

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

School: R.M. Sweeney Elementary School	LEA: Santa Fe Public Schools
School Leader: Melissa Kovac	LEA Leader: Hilario Chavez
SITM Team Leader: Andrea Fletcher	Date: October 22, 2024
School Description	
<p>RM Sweeney Elementary is a bilingual school in Santa Fe, New Mexico, known for its strong commitment to fostering bilingualism and multiculturalism among its students. The school serves a diverse student body of 265 students and offers instruction in both English and Spanish, helping students achieve proficiency in both languages. RM Sweeney Elementary emphasizes academic excellence while celebrating the rich cultural heritage of its community, integrating bilingual education with a focus on literacy, math, science, and social studies.</p> <p>The school's curriculum is designed to meet the needs of both native English and Spanish speakers, creating an inclusive environment where language learners can thrive. In addition to academics, RM Sweeney Elementary promotes social and emotional development with programs that encourage students to become responsible and engaged members of their community. The staff is dedicated to supporting the growth of each student, providing a nurturing atmosphere that values diversity, equity, and inclusion.</p> <p>With its focus on bilingual education, RM Sweeney Elementary plays an essential role in the Santa Fe Public Schools system, preparing students for success.</p>	
School Successes and Celebrations	
<p>The principal's initial focus was on improving morale and fostering a positive team mentality. As a result, Sweeney Elementary has seen a high rate of teacher retention and increased commitment from educators to the school's goals. Joint commitments have been established, clearly outlining expectations for all teachers and team members.</p> <p>Under Principal Kovac's leadership, the reintroduction of Professional Learning Communities (PLCs) has enhanced collaboration among teachers. There are well-defined expectations for the work conducted in PLCs, emphasizing data analysis. Consequently, the school is currently experiencing growth in its performance data.</p>	
NM DASH Development and Implementation	

Based on the NM Vistas designation of Comprehensive Support and Improvement (CSI) for overall low performance, the school created the 90-Day Plan to address all academic areas for improvement. Initially, the principal worked with the district assessment office to set goals. The assessment department, the assistant superintendent, and peer schools provided support, consultation, and feedback on developing the critical actions. The plan was then shared with the school staff.

Root Causes of Performance Challenges Identified:

- Teachers need a structured bilingual model and professional development that includes unit planning utilizing high quality instructional material to provide grade level appropriate instruction in both English and Spanish.
- Teachers need professional development to implement intentional grade level appropriate instruction.
- Teachers need a master schedule to reflect dedicated time block to structured English Language Development instruction that includes HQIM and professional development in utilizing the HQIM.
- Teachers are not using district provided science materials.

School Progress

Trend Data

English Language Arts (ELA)

- 21-22 10% proficient
- 22-23 12% proficient
- 23-24 10% proficient

Math

- 21-22 5% proficient
- 22-23 4% proficient
- 23-24 9% proficient

Science

- 21-22 7% proficient
- 22-23 9% proficient
- 23-24 9% proficient

ELA Goals Summative:

- By the end of SY 2024-2025, all grades at Sweeney Elementary will improve proficiency by a minimum of 15 percentage points in language arts as measured by the NM-MSSA state assessment.

Benchmark:

- By January 2025, all grades at Sweeney Elementary will improve proficiency by a minimum of 7 percentage points in language arts as measured by Istation and iReady predicted proficiency.

ELA Critical Actions

- Teachers will meet at least fourteen additional hours to work with district-level experts and then school-based teams to create and implement high-quality unit plans aligned to district priority standards, ensuring students have access to grade-level rigor. Teachers will build appropriate scaffolds to allow all students access to grade-level content
- Implement biweekly quick walk-throughs to collect data on grade-level appropriate instruction.
- School leaders will attend district administrator PLCs to practice and improve walkthrough routines with intentional feedback.
- Ensure all teachers have high-quality instructional materials (HQIM) for instruction in ELA and Spanish language arts (SLA).
- The school interventionist will support teacher coaching and modeling to build teacher capacity and student support.
- Provide high-dosage tutoring for struggling students and English learners (ELs).

ELA Progress

Teachers have completed 14 hours of professional development on creating unit plans aligned with standards and the curriculum and with the appropriate Spanish and English ratio. Each teacher now has four units complete. The principal is frequently in classrooms and uses the district Google form to collect data. The principal participates in monthly administrator PLCs to practice observation and feedback cycles. Teachers are meeting in PLCs to implement high-quality unit plans. Teachers have all ELA and SLA materials. The school interventionist meets with teachers to look at their data, identify students who need layer two and three interventions, and help them monitor the interventions. Two teachers provide high-dose tutoring. The principal expressed a desire to have more teachers participate.

Math Goal Summative:

- By the end of SY 2024-2025, all grades at Sweeney Elementary will increase to 15% proficiency points in math as measured by the NM-MSSA state assessment.

Benchmark:

- By January 2025, students at Sweeney Elementary will improve proficiency by 8 percentage points in math as measured by the iReady math assessment.

Math Critical Actions

- Teachers will be meeting a minimum of fourteen additional hours to work with district-level experts and then school-based teams to create and implement high-quality unit plans that are aligned to district priority standards, ensure students have access to grade-level rigor, and build in appropriate scaffolds to allow all students access to grade level content
- Implement biweekly quick walkthroughs to collect data on grade-level appropriate instruction.
- Attend district administrator PLCs to practice and improve walk-through routines with intentional feedback.
- The school interventionist will support teacher coaching and modeling to build teacher capacity and student support.
- Professional development in HQIM for all K-5 teachers.

Math Progress

Teachers have completed 14 hours of professional development on creating unit plans aligned with standards and the curriculum and with the appropriate Spanish and English ratio. Each teacher now has four units complete. The principal is frequently in classrooms and uses the district Google form to collect data. The principal participates in monthly administrator PLCs to practice observation and feedback cycles. Teachers are meeting in PLCs to implement high-quality unit plans. The school interventionist meets with teachers to look at their data, identify students who need layer two and three interventions, and help them monitor them. Teachers have attended training on number talks to build students' confidence in explaining their mathematical thinking. The district models number talks in each classroom, peer-to-peer observations occur, and leadership will do learning walks to provide feedback.

Science Goals Summative:

- During the 2024-2025 SY, students at Sweeney Elementary will improve their science proficiency by 10% to 18% as measured by NM-ASR.

Benchmark:

- By January 2025, Sweeney students will be on track to improve their science proficiency by 10%, as measured by student work on priority science standards.

Science Critical Actions

- FOSS science kits provided to all K-5 teachers.
- Classroom walkthroughs during science block to reflect utilization of FOSS science kits.
- PLC meetings to analyze and reflect on student progress
- Professional development and support in utilizing FOSS Kits.

Science Progress

All grade levels have a FOSS science kit, but it is unclear if all teachers teach science. Some teachers may still need training.

English Language Proficiency (ELP) Goals Summative:

- By the end of SY 2024-2025, students at Sweeney Elementary will improve their English learning progress by ten percentage points as measured by the ACCESS assessment ELP calculations.

Benchmark:

- By January 2025, Sweeney Elementary will be on track to a 10% improvement in English learning progress based on student work measured against the WIDA 'Can Do' statements.

ELP Critical Actions

- The schoolwide master schedule reflects the daily English Language Development (ELD) block.
- New ELD curriculum provided for all teachers.
- Professional development scheduled and provided to all teachers in grades K-5.

- Structured PLC grade-level meetings to create unit plans connecting the ELD curriculum and WIDA standards.

ELP Progress

The master schedule does reflect an ELD block, but the curriculum has not yet been received. Professional development is scheduled for January.

Actions to Monitor Middle of Year (MOY)

- At the beginning of the year, 16.7% of teachers are collecting evidence of standards mastery. By MOY, the goal is for 50% of teachers to collect evidence, as monitored by walkthroughs.
- At the beginning of the year, 0% of teachers were observed doing small-group instruction. The MOY goal is 50%, as monitored by classroom walkthroughs.
- By MOY, the goal is for all teachers to lead student number talks three times a week, as monitored by walkthroughs.
- By MOY, the goal is to see science lessons being taught at least two times per week as monitored by walkthroughs
- Look at pre or mid-cycle data to look at four elements of literacy (foundational skills, use of complex texts, knowledge coherence, and writing in response to reading) and how they are being used.
- By January 2025, all grades at Sweeney Elementary will improve proficiency by a minimum of seven percentage points in language arts as measured by iStation and iReady predicted proficiency.
- By January 2025, students at Sweeney Elementary will have improved proficiency by eight percentage points in math, as measured by the iReady Math assessment.
- By January 2025, Sweeney students will be on track to improve their science proficiency by 10%, as measured by student work on priority science standards.
- By January 2025, Sweeney Elementary will be on track to a 10% improvement in English learning progress based on student work measured against the WIDA 'Can Do' statements.