

# School Support and Readiness Assessment Summary Report

<b>School:</b> R. V. Traylor Elementary School	<b>LEA:</b> Lordsburg Municipal Schools
<b>School Leader:</b> Zulema Gutierrez	<b>LEA Leader:</b> Steve Lucas
<b>SSRA Team Leader:</b> Connie Copeland	<b>Date:</b> October 5, 2023
<b>School Description</b>	
<p>R. V. Traylor Elementary School serves 157 students in pre-kindergarten through fourth grade. The school has a staff of roughly 30 educators. The faculty comprises a mix of certified and non-certified teachers and those in the process of certifying through alternative routes to licensure. Last year, the attendance rate was 87%; this year, it is 88%. Fourteen percent of the students at R. V. Traylor qualify for special education services. Less than one percent are English language learners. Last year, the school experienced many behavior issues; there were 68 total office disciplinary referrals.</p> <p>The school's DASH goals are to increase fidelity to the new Zearn Math curriculum (which has been approved as add-on to support Eureka Math), to break English language arts (ELA) standards into units, and to center relationships as a social-emotional learning (SEL) goal. These goals are designed to support all staff; veteran teachers and teachers with alternative teaching licenses with little social emotional education training.</p> <p>R. V. Traylor identifies a student-centered mission as such: They are <i>"committed to reaching each child's potential."</i></p>	
<b>School Successes and Celebrations</b>	
<p>R. V. Traylor is a school amid a positive transition. Principal Gutierrez is creating systems that have never been in place before. The school has a welcoming, student-centered approach. Relationships are developed and valued. Families and staff feel they have a voice in major decisions.</p>	
<b>DOMAIN 1: CULTURE &amp; EQUITY</b>	
<p><i>To what degree has the school established equitable practices that ensure ALL students and staff have an opportunity to reach their full potential?</i></p>	
<b>Promising Practices:</b>	
<p>The staff at R. V. Traylor presents as a unified front. On the day of the site visit, all wore matching school spirit shirts. This collegiality extends more deeply than surface level:</p>	

observers noted a culture of inclusiveness and collaboration. Instructional aides, typically relegated to the sidelines, are included in all professional learning communities (PLCs) and all teacher communications at R. V. Traylor. They are considered to be co-teachers.

Stakeholders know they are heard, even if they do not get what they want. R. V. Traylor seeks input from families through surveys. This information-gathering strengthens the school-family connection and helps Principal Gutierrez and her leadership team keep a finger on the pulse of community needs.

In much the same way Principal Gutierrez seeks family input through surveys, she also enlists the help and expertise of her staff. The school is organized into committees. Student needs dictate the subject matter of the committees and faculty expertise drives which committee each teacher is assigned to.

During the site visit, observers noted that teacher-to-student interactions were positive and supportive. Quick wins were celebrated. This welcoming, positive atmosphere is critical for student safety and learning.

**Opportunities for Growth:**

R. V. Traylor Elementary is transitioning from traditional letter grades to reporting using standards-based proficiency. As the school transitions, tracking and communicating students' proficiency relative to grade-level standards will be a top priority. Currently, progress reports and report cards have yet to be transmitted. As these communications get sent home, there is an opportunity to educate families and students about what the new grades mean. To fully enlist their support, the school must first communicate the rationale, means of measurement, and implications for further interventions.

**Potential Next Steps:**

Families want to know how their students are performing in school. Ideally, standards-based grading is a move in the right direction toward accurate and timely representations of which grade-level knowledge and skills have been mastered. To feel the full positive effects of this change, school leadership will need to prioritize one-on-one conferences with parents and students to explain reporting measures relative to grade-level standards. This is a significant change to what parents and families are used to, and they'll need support to make meaning of it all.

When parents are educated about where their children are thriving and where they struggle, they are empowered to become equal partners in educating their students. As parents and students better understand their learning progress, teachers can also provide ideas of how learning can be supported at home.

**DOMAIN 2: LEADERSHIP**

*To what degree does school leadership establish, communicate, support, and monitor schoolwide priorities?*

**Promising Practices:**

Principal Gutierrez and her leadership team have implemented an impressive range of systems to support teachers in identifying, monitoring, and implementing schoolwide improvement priorities. Teachers participate in grade-level PLCs, which meet for one hour weekly, and grade band PLCs, which meet once monthly. PLC meeting minutes are posted publicly in the PLC room. High-visibility reminders of shared commitments to school improvement initiatives keep the goals and critical actions central to the daily work of educators.

In addition to the collaborative structures that Principal Gutierrez has implemented, she supports school priorities by being a visible instructional leader. She is present in classrooms every week. She has standardized the lesson plan format and requires weekly reflections. This requirement is not just an accountability measure; Principal Gutierrez uses this opportunity to provide feedback to teachers on their planning. Principal Gutierrez supports new and veteran teachers by being an engaged, responsive partner.

In the past, DASH was a compliance feature completed alone by the principal and then "dashed away." Under the leadership of Principal Gutierrez, DASH is now a strategic plan developed by the School Core Team to identify school instructional and behavioral priorities.

Students, too, are enlisted in schoolwide priorities. Each student has a data book, allowing them to track progress relative to grade-level standards. When students understand why they are learning a skill, they are more engaged in mastering it. When they know how they are performing, they are better equipped to advocate for help and take ownership of their learning.

**Opportunities for Growth:**

While teachers at R. V. Traylor engage in collaborative discussions in PLCs, there was limited evidence that the work transferred to instructional practices in the classroom.

Principal Gutierrez has set the stage, providing training and resources and identifying and communicating instructional look-fors. During the site visit, there was limited evidence that teachers implemented these non-negotiables. Observers noted that most instruction was delivered in a whole class setting. Little evidence showed that instruction met the rigor required to master grade-level standards.

**Potential Next Steps:**

Principal Gutierrez can provide additional training as teachers learn to participate in PLCs, prioritize schoolwide initiatives, and experiment with new instructional strategies and grading

systems. Teachers will need support with data analysis and encouragement to post data in their classrooms.

As teachers unpack grade-level standards to build assessments and lessons, PLCs are a powerful venue for conversations about rigor and depths of knowledge. As teachers increase the academic expectations for students, they are likewise responsible for increasing scaffolding and differentiation. Teachers collaborating on these challenges will expedite their ability to meet students' learning needs strategically.

Principal Gutierrez plans structure peer observations as a means to share best practices. She can leverage effective teachers to model for those with limited formal education training.

### **DOMAIN 5: SUPPORT & ACCOUNTABILITY**

*To what degree do school leaders establish and communicate expectations, monitor progress, provide support, and hold staff accountable?*

#### **Promising Practices:**

Principal Gutierrez has earned the trust of her faculty by being an active, engaged partner in instructional design and implementation. She works alongside teachers, communicating clear expectations and engaging with the lesson while conducting observations. During the site visit, she was visible throughout the building.

#### **Opportunities for Growth:**

While Principal Gutierrez conducts frequent observations, there is an opportunity to systematize procedures for the observation and feedback coaching cycle (OFCC). There is no practice of follow-up to observations and feedback, nor any method for monitoring the effects of feedback on instructional practices. While teachers have been provided training on instructional priorities, not all teachers are implementing at the level of rigor expected and necessary to help students master grade-level standards.

#### **Potential Next Steps:**

R. V. Traylor has made many productive changes to curriculum, collaboration, communication, and instruction. The ultimate measure of success comes from a shift in instructional practices in the classroom. As there have been non-negotiables articulated, teachers need to be accountable to implement them. Principal Gutierrez can encourage teacher reflection on the use of non-negotiable instructional practices.

There is an opportunity to further enhance instruction by training the teaching staff in grade-level expectations and instructional practices that have a high-leverage impact on student results.

The most direct way to strengthen support and accountability for teachers is to establish

consistent OFCCs. The frequency of coaching cycles is based on teacher needs. Ideally, every teacher is observed and receives face-to-face feedback at least monthly, more frequently if the teacher is new or struggling. Action steps are derived from the instructional priorities or non-negotiables. Teacher development is monitored to ensure everyone is contributing to the success of the 90-Day Plan.