



2023-2024 Mid-Year Progress Report

Dear Mesa Families:

Thank you for investing in our children and community! Mesa staff members diligently work to embed rigorous instruction that meets the academic and behavioral needs of all Mesa students. We are invested in building relationships with our students and our families as we work to increase students' skill mastery across contents. We'd like to take this opportunity to provide you with a progress report on priorities and goals for academic achievement and school culture and climate for the 2023-2024 school year.

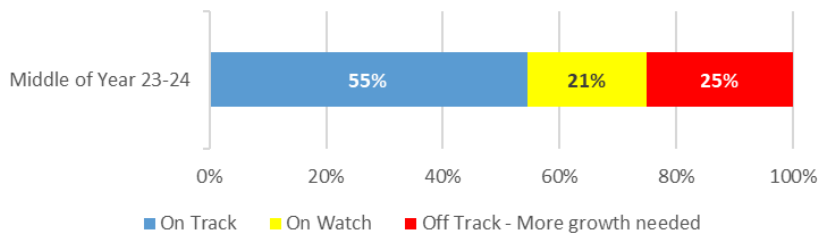
Early Literacy Achievement and Growth (K-3)

How are our students progressing in their acquisition of reading skills?

The DIBELS assessment is given to all grades K-3 students to assess their progress in acquiring early literacy skills. Grades 4 and 5 students are given the assessment on an as-needed basis. Students are considered:

- **"On Track"** if they are scoring at benchmark with average or above average growth, or below benchmark with above average growth or higher.
- **"On Watch"** if they are scoring at benchmark with below or well below average growth, or below benchmark with average growth or lower.
- **"Off Track"** if they are scoring at below, or well below benchmark with below or well below average growth.

**Mesa Elementary School
Percentage of Students at who are On Track, On
Watch, or Need More Growth in Early Literacy
Middle of Year 23-24**



The DIBELS literacy data, referred to in the chart to the left, helps Mesa staff understand each student's reading ability, allowing for tailored instruction and support in the identified areas of need.

Our DIBELS data reflects 55% of students are **On Track** to demonstrate expected growth in literacy. Students identified as **On Watch** (21%) or needing **More Growth** (25%) will continue receiving additional, targeted intervention in working to close the current skill gap.

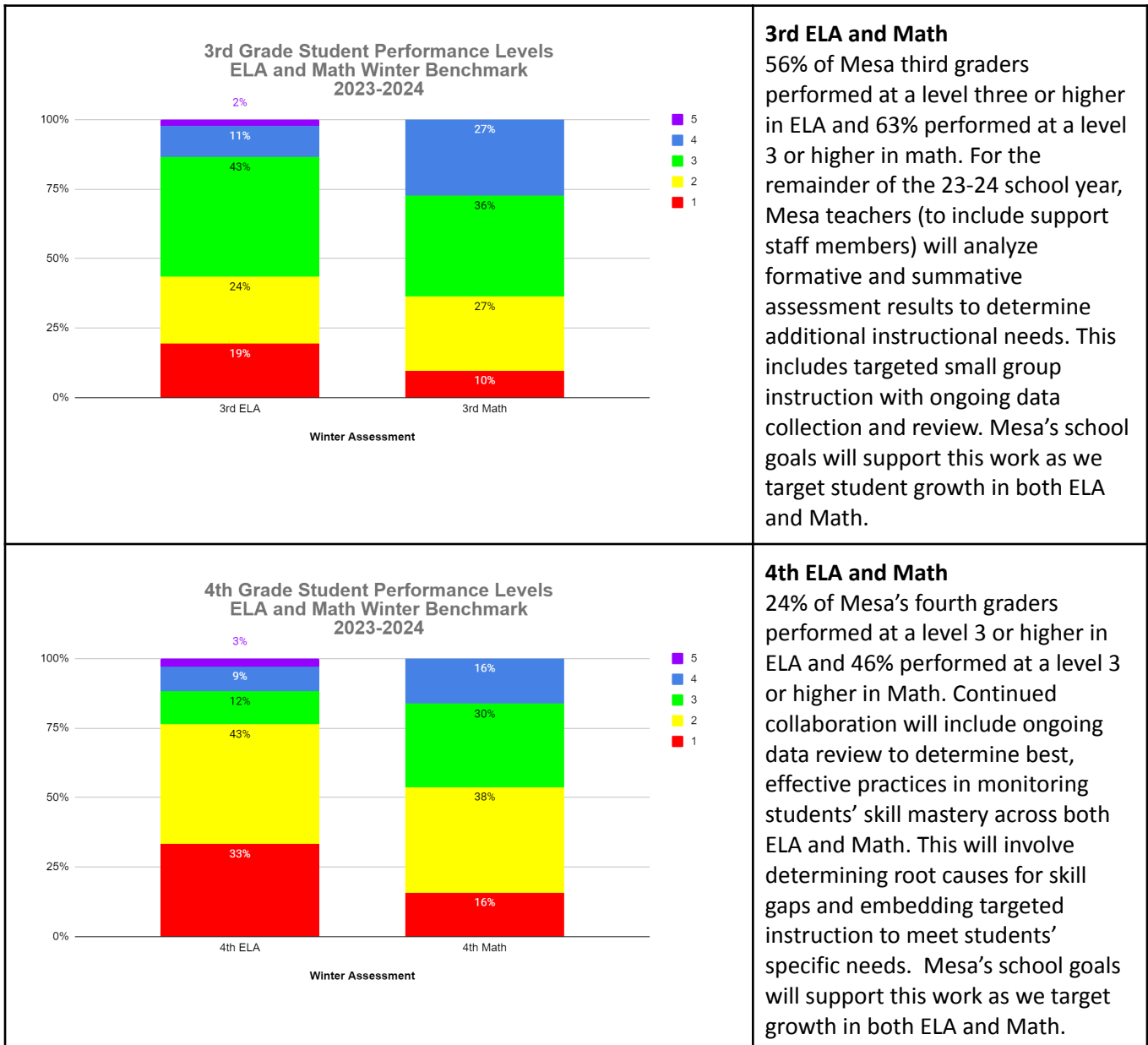
Mesa addresses ELA achievement and growth using the following strategies:

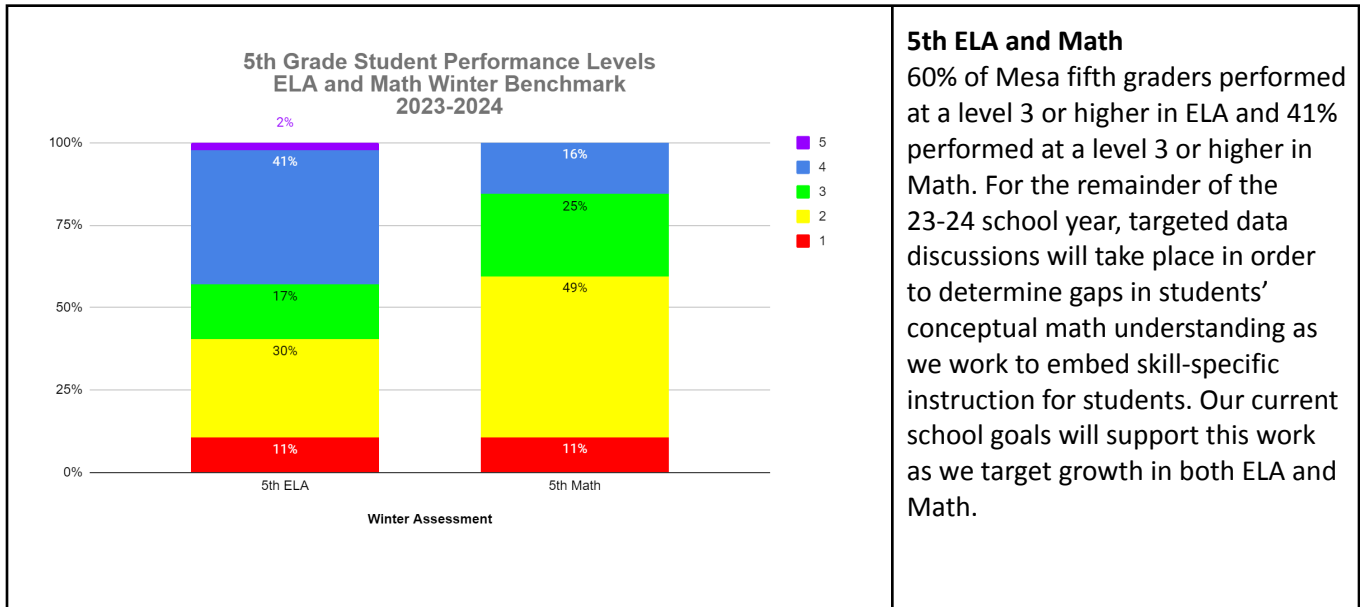
- **Small Group Instruction:** classroom teachers conduct small group lessons in math and reading each day; in addition, a reading interventionist is assigned at each grade level to support targeted, small-group, reading instruction.
- **Monthly Data Review:** ongoing data discussions within each grade level team include a review of progress monitoring data of students on specific, grade level skills through a common data tracker; results are reviewed every 10 days with adjustments made accordingly to instructional approaches.
- **Teacher Collaboration:** PLCs (Professional Learning Community) take place each week for every grade-level team. PLC conversations allow us to discuss and plan effective literacy instruction, review student data, and determine next steps in instruction. Mesa's instructional coach works with individual teachers to assist in growing instructional knowledge, small group instruction, and overall student engagement.
- **Literacy Skills Embedded Across Contents:** Mesa teachers integrate a shared workflow model, regardless of their content area, in order to focus on and regularly embed literacy standards.

[Additional, grade specific, early literacy data can be found here.](#)

ELA and Math Achievement

What type of progress did our students make in mastering standards in ELA and Math?





5th ELA and Math
 60% of Mesa fifth graders performed at a level 3 or higher in ELA and 41% performed at a level 3 or higher in Math. For the remainder of the 23-24 school year, targeted data discussions will take place in order to determine gaps in students' conceptual math understanding as we work to embed skill-specific instruction for students. Our current school goals will support this work as we target growth in both ELA and Math.

Mesa addresses achievement and growth in the area of math using the following strategies:

- **Collaborative Conversations:** Teachers work to provide opportunities for students to engage in productive struggle and discourse with their peers.
- **Differentiated Instruction:** Teachers offer different learning activities, resources, and levels of support to accommodate students' abilities, learning styles, and needs. This ensures that all students can access and engage with the content effectively.
- **Problem-Based Learning:** Teachers present students with real-world problems or scenarios that require them to apply their math knowledge and skills to solve them. This approach encourages critical thinking, problem-solving, and a deeper understanding of concepts.
- **Targeted Instruction Focused on Conceptual Understanding:** Developing conceptual understanding in math can benefit children in a variety of ways. This will help children gain confidence in their ability to solve math problems and improve their computational skills, which will benefit them throughout their academic careers as concepts and problems become more complex.
- **Real-World Application:** Teachers connect math concepts to real-life situations and problems. This helps students understand the relevance and practical applications of their learning, enhancing engagement and retention.

The data reflects the continued growth of our students in specific reading and math standards throughout this year. Mesa staff and students continue to work together to establish meaningful learning goals and engaging learning experiences which contribute to academic growth. We have a continued focus on closing learning gaps in both reading and math, while maintaining the support of social-emotional needs of students.

Additional, grade-specific, data reflections can be reviewed by following the hyperlinks below.

[Kindergarten](#)

[1st Grade](#)

[2nd Grade](#)

[3rd Grade](#)

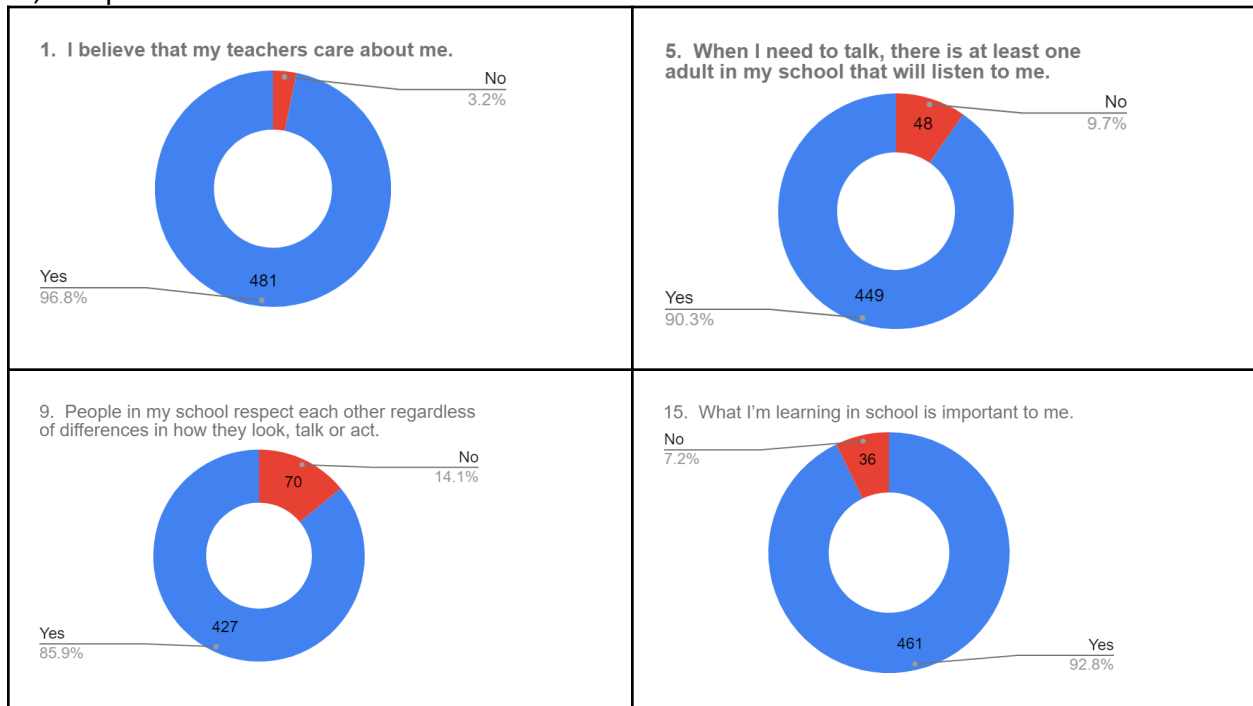
[4th Grade](#)

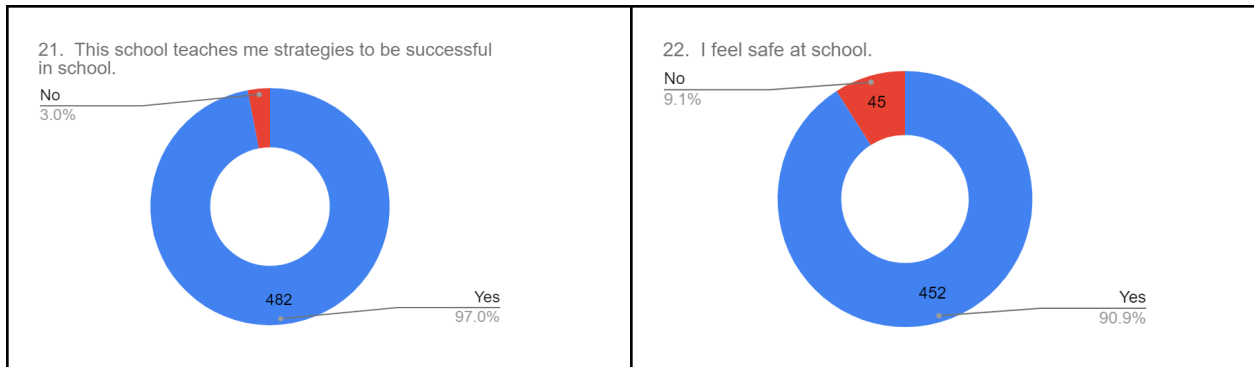
[5th Grade](#)

Student Climate Survey Data

What are students saying about their school and the district?

Mesa cares deeply about students' experiences. It is important that students have a voice; and it's equally important that the district listens. Below are some of the questions asked of students during Fall, including their responses. While the vast majority of students report that they feel safe, that they belong, and that they have the skills necessary to succeed; there are students who do not feel this way. As a community, we will continue to ask for feedback, listen to, and put the needs of students first above all else.



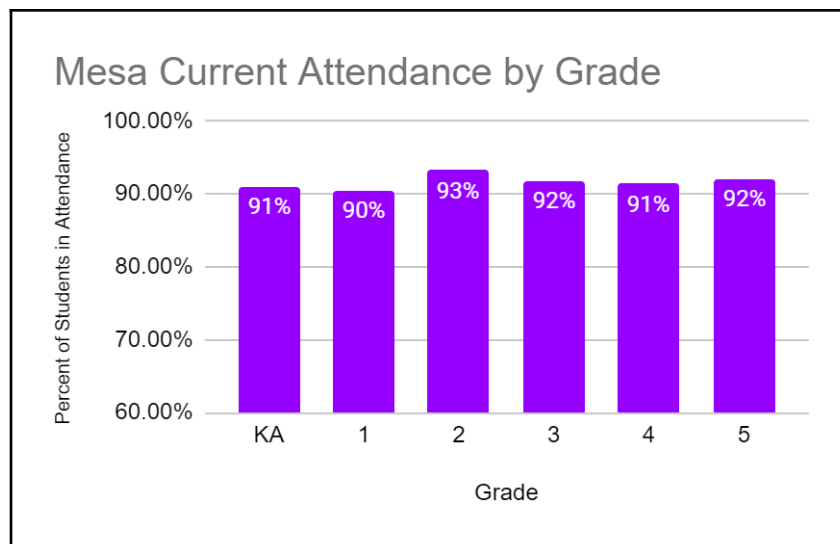


Mesa students feel safe and cared for at school and embed strategies to help them to be successful across settings. Mesa staff will continue to focus on building and maintaining meaningful relationships with students as well as work to ensure all students know of at least one adult at Mesa who they believe will listen to them. Mesa staff meet with students each morning (morning meeting) and afternoon (closing circle) and use this time to allow students to reflect on their needs. Information from these meetings will continue to be used in helping students access adult support and build their agency across all settings at Mesa.

Full Student Survey Results

Attendance Data

How are students actively engaged in school?



Mesa office and administrative staff regularly review attendance information and determine next steps using a robust attendance monitoring system. Each month, data is reviewed and trends are determined in looking at how Mesa can best support families experiencing difficulties getting their students to school. Regular communication is sent out to families and follow-up meetings are scheduled to address absences.

What are our areas of strength and opportunities for growth in building a strong school community and culture?

Areas of Strength:

This has been a year of growth and celebration at Mesa!

- Positive relationships between students, staff, and families are a priority at Mesa
- Students are encouraged to take ownership of their learning which is reflected through the application of our PRIDE practices (perseverance, respect, independent, dedication to safety, and empathy)
- Students are demonstrating growth in both math and literacy (from beginning of the year to middle of the year)
- We are creating opportunities for building student agency through regular student self-assessment and feedback within instruction.
- Mesa's PTO is back in full swing! Parents have volunteered to run the meetings and we have fresh ideas on community involvement as we move into the 24-25 school year.

Areas for continued growth:

- Continued focus on proactive behavior supports and replacement skills for students to utilize independently and in peer conflict situations; this includes using restorative conversations and opportunities for students to apply logical consequences (break-it, fix-it; positive time out; loss of privilege)
- Continued targeted small group instruction for literacy in order to strategically identify gaps and provide
- strategic instruction to close these gaps
- Continued focus on higher level questioning in math (conceptual understanding) and reading

We believe in our students' ability to change the world around them. It is our responsibility to assist them in developing the mental and social skills necessary to attain their full potential as citizens and leaders. In order for students to reach their fullest potential, it takes a strong partnership between the school and our families. Throughout the year, Mesa offers several opportunities for parents to engage in classroom instruction (Math with families, ELA with families, and Morning Meetings with families) as well as to provide feedback while in the building. In addition, Mesa hosts four Community Days throughout the year. These days allow families the opportunity to complete projects embedding social and academic skills with their students during the school day. Throughout the year, Mesa hosts an additional 12 evening events for all families to engage in activities and celebrations of student work (plus 4 Skate City Nights).

Thank you for entrusting your students to us. We understand the privilege and responsibility that comes with your investment in our community. We are proud of our accomplishments, but we also understand that we have yet to reach our full potential. We look forward to finishing the year strong and making it happen!

Sincerely,

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