

Our Direction

Sylvia Mendez Newcomers

Date of Report: 5/8/2025

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 11, 2025, Sylvia Mendez Newcomers School daily attendance will increase by 3% from the 2023-2024 school year.

Performance Measure(s)

| | | |
|---|--------------------------|-----------|
| Performance Indicator: Daily Attendance | | |
| Data Source: PowerSchool attendance | Baseline Year: 2023-2024 | Baseline: |
| Target Date: 2024-2025 | Target: 3% | Actual: |

- By June 11, 2025, Sylvia Mendez Newcomers School's family involvement based on the # of student enrolled will increase by 3% from the 2023-2024 the school year.

Performance Measure(s)

| | | |
|--|--------------------------|-----------|
| Performance Indicator: Parent contacts | | |
| Data Source: Parent Contact Log App | Baseline Year: 2023-2024 | Baseline: |
| Target Date: 2024-2025 | Target: 3 | Actual: |

- By June 11, 2025, Sylvia Mendez Newcomers School's number of lost instructional days resulting from discipline referrals will decrease by 3% from the 2023-2024 school year.

Performance Measure(s)

| | | |
|---|--------------------------|-----------|
| Performance Indicator: loss of instructional days | | |
| Data Source: PowerSchool | Baseline Year: 2023-2024 | Baseline: |
| Target Date: 2024-2025 | Target: 3% | Actual: |

- By June 11, 2025, Sylvia Mendez Newcomers teachers will complete Transition Benchmarks three times during the year for 90% of the students.

Performance Measure(s)

| | | |
|--|--------------------------|-----------|
| Performance Indicator: Transition Benchmark completion | | |
| Data Source: Transition Benchmark | Baseline Year: 2024-2025 | Baseline: |
| Target Date: 2024-2025 | Target: | Actual: |

- The percentage of students with average, high average, or high growth as measured by the NWEA Reading and Math MAP Growth Assessments between the Fall 2024 and Spring 2025 administrations will increase by 3% from the 2023-2024 school year.

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 -Spring 2023-2024 | Baseline: |
| Target Date: Spring 2025 | Target: 3% | 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:

Practice 1A: Prioritize improvement and communicate its urgency

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

Practice 1B: Monitor short-and long-term goals

- B3.03 The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)
- D1.02 The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)

Practice 2A: Recruit, develop, retain, and sustain talent

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

Practice 2B: Target professional learning opportunities

- 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)

Practice 3A: Diagnose and respond to student learning needs

- 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)

Practice 3B: Provide rigorous evidence-based instruction

- A1.07 ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)
- A2.04 Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)

Practice 3C: Remove barriers and provide opportunities

- 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)

Practice 4A: Build a strong community intensely focused on student learning

- 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)

Practice 4C: Engage students and families in pursuing education goals

- 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)