

# School Support and Readiness Assessment Summary Report

<b>School:</b> Animas Elementary School	<b>LEA:</b> Animas Public Schools
<b>School Leader:</b> Kathy Adams	<b>LEA Leader:</b> Jeff Gephardt
<b>SSRA Team Leader:</b> Connie Copeland	<b>Date:</b> October 4, 2023
<b>School Description</b>	
<p>Animas Elementary School serves 53 students in pre-kindergarten through fourth grade. The school shares a special education teacher with secondary sites; 28 students in grades K-12 qualify for special education services. In addition to the special education teacher shared throughout the district, Animas employs five full-time teachers. Attendance is 94%, and office referrals for discipline are not an issue at the school.</p> <p>The mission of Animas is as follows: <i>“Our mission is to foster community engagement and communication between teachers, parents, and the community and also support school district initiatives.”</i></p>	
<b>School Successes and Celebrations</b>	
<p>There has been a noticeable culture shift at Animas Elementary School. Compared to prior years, relationships between teachers are stronger. There is also an evident rapport between teachers and students and students and other students. During the site visit, observers made note of warm interactions in classrooms and during transitions in the hallways. Teachers care about students and are committed to teaching. Principal Adams is visible in the school.</p>	
<b>DOMAIN 3: INSTRUCTIONAL INFRASTRUCTURE</b>	
<p>To what degree is the school’s instructional infrastructure in place, understood, and utilized by school leaders and teachers?</p>	
<p><b>Promising Practices:</b></p> <p>The faculty at Animas are benefitting from improved data collection and dissemination systems. In English Language Arts (ELA) and Math, meaningful data is now available to staff. There are systems in place to support collaboration across grade levels. Leaders can monitor progress toward schoolwide goals. Students and families can track progress.</p>	
<p><b>Opportunities for Growth:</b></p>	

While teachers at Animas have access to ELA and Math data and can articulate how it is collected, not all can explain how it is used. Most described using data to identify student needs rather than implications for instruction. There is an opportunity to create protocols to facilitate teacher review of data and collaboration to address learning needs through targeted instruction. There is an opportunity to coach teachers in providing more rigorous math instruction. Observers noticed a distinct difference between ELA and Math instruction. The data indicate an identified need for building greater number sense.

Potential Next Steps:

Principal Adams can support her staff by sharing best practices for collaboration. To support teachers' improvement of rigorous math instruction, Principal Adams can create opportunities for her teachers to observe effective elementary math teachers from other districts via Zoom. In DASH, the school has identified number sense as a focus; therefore, observing lessons for those math standards would be a strategic learning opportunity for the Animas teachers. Seeing the hands-on activities and PowerPoints from others can be concrete examples for teachers to draw from when planning independently. Observing other teachers as part of a collaborative planning meeting provides opportunities for teachers to reflect on effective strategies, opening the door for further collaboration as they experiment with new classroom strategies. This type of shared observation also provides an opportunity to develop a shared vocabulary around instructional approaches

**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 Adams has quickly gained the respect of her staff with her hands-on approach and visibility in the building. She is viewed as having a robust elementary background and supports this by providing and modeling instructional techniques. She is in classrooms almost daily, interacting frequently with staff and students. It was evident during the observation that she knew all students by name. When teachers and students trust their school leaders, the environment is primed for continued reflection, risk-taking, and growth.

**Opportunities for Growth:**

While Principal Adams has a steadfast presence, much of her current feedback is informal. She has built trust through positive, frequent interactions and now has an opportunity to provide more critical feedback tied to instructional priorities and needs identified in the data. Teachers would benefit from more communication about and accountability to the DASH goals – using Moby Max in Math and more hands-on activities to promote number sense. The environment and momentum at Animas are positive; teachers are ready for Principal Adams to formalize her approach and communicate their progress toward schoolwide goals.

**Potential Next Steps:**

As Principal Adams completes all required walkthroughs, she will have more information about the strengths and areas for growth in her building. Because of the relationships Principal Adams has cultivated with her teachers, she can establish a system for observation and feedback coaching cycles. Each observation should include face-to-face feedback to determine a bite-sized, high-leverage, agreed-upon action step for improving instruction and student learning. A follow-up observation to determine whether the teacher implemented the action step would occur on at least a monthly basis, more frequently based on each teacher’s need for support and accountability. Principal Adams has laid some fundamental groundwork in building trust with her staff; she is well-poised to help them grow and refine their craft.