

## School Improvement and Transformation Monitoring Visit Summary Beginning of Year (SITM-BOY)

<b>School:</b> RV Traylor Elementary School	<b>LEA:</b> Lordsburg Municipal Schools
<b>School Leader:</b> Zulema Gutierrez	<b>LEA Leader:</b> Steve Lucas
<b>SITM Team Leader:</b> Robyn Cook	<b>Date:</b> October 28, 2024
<b>School Description</b>	
<p>R.V. Traylor Elementary School is dedicated to delivering a high-quality education that addresses every student's academic, social, and emotional growth. The school aims to help each child reach their unique potential, improve student outcomes, and close achievement gaps through consistent, culturally responsive instruction and strong community engagement. R.V. Traylor Elementary fosters an inclusive environment where all students, particularly those facing academic challenges, are empowered to succeed.</p> <p>The student body reflects the diversity of New Mexico, with a large Hispanic/Latino population (135 students), an increasing number of Black/African American students (6), and 18 Caucasian students. Approximately 75-85% of students come from low-income households, with all students qualifying for free lunch. Grandparents raise many students due to high rates of domestic violence and substance abuse in the community, and enrollment frequently fluctuates as families move in search of employment opportunities.</p> <p>English Language Proficiency (ELP) needs are minimal, with two English learners (ELs) currently enrolled, though language support is provided as necessary. Around 17% of students in grades K-4 receive special education services, requiring individualized instruction and accommodations. With an average class size of 17, R.V. Traylor Elementary prioritizes inclusive practices, integrating students with disabilities alongside their peers to support academic and social development.</p> <p>This year marks the school's initial implementation of iMSSA and iReady for upper grades, while lower grades utilize iReady and Istation assessments. Previously, NWEA MAP assessments were used. Standards-based report cards are applied schoolwide in their second year, replacing traditional grading practices.</p> <p>In science education, the school is working toward a standards-aligned curriculum. School Improvement and Transformation (SIT) application funds are being allocated to acquire science resources and professional development for teachers. Grade-level professional learning communities (PLCs) meet weekly with agendas that adapt to different needs, and schoolwide scheduling expectations have been established. Each teacher collaborates with the literacy coach to set literacy goals. ELP growth data shows oral language as the lowest area on the</p>	

ACCESS assessment.

R.V. Traylor Elementary is dedicated to serving the unique needs of its community, ensuring every student has the support needed for a successful educational journey.

### **School Successes and Celebrations**

R.V. Traylor Elementary prioritizes a positive school culture grounded in respect, trust, and strong relationships, creating a supportive environment through daily greetings, morning meetings, and 30 minutes of social-emotional learning (SEL) instruction. The school has achieved a 40-60% reduction in behavioral incidents with an enhanced Behavior Discipline Matrix and improved documentation, and it has increased engagement through schoolwide Positive Behavioral Interventions and Supports (PBIS) and rotating co-teaching staff. Principal Gutierrez reports that attendance initiatives, including a dedicated tracking system, have raised attendance rates to 79-100%.

Academically, a new math curriculum has been introduced, with a goal of 45 minutes per week on iReady Math and quarterly math challenges. Literacy support includes Structured Literacy practices, with teachers fully engaged in LETRS training and coaching. These combined efforts reflect R.V. Traylor's commitment to fostering student success and strengthening community connections.

The school currently has over 30 staff members, with communication as a standout strength: staff are encouraged to approach the principal or colleagues for assistance and support. There is a solid commitment to serving students, regardless of experience levels, and the staff demonstrates a high level of collaboration, flexibility, and adaptability, especially when strategies need refinement. The school strives to create an environment of gratitude for adults and students, enhancing the positive and inclusive atmosphere.

### **NM DASH Development and Implementation**

The school's 90-Day Plan addresses academics and culture. The school has identified three contributing factors to low performance rates: (1) lack of data-driven instruction, (2) lack of standards-aligned instruction, and (3) students lacking opportunities to apply speaking and reading skills.

The desired outcomes include:

**ELA-** 100% of teachers will use formative assessment during PLCs to adjust the pacing map; teachers will scaffold at least 85% of the time using the baseline diagnostic data.

**Math-** 100% of teachers will use formative assessment during PLCs to adjust the pacing map; teachers will scaffold at least 85% of the time using the baseline diagnostic data.

**Science-** 100% of teachers will unpack New Mexico STEM Ready! Science Standards; they will then create a list of topics from unpacked standards and align them to topics in the English language arts (ELA) curriculum and enrichment.

**ELP-** 100% of the teachers will increase student talk to 70% of the time and lower teacher talk to 30%.

## School Progress

### Current Three-year Data Trends

#### iStation - Reading Percentage Proficient

	School	K	1st	2nd	3rd	4th
<b>2022</b>	27	44	9	26		
<b>2023</b>	25	25	23	26	22	
<b>2024</b>	23	30	28	28	18	11
<b>2025 BOY</b>	26	32	29	20	38	17
<b>2025 (MOY Goal)</b>	31	37	34	25	43	22
<b>2025 (EOY Goal)</b>	36	42	39	30	48	27

#### MSSA - ELA Percentage Proficient

	School	3rd	4th
<b>2022</b>	15	17	13
<b>2023</b>	12	17	7
<b>2024</b>	35	17	53
<b>2025 (Goal)</b>	45	27	63

#### 2025 ELA Goal -

- Summative - All grade 3 students will increase by 10% on the 2025 NM-MSSA Assessment by the end of the year in ELA. All grade 4 students will increase by 10% on the 2025 MSSA assessment by the end of the year in ELA.
- Benchmark - All grade 3 students will increase by 5% on the 2025 Istation Assessment by January in ELA compared to the 2024 EOY Istation data. All grade 4 students will increase by 5% on the 2025 Istation assessment by January in ELA compared to the

2024 EOY Istation data.

**iStation - Math Percentage Proficient**

	School	K	1st	2nd	3rd	4th
2022	35	48	55	10		
2023	26	41	47	10	4	
2024	22	45	42	12	4	4

**MSSA - Math Percentage Proficient**

	School	3rd	4th
2022	5	6	4
2023	5	7	3
2024	12	22	2
2025 (Goal)	22	32	12

**2025 Math Goal -**

- Summative - All 3rd-grade students will increase by 10% by the end of the year 2025 NM-MSSA assessment. All 4th-grade students will increase by 10% by the end of the year 2025 MSSA assessment.
- Benchmark - All 3rd-grade students will increase by 5% by the end of the year 2025 iMSSA assessment. All 4th-grade students will increase by 5% by the end of the year 2025 iMSSA assessment.

**2025 Science Goal -**

- Summative - By the end of the year, 100% of 3rd and 4th-grade students will be assessed in science according to the Moby max assessment. By the end of the year, all students will increase by 10% on the EOY 2025 science assessment.
- Benchmark - By the middle of the year, 100% of 3rd and 4th-grade students will be assessed in science according to the MobyMax assessment. By the middle of the year, all students will increase by 5% on the EOY 2025 science assessment.

**iMSSA - Reading Percentage Proficient**

	School	3rd	4th
2025 BOY	28	15	20
2025 MOY (Goal)	33	20	25

<b>2025 EOY (Goal)</b>	38	25	30
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**iMSSA - Language Usage Percentage Proficient**

	<b>School</b>	<b>3rd</b>	<b>4th</b>
<b>2025 BOY</b>	32	14	20
<b>2025 MOY (Goal)</b>	37	19	25
<b>2025 EOY (Goal)</b>	42	24	30

**iMSSA - Math Percentage Proficient**

	<b>School</b>	<b>3rd</b>	<b>4th</b>
<b>2025 BOY</b>	0	2	0
<b>2025 MOY (Goal)</b>	5	7	5
<b>2025 EOY (Goal)</b>	10	12	10

**iReady - Reading Percentage Proficient**

	<b>School</b>	<b>K</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>
<b>2025 BOY</b>	28	37	10	6	24	21
<b>2025 MOY (Goal)</b>	33	42	15	11	29	26
<b>2025 EOY (Goal)</b>	38	47	20	16	34	31

**iReady - Math Percentage Proficient**

	<b>School</b>	<b>K</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>
<b>2025 BOY</b>	28	14	5	3	8	8
<b>2025 MOY (Goal)</b>	33	19	10	8	13	13
<b>2025 EOY (Goal)</b>	38	24	15	13	18	18

**Attendance Rate Daily Average Attendance**

	<b>School</b>	<b>K</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>
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<b>2022</b>	85.46	86.3	86.93	87.07	90.08	91.06
<b>2023</b>	88.38	83.24	83.69	88.5	87.26	92.81
<b>2024</b>	88.59	83.24	82.84	91.31	89.78	91
<b>2025 (Goal)</b>	94	93	93	93	94	96

**2025 ELP Goal -**

- Summative - By the end of the 2025 school year, 100% of ELs will increase by 10%, according to the 2025 ACCESS scores.
- Benchmark - By the middle of the 2025 school year, 100% of the ELs will increase by 5%; this will be based on a teacher-made assessment based on the WIDA Can Do descriptors to identify if students are moving up in what they can do in each area. Teachers will analyze where students are, compare it to the ACCESS 2024 results, and determine if this growth happened.

**Goal-Setting Process:**

At R.V. Traylor Elementary, goal setting is a collaborative process led by the DASH leadership team, which includes teachers, co-teachers, support staff, and extracurricular instructors. In its second year of implementation, the 90-Day Plan aligns with a school improvement framework focused on equity, high-quality instruction, and student success. Goals are set through professional development and focus on raising reading, math, and ELP, improving attendance, and enhancing social-emotional support. Data analysis revealed low math and reading proficiency, which the team linked to gaps in curriculum alignment, limited instructional support, and incomplete teacher training, particularly in LETRS for reading.

**Root Cause Analysis (RCA)**

A root cause analysis at R.V. Traylor Elementary identified several challenges affecting student success and instructional consistency. These include limited instructional diversity, insufficient opportunities for independent speaking, and a lack of scaffolding and visual aids in lessons. Teachers need more resources and professional development; a standardized curriculum map and consistent grade-level collaboration exist. The absence of a curriculum and assessment data in science further complicates progress tracking. Addressing these areas through improved resources, training, curriculum alignment, and collaboration aims to create a more inclusive and effective learning environment that supports student growth.

**Actions to Reach ELA Goals**

- 100% of teachers will collect and compile baseline diagnostic data for the PLC meeting.
- 100% of teachers will analyze data and discuss how to scaffold current levels with grade-level instruction.
- 100% of the teachers will attend weekly PLC meetings to discuss formative data and standards pacing.

**Actions to Reach Math Goals**

- 100% of teachers will collect and compile baseline diagnostic data for the PLC meeting.
- 100% of teachers will analyze data and discuss how to scaffold current levels with grade-level instruction.
- 100% of the teachers will attend weekly PLC meetings to discuss formative data and standards pacing.

**Actions to Reach Science Goals**

- 100% of teachers will unpack New Mexico STEM Ready! science standards.
- 100% of teachers will create a list of topics from unpacked standards.
- 100% of teachers will sort the topics and align the New Mexico STEM Ready! Science Standards to topics in the ELA curriculum and enrichment.
- Teachers will look at alignment with NM STEM Ready science standards and MobyMax assessment

**Actions to Reach ELP Goals**

- During PLC time, 100% of the teachers will discuss the teacher/student talk ratio.
- Teachers will participate in learning walks to determine the teacher/student talk ratio.
- The principal will conduct walkthroughs to measure the teacher/student talk ratio.

Leadership at R.V. Traylor Elementary will closely monitor specific metrics to ensure progress toward mid-year (MOY) and end-of-year (EOY) goals. For ELA, they aim for a 5% increase in iReady data across each grade level by MOY, with an additional 5% gain by EOY. Similarly, for math, they expect to see a 5% improvement in iReady scores at MOY, with another 5% increase by the end of the school year. In science, leadership will conduct walkthroughs to assess the use of small group instruction, vocabulary integration, increased student talk, and objectives aligned with the pacing guide. These same metrics—small group and vocabulary instruction, increased student talk, and alignment with the pacing guide—will also be used to measure progress in English Language Proficiency (ELP). This comprehensive approach ensures alignment between instructional strategies and targeted student outcomes.