

Our Direction

Sylvia Mendez Newcomers

Date of Report: 5/16/2024

Vision:

To prepare all Newcomers students with the knowledge and skills necessary to be successful in American schools and society.

Values:

To empower students and families through challenging academics and language learning to help them become independent lifelong learners with the knowledge and skills necessary to be successful in American schools and society while honoring all cultures and heritages.

Mission:

Empower students and families through challenging academics and language learning to help them become independent, lifelong learners.

Goals:

- By June 30, 2024, Sylvia Mendez Newcomers School will decrease chronic student absences (10% or more of days enrolled) by 5 percentage points from 2022-2023.

Performance Measure(s)

Performance Indicator: Percentage of students that are chronically absent		
Data Source: PowerSchool attendance	Baseline Year: 2022-2023	Baseline: 22%
Target Date: 2023-2024	Target: 5%	Actual:

- By June 30, 2024, Sylvia Mendez Newcomers School will reduce the number of lost instructional days resulting from discipline referrals by 10% from 2022-2023.

Performance Measure(s)

Performance Indicator: loss of instructional days		
Data Source: PowerSchool	Baseline Year: 2022-2023	Baseline: 100
Target Date: 2023-2024	Target: 10%	Actual:

- The percentage of students with High Average to High Growth will increase from 38.6% to 41.6% as measured by the Reading NWEA Map Growth assessment between Winter and Spring.

Performance Measure(s)

Performance Indicator: NWEA MAP Growth test-reading in the fall, winter and spring administrations.		
Data Source: NWEA MAP Growth Test	Baseline Year: Fall 2023	Baseline:
Target Date: May 2024	Target: 10%	Actual:

- The percentage of students with High Average to High Growth will increase from 48% to 51% as measured by the Math NWEA Map Growth assessment between Winter and Spring.

Performance Measure(s)

Performance Indicator: NWEA MAP Growth Test-math		
Data Source: NWEA MAP Growth Test	Baseline Year: Fall 2023	Baseline:
Target Date: May 2024	Target: 10%	Actual:

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

Student Outcome Data:

Our Leadership Team's progress in fully implementing Indicators and meeting Objectives:

Selected Indicators:

Curriculum and instructional alignment

A2.04 Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)

Distributed leadership and collaboration

B2.03 The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)

Family Engagement

E1.06 The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)

High expectations for all staff and students

A1.07 ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)

Monitoring instruction in school

B3.03 The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)

Quality of professional development

C2.01 The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)

Resource Allocation

D1.02 The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)

Strategic planning, mission, and vision

B1.03 A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)

Student support services

A4.01 The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)

A4.06 ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)

A4.16 The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)

Talent recruitment and retention

C3.04 The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)