • No manipulatives for Engaged NY • Slow down instruction
ELA Training	<ul style="list-style-type: none"> • Sentence frames for writing program • Hunting for own curriculum
Math Curriculum	<ul style="list-style-type: none"> • Will piloting programs be rigorous enough • Lots of testing • Formatives are more summative • Pearson not aligned, tech. doesn't work, need extra copies • Pearson – no Spanish CCSS materials * for TE or tech. • Need one text book • Engage NY not sub friendly or teacher friendly * • Having to pull from EGN, Pearson and McGraw-Hill lessons • Pacing** • Support material • Problems accessing tech component of math curriculum
ELA Curriculum	<ul style="list-style-type: none"> • Need comprehensive writing instruction**** • List of choices for writing prompts
Science	<ul style="list-style-type: none"> • Use science and history curriculum to drive ELA Common Core Standards
Social Studies	<ul style="list-style-type: none"> • Comes from text • Need DOK • Workbook – not so useful • Use science and history curriculum to drive ELA Common Core Standards
Materials	<ul style="list-style-type: none"> • Materials referenced in PG, but not provided
Pacing Guides	<ul style="list-style-type: none"> • Timed tested subtraction is tested too early • Have a break between assessments; too much to test and teach • Pace too fast *****

	<ul style="list-style-type: none">• SPICE not receiving ELA map• Binder/Pacing Guide should match• Omit EGNYS, we don't need• Curriculum map not aligned to scheduled assessment• Holes need to be filled in by teacher through mini-lessons to address LESSON
Technology	
Other	

VUSD Elementary Feedback Forum
K-6 Qualitative Summary
Special Ed/RTI Committee

Response to Intervention	What Needs Adjusting
Interventions	<ul style="list-style-type: none"> Referral protocols (clearly defined cut points)
Common Formative Assessments	<ul style="list-style-type: none"> CFAs do not support IEP goals No alternative assessments
School City	
Math Training	<ul style="list-style-type: none"> SPED specific
ELA Training	<ul style="list-style-type: none"> SPED specific training
Math Curriculum	
ELA Curriculum	<ul style="list-style-type: none"> Treasures is too hard – Reading Level Small readers also too hard – below books too hard for grade level kids All supplemental pieces to all adopted curriculum need to be at each site so teachers aren't reinventing the wheel
Science	
Social Studies	
Materials	
Pacing Guides	
Technology	
Other	

VUSD Elementary Feedback Forum
K-6 Qualitative Summary
Technology Process/Plan

Response to Intervention	What Needs Adjusting
Interventions	
Common Formative Assessments	
School City	<ul style="list-style-type: none"> • Printing incorrectly with a Mac • Reliable technology/software/internet access* • Number of tech devices
Math Training	
ELA Training	
Math Curriculum	
ELA Curriculum	
Science	
Social Studies	
Materials	
Pacing Guides	
Technology	<ul style="list-style-type: none"> • Some computers don't work • Highly Trained Tech Repair Employees *** • Quality of document camera * • Need one tech per site • Reliability of Wi-Fi **** • More educational website links on Gateway/Websites • Ability to upgrade and maintain what we have • Faster turn-around on tech tickets and ability to give feedback **** • Updating operating system • Flash drives for students • Headphones for labs • More consistency with software versions and hardware – different across district • Bulbs for projectors available on site as needed
Other	

VUSD Elementary Feedback Forum
K-6 Qualitative Summary
Science Committee

Response to Intervention	What Needs Adjusting
Interventions	
Common Formative Assessments	
School City	
Math Training	
ELA Training	
Math Curriculum	
ELA Curriculum	
Science	<ul style="list-style-type: none"> • Minimal at best, teacher generated • Comes from text • No materials for experiments • Need DOK • Standards have changed a bit. Heads up for 5th grade...CST test!! • Use science and history curriculum to drive ELA Common Core Standards
Social Studies	
Materials	<ul style="list-style-type: none"> • Science experiment materials
Pacing Guides	
Technology	
Other	