

2015–16 *Bridges* Report to the School Board

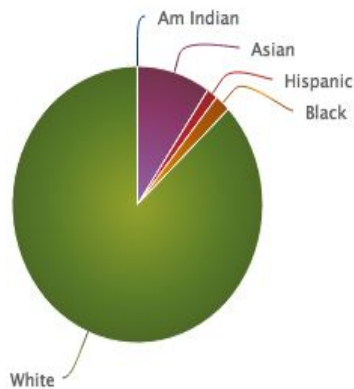
November 2, 2015

Demographics

Bridges Community Elementary Mankato Public School District



2015 Enrollment by Ethnicity

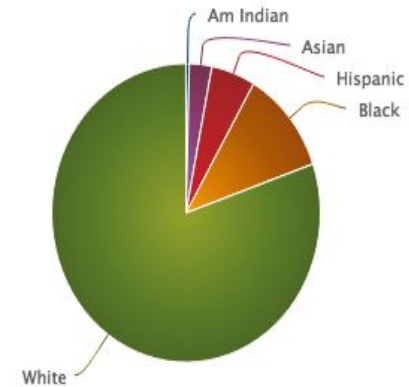


Ethnicity	Count	Percent
American Indian/Alaskan Native	0	0.0%
Asian/Pacific Islander	14	9.5%
Hispanic	2	1.4%
Black, not of Hispanic Origin	3	2.0%
White, not of Hispanic Origin	128	87.1%
All Students	147	100.0%

Mankato Public School District



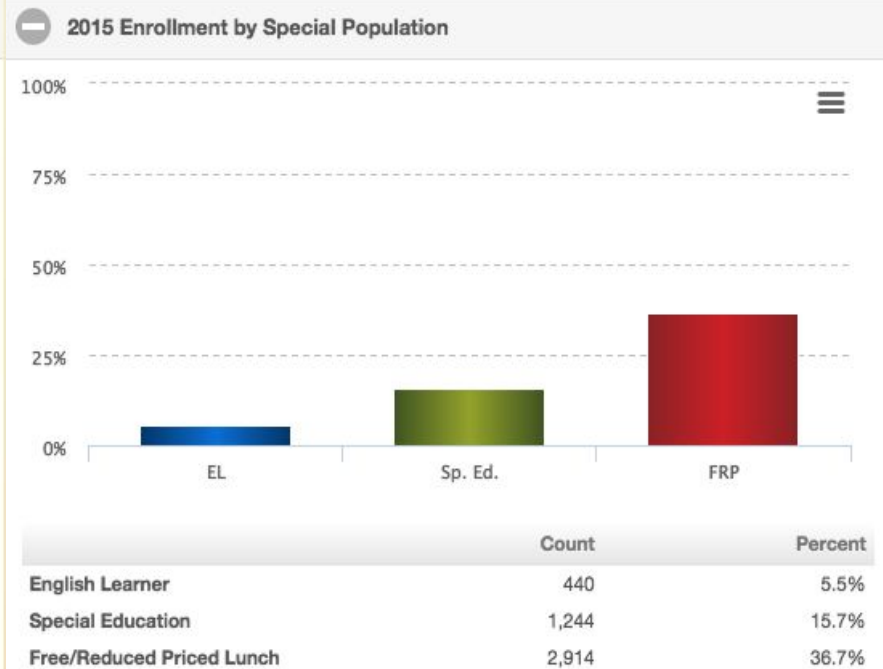
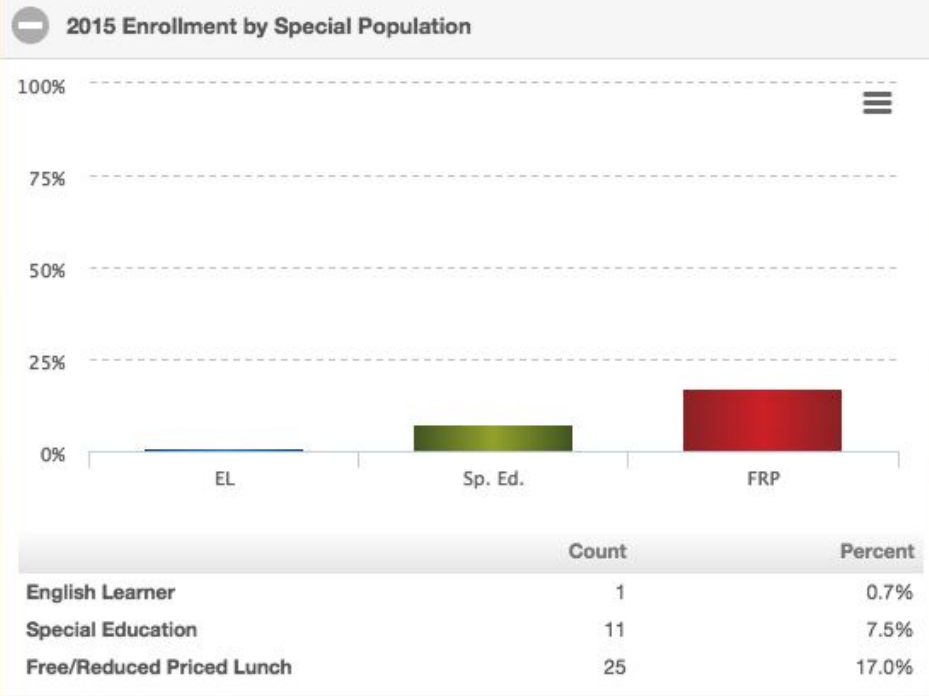
2015 Enrollment by Ethnicity



Ethnicity	Count	Percent
American Indian/Alaskan Native	31	0.4%
Asian/Pacific Islander	215	2.7%
Hispanic	421	5.3%
Black, not of Hispanic Origin	897	11.3%
White, not of Hispanic Origin	6,384	80.3%
All Students	7,948	100.0%

From MDE website, Oct. 2015
Education.state.mn.us

Special Populations



From MDE website, Oct. 2015
Education.state.mn.us

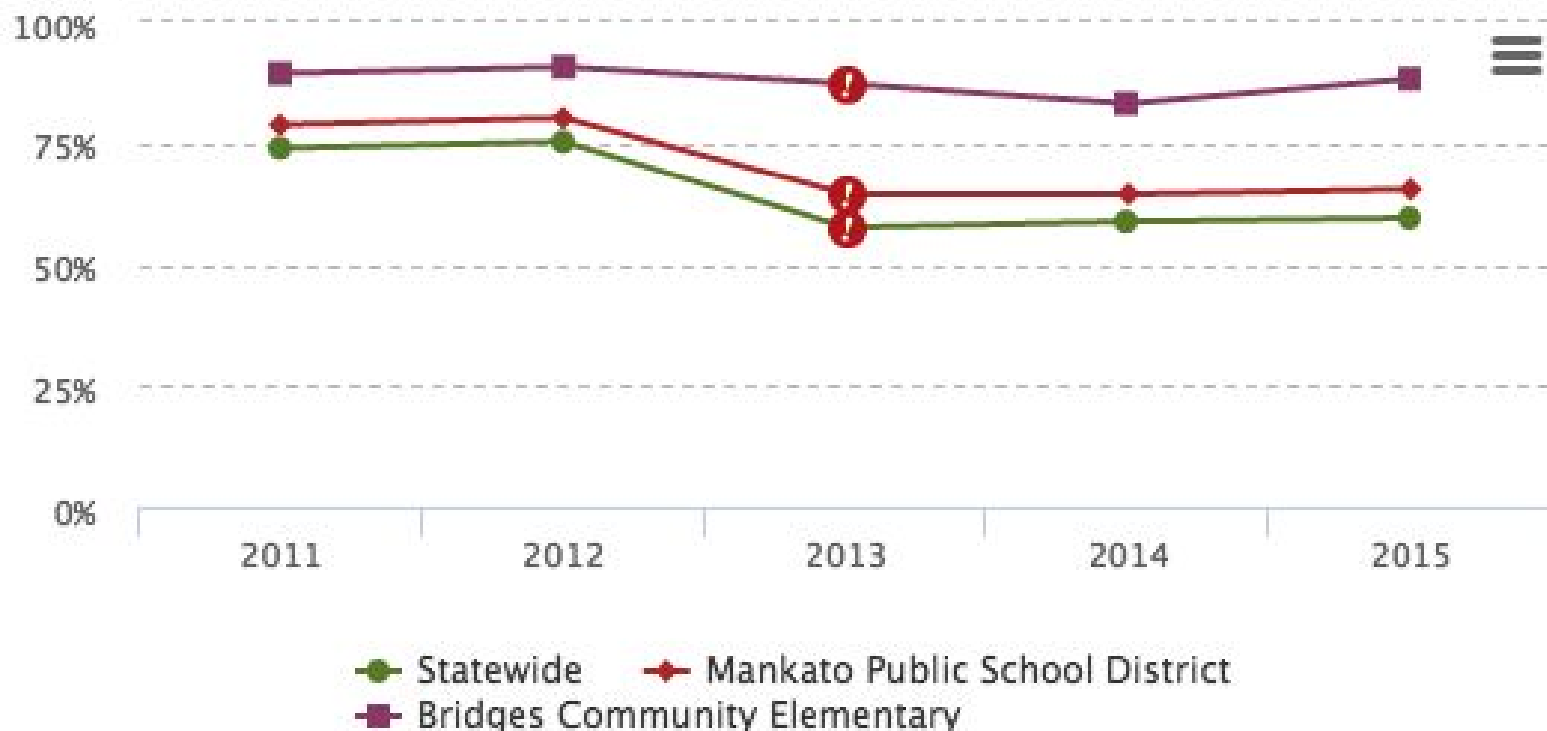
Bridges Reading Trend Data

Bridges Community Elementary Mankato Public School District

Subject: Reading, Grade: All Grades



2011 - 2015 Proficiency



! = the year new reading standards were implemented

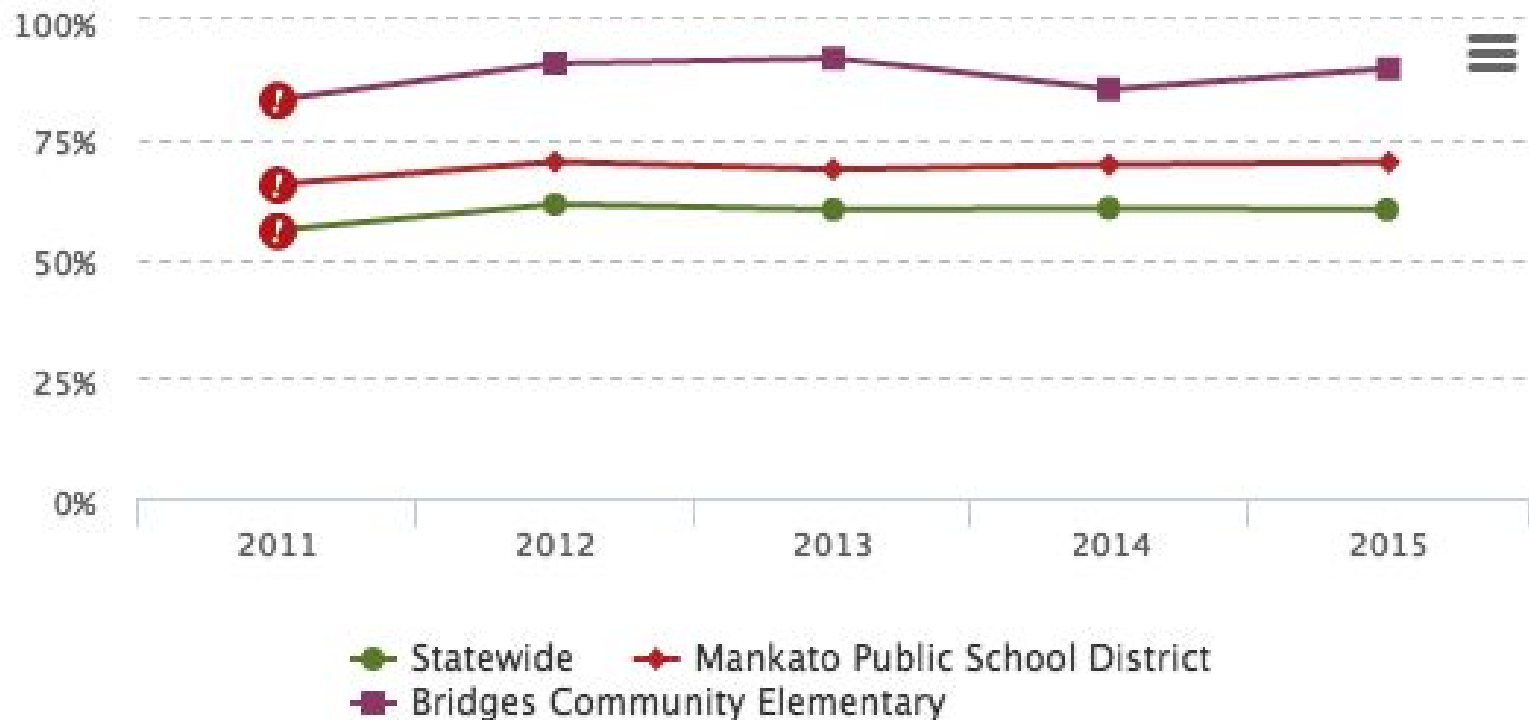
Bridges Math Trend Data

Bridges Community Elementary Mankato Public School District

Subject: Math, Grade: All Grades



2011 - 2015 Proficiency



Improvement Efforts

Strategic Direction A (student learning and engagement)

- Continue to deliver standards based instruction through the Balanced Literacy framework.
- Increase the automaticity of math computation.
- Continue with school-wide RTI 30 minute block.
- To help all kindergarten students benchmark on Winter DIBELS
- Utilize enrichment work for high achieving students

Improvement Efforts

Strategic Direction B (developing culture)

- Welcome all Bridges families to the unique climate and culture at Bridges
 - Cub Connection
 - BBQ on the Blacktop
 - Grandparents Day
 - Community Tours
 - Bridges Showcase

Improvement Efforts

Direction E (developing staff capacity)

- Understand and utilize data, through collaborative professional development, in order to respond to the needs of students
 - PLC Meetings
 - DEN - NWEA Learning Continuum
 - Cluster training
 - Professional Development Provided by CIC
 - Team Planning Time

Professional Learning Community Collaborative Teams

- Collaborative Team Goals
 - 100% of students will meet growth targets in reading
 - targeted reading instruction using a balanced literacy approach
 - reading interventions provided by an intervention teacher
 - Support through MN Reading Corps
 - 100% of students will meet growth targets in math
 - targeted math instruction
 - small guided math groups

Bridges Core Knowledge Curriculum

“The Core Knowledge Sequence is a detailed outline of specific content and skills to be taught in language arts, history, geography, mathematics, science, and the fine arts.”

“Core Knowledge is a guide to coherent content from grade to grade, designed to encourage cumulative academic progress as children build their knowledge and skills from one year to the next.”

CK compliments the Benchmark Literacy resource as well as allowing for real life connections through “being there” experiences and hands-on activities and projects.

Site Council

Bridges Community School is governed by a Site Council under the direction of Mankato Area Public Schools. Bridges Community School Site Council looks to energize the education process and to encourage innovation, commitment, ownership, and accountability. The following statements characterize the Site Council model:

- Is mission, philosophy directed
- Is team-oriented
- Allows staff, student, parent and community participation
- Is accountable to standards
- Focuses on what is best for the students
- Seeks flexibility
- Increases and integrates the responsibility of staff, parents, students, and community
- Measures student achievement
- Develops a collaborative relationship between district administration and Bridges
- Provides the opportunity for the role of the principal (Lead Teacher) to be redefined according to our local needs
- Improves trust level based on open communication, cooperation and collaboration among stakeholders
- Develops close relationships with parents and community members

Site Council Members

Site Council

Teaching staff:

Robin Courrier, Lead Teacher
Peggy Morris, Kindergarten
Mary Jane Sletten, 1st grade
Teri Townsend, 2nd grade
Bri Miller, 3rd grade
Jeremy Olson, 4th grade
Jenny Reed, 5th grade

Community Representative

Bukata Hayes, Community Rep.

Ex-Officio Members

Tom Rekstein, School Board
Travis Olson, Principal Liaison
Jen Jacob and Joleen Johnson, BAC Chair

BAC Parents/Guardians:

Paul Mackie, parent 2016
Chase Sutton, parent 2016
Jen Huettl, parent 2016
Rick Sartell, parent 2016
Rick Koenig, parent 2017
Matthew Clay, parent 2017
Danielle Ceminsky, 2017

Celebrations and Proactive Behavior Supports

Lifelong Guidelines

- TRUSTWORTHINESS – to act in a manner that makes one worthy of trust and confidence
- TRUTHFULNESS – to be honest about things and feelings with oneself and others
- ACTIVE LISTENING – to listen with the intention of understanding what the speaker intends to communicate
- NO PUT-DOWNS – to never use words actions, and/or body-language that degrade, humiliate, or dishonor others.
- PERSONAL BEST – to do one's best given the circumstances and available resources

Life Skills

- | | | |
|----------------|----------------|-------------------|
| - CARING | - FLEXIBILITY | - PERSEVERANCE |
| - COMMON SENSE | - FRIENDSHIP | - PRIDE |
| - COOPERATION | - INITIATIVE | - PROBLEM SOLVING |
| - COURAGE | - INTEGRITY | - RESOURCEFULNESS |
| - CURIOSITY | - ORGANIZATION | - RESPONSIBILITY |
| - EFFORT | - PATIENCE | - SENSE OF HUMOR |

Thank you!