



Tentative Due Date October 9, 2009

**TIES/SIP/Accreditation Portfolio
Fall 2009**

School: Mesa Elementary

Principal: Josh Baldner

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To access the portfolio templates in the common folder, click on
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Prior Years' Results

These are your school improvement goals for the past three years. The results are shown with a rating for attainment of your school's Equity, Achievement and Climate goals. For years 2006-2007, a plus (+) indicates that your school met or exceeded its goal and a minus (-) indicates that the goal is still in progress. For 2007-08 and beyond, the following rating system is used:

(*) = exceeded goal (+) = met goal (□) = no change (-) = did not meet goal

SMART Goals	2006-07		2007-08		2008-09	
Equity	Close gender gap between male and female performance in writing, using overall CSAP weighted index as the measure.	-	Close gender gap between male and female performance in writing, using overall CSAP weighted index as the measure.	-	Mesa's spring 2009 CSAP scores for special needs students will indicate an overall Weighted Index average of 100 for reading, writing, and math. No Mesa student will score Unsatisfactory.	-
Achievement	Mesa will improve overall writing performance. Spring 2007 CSAP results will indicate an overall weighted index score of 105.	-	Mesa will improve overall writing performance. Spring 2008 CSAP results will indicate an overall weighted index score of 105.	-	Mesa will improve overall writing performance. Spring 2008 CSAP results will indicate an overall weighted index score of 105.	-
Climate	Mesa will demonstrate improvement in student climate and bully prevention. Mesa Student Survey results will indicate a mean score of 4.0 or better (5 point scale) on all 19 questions on the survey.	-	Mesa will demonstrate improvement in student climate and bully prevention. Mesa Student Survey results will indicate a mean score of 4.0 or better (5 point scale) on two specific questions: 1-Our class talks about bullying and other behavior issues regularly. 2-I see bullying occur on the playground (reverse scored item)	-	1-As measured by a random sampling of 40 Mesa students in May 2009, 90% of Mesa students will provide similar answers to the questions, "What are your school rules?" 2-As measured by the BVSD spring 2009 climate survey, 60% of Mesa students will answer favorably to question #19, "I have not been bullied at school this year."	+ -

Inquiry 1 - Assessing Current Reality
Prioritizing Challenges in our Data for Equity (E), Achievement (A), and Climate (C)

Using your trend data, prioritize your CHALLENGES. *A challenge is a pattern in your data that, if changed, would bring about the greatest difference in achievement and equity. The Priority Challenges identified will be carried forward to Inquiry 2.*

Our Priority Challenge in Equity:

- To improve the measured performance of students identified as *Special Needs* (students with IEPs) in reading, writing, and math
- To improve the measured performance of boys in writing

**These two items are closely related, as the majority of our current *Special Needs* population is boys.

Our Priority Challenge in Achievement:

- To improve the measured performance of all students in writing

Our Priority Challenge in Climate:

- To increase the percentage of favorable responses to the following student survey questions, related to our Positive Behavior Support value of kindness:
 - 1- I have not been bullied at school this year (#19)
 - 2- My classmates like me (#9)
 - 3- I have not been called hurtful names or made fun of (#12)

Inquiry 2 – What are our High Leverage Problems in Equity (E), Achievement (A), and Climate (C)

Using your Priority Challenges from Inquiry 1, identify your high leverage problems. A **problem** is the **CAUSE** of the priority challenge that, if changed, would produce improved results for student achievement and equity. This problem will be your starting point for Inquiry #3.

The high leverage problem(s) we are going to work on for Equity is:
A need for individualized instruction, driven by individual student goals for writing improvement and overall CSAP performance improvement
We have selected this problem because:
<p>Our achievement data for special needs identified students indicates that some students make great growth, while others struggle (see below-1). Also, there is a clear gender gap between boys' and girls' writing performance (also below-2).</p> <p>1- Of the ten special needs students in 4th and 5th grades in spring 2009 at Mesa, who each took reading, writing, and math tests (30 total tests), 15 of the tests reflected a scale score gain from the previous year, while 15 of the tests reflected a scale score loss. We can reasonably say that this means that ½ of the students made more than a year's growth while ½ made less than a year's growth.</p> <p>2- The overall CSAP weighted index for girls in 2009 was 109, while the overall weighted index for boys was 98</p>

The high leverage problem(s) we are going to work on for Achievement is:																
A need for improved implementation of Writers' Workshop																
We have selected this problem because:																
<p>We have seen improvements in writing performance, but did not meet our previous three-year goal of an overall weighted index score of 105 for writing achievement (see below). Further, our writing performance lags behind our performance in reading and math. We believe that the Workshop approach to writing is the best instructional practice.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;"><u>2007</u></th> <th style="text-align: center;"><u>2008</u></th> <th style="text-align: center;"><u>2009</u></th> </tr> </thead> <tbody> <tr> <td>CSAP writing overall weighted index</td> <td style="text-align: center;">95</td> <td style="text-align: center;">96</td> <td style="text-align: center;">104</td> </tr> <tr> <td>CSAP reading overall weighted index</td> <td style="text-align: center;">107</td> <td style="text-align: center;">105</td> <td style="text-align: center;">108</td> </tr> <tr> <td>CSAP math overall weighted index</td> <td style="text-align: center;">120</td> <td style="text-align: center;">122</td> <td style="text-align: center;">124</td> </tr> </tbody> </table>		<u>2007</u>	<u>2008</u>	<u>2009</u>	CSAP writing overall weighted index	95	96	104	CSAP reading overall weighted index	107	105	108	CSAP math overall weighted index	120	122	124
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CSAP writing overall weighted index	95	96	104													
CSAP reading overall weighted index	107	105	108													
CSAP math overall weighted index	120	122	124													

The high leverage problem(s) we are going to work on for Climate is:

A lack of clear and consistently reinforced expectations for kindness

We have selected this problem because:

Our percentages of favorable responses to survey questions related to kindness are well below the BVSD average percentages of favorable responses:

Survey Question	2009 Mesa %	2009 BVSD %
#19 I have not been bullied at school this year	54	62
#9 My classmates like me	61	68
#12 I have not been called hurtful names or made fun of	45	53

Inquiry 3 – Theory of Action: Equity

You will begin to explore how you will go about solving the high leverage problem that you identified in Inquiry 2. Based on what you know at this point in your inquiry, you will identify research or evidence-based practices and strategies that will leverage the most improvement for student achievement and equity.

The Theory of Action will be your starting point for crafting transformational strategies Inquiry 5.

Proposed Strategy	Consequences/Benefits	Results (Explain/identify the research or evidence base why this will work.)
If we do this, (Describe in detail)	Then "X" will happen	Which will result in...
Classroom If We more fully engage students in setting goals and monitoring their own progress (formative assessment)	Then Students will become active agents in their learning, with more clarity for what is expected of them and what they expect of themselves	And All students will make significant academic progress (not just some).
School Organization/ Design If We facilitate opportunities for teachers to observe each other, share practices, and engage in purposeful professional dialogue	Then Teachers will learn from each other and implement improvements in instructional practice	And Students will receive a higher quality of instruction, and all students will make significant academic progress (not just some).
Parent and Community Partnerships If We communicate the goals students have set for themselves and share progress more regularly with parents	Then Parents can better support and encourage the learning of their children	And All students will make significant academic progress (not just some).

Inquiry 3 - Theory of Action: Achievement

You will begin to explore how you will go about solving the high leverage problem that you identified in Inquiry 2. Based on what you know at this point in your inquiry, you will identify research or evidence-based practices and strategies that will leverage the most improvement for student achievement and equity.

The Theory of Action will be your starting point for crafting transformational strategies Inquiry 5.

Proposed Strategy	Consequences/Benefits	Results (Explain/identify the research or evidence base why this will work.)
If we do this, (Describe in detail)	Then "X" will happen	Which will result in...
Classroom If Improve our implementation of Writers' Workshop in each classroom	Then Students will receive more opportunities to write, clearer expectations for writing time, more opportunities to share writing, and more consistent feedback on their writing.	And Students will receive a higher quality of instruction and all students will make significant academic progress (not just some).
School Organization/ Design If We facilitate opportunities for teachers to observe each other, share practices, and engage in purposeful professional dialogue	Then Teachers will learn from each other and implement improvements in instructional practice	And Students will receive a higher quality of instruction and all students will make significant academic progress (not just some).
Parent and Community Partnerships If We communicate the goals students have set for themselves and share progress more regularly with parents	Then Parents can better support and encourage the learning of their children	And All students will make significant academic progress (not just some).

Inquiry 3 - Theory of Action: Climate

You will begin to explore how you will go about solving the high leverage problem that you identified in Inquiry 2. Based on what you know at this point in your inquiry, you will identify research or evidence-based practices and strategies that will leverage the most improvement for student achievement and equity.

The Theory of Action will be your starting point for crafting transformational strategies Inquiry 5.

Proposed Strategy	Consequences/Benefits	Results (Explain/identify the research or evidence base why this will work.)
If we do this, (Describe in detail)	Then "X" will happen	Which will result in...
Classroom If We fully implement our school-wide system of Positive Behavior Support	Then Students (and adults) will have clear, consistently reinforced, positive expectations for behavior	And Overall student climate will improve.
School Organization/ Design If We fully implement our school-wide system of Positive Behavior Support	Then Students (and adults) will have clear, consistently reinforced, positive expectations for behavior	And Overall student climate will improve.
Parent and Community Partnerships If We fully implement our school-wide system of Positive Behavior Support	Then Students (and adults) will have clear, consistently reinforced, positive expectations for behavior	And Overall student climate will improve.

**Inquiry 4 - Set SMART Goals:
Equity (E), Achievement (A) and Climate (C)**

- Specific:** States exactly what is to be measured.
Measurable: States the expectations numerically or in % quantities.
Attainable: Can reasonably expect to accomplish this goal.
Relevant: Important goal for improving equity/achievement/organization.
Timely: States by when? How often?

SMART Goal for Equity:

- Mesa's spring 2010 CSAP scores for individual 4th and 5th grade special needs students will indicate scale score gains for all (more than one year's improvement against 2009 CSAP scores).
- Mesa's spring 2010 CSAP writing scores for boys will indicate an overall weighted index score of 103 (a five point improvement against 2009 CSAP scores).

SMART Goal for Achievement:

- Mesa's spring 2010 CSAP scores for writing will indicate an overall weighted index score of 107 (a three point improvement against 2009 CSAP scores).

SMART Goal for Climate:

- As measured by the BVSD spring 2010 3rd – 5th grade student climate survey, we will see the following increases in the percentages of favorable responses (versus 2009 percentages):

Survey Question	2009 %	2010 % goal
#19 I have not been bullied at school this year	54	70
#9 My classmates like me	61	75
#12 I have not been called hurtful names or made fun of	45	60

Inquiry 5: Taking Action

Using your Theories of Action from Inquiry 3, create a plan that will guide the actions of staff, parents, and community.

School Improvement Plan (SIP)

School Name: Mesa **Date:** 2009-2010 school year **When was the plan originally developed?** New plan

School SMART Goals:

Equity (E):

- Mesa's spring 2010 CSAP scores for individual 4th and 5th grade special needs students will indicate scale score gains for all (more than one year's improvement against 2009 CSAP scores).
- Mesa's spring 2010 CSAP writing scores for boys will indicate an overall weighted index score of 103 (a five point improvement against 2009 CSAP scores).

Achievement (A):

- Mesa's spring 2010 CSAP scores for writing will indicate an overall weighted index score of 107 (a three point improvement against 2009 CSAP scores).

Climate (C):

-As measured by the BVSD spring 2010 3rd -5th grade student climate survey, we will see the following increases in the percentages of favorable responses (versus 2009 percentages):

Survey Question	2009 %	2010% goal
#19 I have not been bullied at school this year	54	70
#9 My classmates like me	61	75
#12 I have not been called hurtful names or made fun of	45	60

If your school is making statements about each goal area on one consolidated page, mark E, A or C in the column next to strategies.

Transformational Strategies (2-4) Strategies are powerful enough to change and transform our practice, programs, and policies; strategies are coherent, school-wide, focused and intensive; related to our Theories of Action in Inquiry 3	E A C	Professional Development (1³) Plan aligns with goals; content is research/evidence based; introduces new Knowledge, Aspirations, Skills, Attitudes and Behaviors; implementation plan for Practice, Feedback, and Collaboration; plan to sustain over time (institutionalization)	Timeline Planning cycle for continuous improvement	Person Responsible	Resources	Evidence of Progress Evidence includes multiple measures at multiple times during the school year
1-Improved implementation of our Student Support Process (Response to Intervention in real life) 2-Improved implementation of Writers' Workshop, with an emphasis on individual student writing goals	E	1-Teacher-led training at the beginning of the year, and Problem-Solving Team meetings 2-Sub days and professional development time for teachers to observe each other's writing instruction, discuss best-practices, and inform each others' instructional practices	1-August and twice monthly 2-All year, beginning in October	1-Mesa Problem Solving Team (representative group of specialists, classroom teachers, and principal) 2-All classroom teachers, principal	1- <i>Response to Intervention: A Practitioner's Guide to Implementation</i> , Colorado Department of Education, 2008 2- <i>Colorado Writing Project and Tim Hillmer</i> , work by Lucy Calkins, and <i>Being a Writer</i> curriculum	1-Our Mesa progress monitoring sheets, data collection 2-Thrice yearly Mesa writing sample scored against Mesa writing rubric
1- Improved implementation of Writers' Workshop, with an emphasis on individual student writing goals	A	1- Sub days and professional development time for teachers to observe each other's writing instruction, discuss best-practices, and inform each others' instructional practices	1- All year, beginning in October	1- All classroom teachers, principal	1- <i>Colorado Writing Project and Tim Hillmer</i> , work by Lucy Calkins, and <i>Being a Writer</i> curriculum	1- Thrice yearly Mesa writing sample scored against Mesa writing rubric
1-Full implementation of school-wide Positive Behavior Support System (developed in spring 2009)	C	1-All of the planning and related professional development to prepare for P.B.S. implementation was completed during the 2008-2009 school year. The Mesa Climate Committee, in collaboration with School Improvement Team, will	1- Monthly, on-going	1-Entire staff, Climate Committee, School Improvement Team	1-Kelly Miller, BVSD P.B.S. coordinator. <i>School-wide Positive Behavior Support 2004</i> from the Center	1-We will have a "Para Summit" in September (completed) in which playground and lunchroom supervisors meet with

		<p>meet monthly to review progress, analyze climate data, and plan for future activities at Mesa to support student climate.</p>			<p>on Positive Behavioral Interventions and Supports—University of Oregon</p>	<p>each class to discuss playground, lunchroom, and gather feedback from students and use the information formatively make improvements. Likewise, we will conduct student focus groups in October to assess the success of our P.B.S. implementation and learn of any other concerns on the minds of students at Mesa.</p>
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Two year plans: Year 1 – use black font Year 2 – use blue font

TIES/SIP/Accreditation Assurance Statements

School: Mesa Elementary

Principal: Josh Baldner SIT Parent Representative: Gina Kelman

1. Evidence of Safe, Civil Learning Environment

1. The school has a mechanism for students to report anonymously statements or conduct that worries them. yes no Note: The Student Climate Survey satisfies this requirement.
2. The school is working to overcome any “code of silence” that may exist in the current student culture. yes no
3. The school has adopted some form of a bully-prevention program (e.g., conflict mediation, character education, restorative justice). yes no
4. A threat assessment team is established at the school. yes no (Not applicable for elementary schools)
5. The school has an updated Emergency Response Plan on file and has sent copy to the Security Department for review. yes no

2. Family/Community Involvement, Accountability to the Public, Consumer & Community Satisfaction

1. Is the SIT membership representative of the diversity of the school or does the school attempt to recruit more diverse membership? yes no
2. Is communication with family/community addressed in the School Improvement Process? yes no

3. Colorado Federal Integrated Review System (C-FIRS) Assurance

1. The Customized School Report as distributed to all members of the school community complies with C-FIRS assurances. **NA**
 yes no
2. Title I Assurance and Parent Compact is referenced in the Customized Report. yes no (Title I schools Only) **NA**

4. Site Review Plan

1. A copy of recommendations from the school’s most recent on-site review is attached. yes no
2. The School Improvement Team (SIT) *reviewed* the feedback, commendations and recommendations from the District Staff review and Onsite review.* yes no
3. The SIT *incorporated* the feedback, commendations and recommendations from the District Staff review and Onsite review in the school improvement plan. yes no
4. The school either *acted on* the recommendations *or is in process of* implementing the recommendations. yes no

*Learning Services/School Leadership Team completes an administrative review of the goals/SIP prior to submission of each school’s TIES/SIP Portfolio.

**Title I Schools Only
Published Assurance Statements
Additional Schoolwide Plan Requirement**

1. Identify all federal programs from which funds are being used.

- _____ Title I, Part A, Improving the Academic Achievement of the Disadvantaged
- _____ Title I, Part B, Even Start
- _____ Title I, Part D, Neglected and Delinquent
- _____ Title IIA, Teachers and Principals Training and Recruiting Fund
- _____ Title IIB, Math Science Partnership
- _____ Title IID, Enhancing Education Through Technology
- _____ Title III, Part A, Language Instruction for Limited English Proficient and Immigrant Students
- _____ Title IV, Safe and Drug Free Schools and Communities
- _____ Title VIB, Rural Education Initiative

2. Provide Certification of the Following:

- a. **Our school’s Student/Parent Handbook includes information about the school-parent compact or agreement that outlines how parents, school staff, and students will share the responsibility of improved academic achievement and the means by which the school and parents will build and develop a partnership to help students.** Note: Title I Schools may use the sample “compact” language, found in the common folder in the School Improvement file, to customize the compact for the school and to define what strategies are in place to ensure parent involvement. **This information is given to parents at Fall conferences.**
- b. **Our school annually notifies parents in a language and format that is understandable that this is a Title I school which is required to demonstrate adequate yearly progress.** Note: Title I Schools are expected to publish the “drop-in article” prepared by Learning Services in their first school newsletter of the year. **This Notification is noted in the October School Newsletter.**
- c. **Our school annually publishes information about “highly qualified teachers”.** Note: This information appears on the school’s customized School Accountability Report as produced by the Communications Division with data from Human Resources.
- d. **Our school has plans for assisting student transitions from preschool to kindergarten and for 5th grade to 6th grade. These plans are located in the School Office _____.**

YES ____ NO ____ If the answer is no, explain where the information may be found.

Principal Signature: _____ Date: _____

Note: Title I Schools are encouraged to:

- Demonstrate how the intent of the Federal programs will be met.
- Take advantage of all available federal and state resources.
- Describe how funds are being used in innovative and creative ways.
- Develop and maintain a collaborative relationship with a university or community college, or participate in other collaborative education initiatives to share expertise and improve teaching and learning.
- Provide a family literacy component, or have a working, on-going relationship with a family literacy program.
- Demonstrate the ability to access the community’s mental health resources, social services, hospitals, and local law enforcement efforts for safety and health.

Family Engagement Report

School: _____Mesa Elementary_____

Principal: _____Josh Baldner_____

Celebrations

- The Mesa Elementary School Improvement Team is advertised and available to any Mesa parent/guardian who wishes to participate. The S.I.T. meets monthly throughout the year.
- The current Mesa S.I.T. includes four parents and five teachers, with diverse backgrounds, representing children from a variety of grade levels.
- The Mesa S.I.T. (parents and teachers alike) participate in the various stages of the TIES process. Specifically, the parents and teachers worked collaboratively on the Mesa school improvement plan during September 2009.
- The Mesa monthly PTO meetings including a monthly report from SIT, PEN, and DPC parent leaders.
- The Mesa component of the Parent Engagement Network is a leader in providing resources and workshops for families and is viewed as a leader among BVSD schools in this area.
- In addition to school improvement and reports of progress (consistent with requirements) included in the monthly Mesa Messenger newsletter, the principal regularly sends emails to the parent distribution list (inclusive of 98% of the families) to update parents about activities and progress at the school.
- Mesa's 2009-2010 School Improvement Plan includes theories of action and high-leverage strategies in each goal area that support and enlist family engagement. Notably, parent members of the S.I.T. coordinate, administer, and compile the results of a Mesa-specific student climate survey.
- The BVSD Parent Snapshot Survey annually indicates a high level of parent satisfaction for Mesa parents.
- We have recognized that there are many parents in our community who have professional expertise that they can share with classrooms in alignment with curriculum standards (e.g. guest speakers) We have implemented a survey that enables us to enlist parent expertise to support curriculum more often.
- Our community-building events (e.g. Fall Fest) have a high participation rate (over 70% of families attend)

Challenges:

- Anecdotally, Mesa parents have shared that they care very deeply about school improvement, but very few parents are interested in being intimately involved in each aspect of the TIES process. Among the four S.I.T. parents, two chose to be involved in September TIES/School Improvement in-service time.

