

Our Direction

Doris Henderson Newcomers School

Date of Report: 5/8/2024

Vision:

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

Values:

Respect, Responsibility, Tolerance, Thoughtfulness, Appreciation, Honesty, Empathy, Positivity, Hope, Patience, Care, Humility, Trust

Mission:

Mission Statement- Empower students and families through challenging academics and language learning to help them become independent, lifelong learners. Vision Statement-To prepare all Newcomers students with the knowledge and skills necessary to be successful in American schools and society. Purpose Statement-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.

Goals:

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

Performance Measure(s)

Performance Indicator: Lost instructional days		
Data Source: Student suspensions	Baseline Year: 2021-2022	Baseline: 41
Target Date: 2022-2023	Target: 37	Actual:

- By June 30, 2024, Doris Henderson 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 who are chronically absent Scheduled family conferences Schedule of attendance incentives Transition benchmarks		
Data Source: PowerSchool attendance	Baseline Year: 20/21	Baseline: 95%
Target Date:	Target:	Actual:

- During the 2023-2024 school year, each grade level will show at least 10% math growth as measured by NWEA MAP growth test.

Performance Measure(s)

Performance Indicator: Screeners defined for all areas: academic (math and reading), behavior, socio-emotional, and attendance All data-decision rules and standard treatment protocols located in a common place, accessible to all staff Records of students receiving tiers of interventions in all areas.		
Data Source: FastBridge	Baseline Year:	Baseline:
Target Date:	Target:	Actual:

- During the 2023-2024 school year, each grade level will show at least 10% reading growth as measured by NWEA MAP Growth test.

Performance Measure(s)

Performance Indicator: Monthly compilation of students' IRLA data Data will be divided into tiers and each student's average monthly growth will be calculated.		
Data Source:	Baseline Year:	Baseline:
Target Date:	Target:	Actual:

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

Based on the results from last year, we used the information that was gathered by the IRLA tool to determine our SIP goal for the area of literacy. Since Science and Math were also areas that were tested at the end of the year, we used the post assessment date from the previous year to determine our SIP goal for Math and Science. Parent events suggested by parents are also considered from the previous year.

Student Outcome Data:

SIP Goals were established for the area of literacy, math and science.

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

We selected indicators and created action steps that speak to our professional development that we will provide for our students in the area of Mathematics, Science and Literacy around the themes of unit building, collecting and analyzing data to drive instruction and parental involvement. Leadership Team meets biweekly. First meeting of the month focuses on teachers' concerns and Title I. Second meeting addresses SIP and our progress towards achieving the goals established

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)

Strategic planning, mission, and vision

B1.01 The LEA has an LEA Support & Improvement Team.(5135)

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)