

Bridges Community School Board Report 2016–2107



October 17, 2016

Improvement Efforts

Strategic Direction A: Student Learning and Engagement

Bridges Community School is working toward advancing student learning and engagement in the areas of reading and math.

- Reading:
 - Deliver standards based instruction through Balanced Literacy.
 - Instructional feedback delivered to teachers by CIC and Lead Teacher weekly.
 - Instructional activities delivered to small D.E.N. groups organized by RIT bands and Tier 2 & 3 groups based on Spring Dibels.
 - Progress monitoring and regular phoneme practice to help all kindergarteners benchmark on the winter Dibels.
 - Lexia, comprehension reading program for individuals.
- Math:
 - Increase automaticity of math computation school wide.
 - Small group math; use of IXL, Sumdog, ISD 77 math enrichment activities.

Improvement Efforts

Strategic Direction B: Community culture of connectedness.

Welcome all Bridges families to the unique climate and culture at Bridges.

- BBQ on the Blacktop – longstanding family picnic at Wheeler Park.
- Thought Exchange – follow up and work toward meeting parent needs.
- Kindergarten Parent Check-In Night – September
- Core Showcase Night / Community Informational meeting
- Two BAC Family nights
- Cub Connection
- Winter Tours prior to Lottery in February
- BAC Membership inclusive of all families
- Site Council Parent Representatives
- Weekly Newsletter from each classroom teacher

Improvement Efforts

Strategic Direction C: Increase readiness for all students to ensure options for life

Lifelong Guidelines:

Trustworthiness

Truthfulness

Active Listening

No-Put Downs

Personal Best

Lifeskills:

Caring

Cooperation

Creativity

Effort

Friendship

Common Sense

Courage

Curiosity

Flexibility

Initiative

Problem Solving

Responsibility

Integrity

Organization

Patience

Perseverance

Pride

Resourcefulness

Sense of Humor

Daily Community Groups with students K–5. Friday ASM All School Meetings to review the lifeskill, compare how we carry the lifeskills beyond Bridges and celebrate students.

Improvement Efforts

Direction D: Needs-based resource allocation.

District supported Intervention teacher for math and reading.

- supports individual student goals
- supports small group intensive student goals in reading
- supports small group student goals in math
- cooperatively works with classroom teacher to provide a variety of learning experiences

Compensatory dollars supporting Paraprofessionals who work directly with students at all levels.

Improvement Efforts

Direction E: Developing staff capacity, accountability and skills to implement our Strategic Directions

- ELA Professional Development Days (3 half days a year) to be taken in teams studying the components of small group instruction
- Grade level math PD – provided by the district to K–2 teachers and 3–5 teachers
- Intervention Teacher instruction on late start days
- Cluster Teacher inservice
- Rising Scholar inservice
- NWEA Learning Continuum
- Professional Learning Communities
- Instructional Ladders
- ELA Standard training
- Math Standard training

Professional Learning Community Collaborative Teams

K – 5, Resource, and Intervention building wide teams.

Kindergarten team

First grade team

Second grade team

Third, Fourth, and Fifth grade team

Purpose: to understand and utilize data, through collaborative professional development, to respond to the needs of students.

- to plan together and implement opportunities for student learning

- to use Descartes and Instructional ladders in reading and math

- to utilize the standards to drive instruction

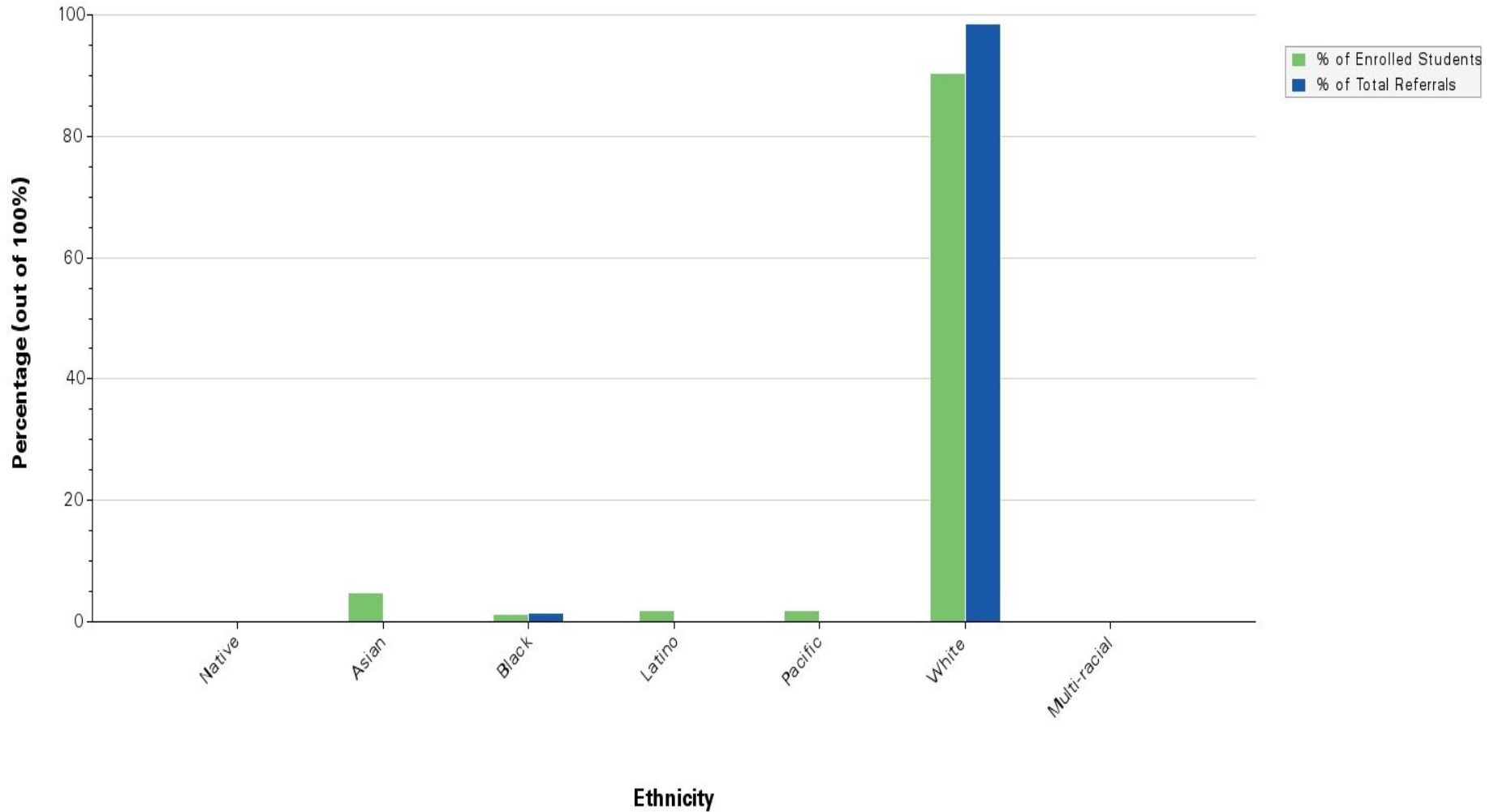
ATTENDANCE DATA

ATTENDANCE			
Bridges			
	13-14	14-15	15-16
All	95.84	95.90	96.56
LEP	97.62	98.60	97.63
SPED	96.52	96.18	97.13
FRP	94.95	97.91	95.62
Hispanic	82.45	91.76	95.60
American Indian	na	na	na
Asian	95.92	96.92	96.88
Black	92.77	90.60	93.77
White	95.99	96.21	96.69
Pacific Islander	na	na	na
Two or more races	95.4	95.8	95.55

BEHAVIOR DATA

Referrals By Ethnicity

All, 2015-16

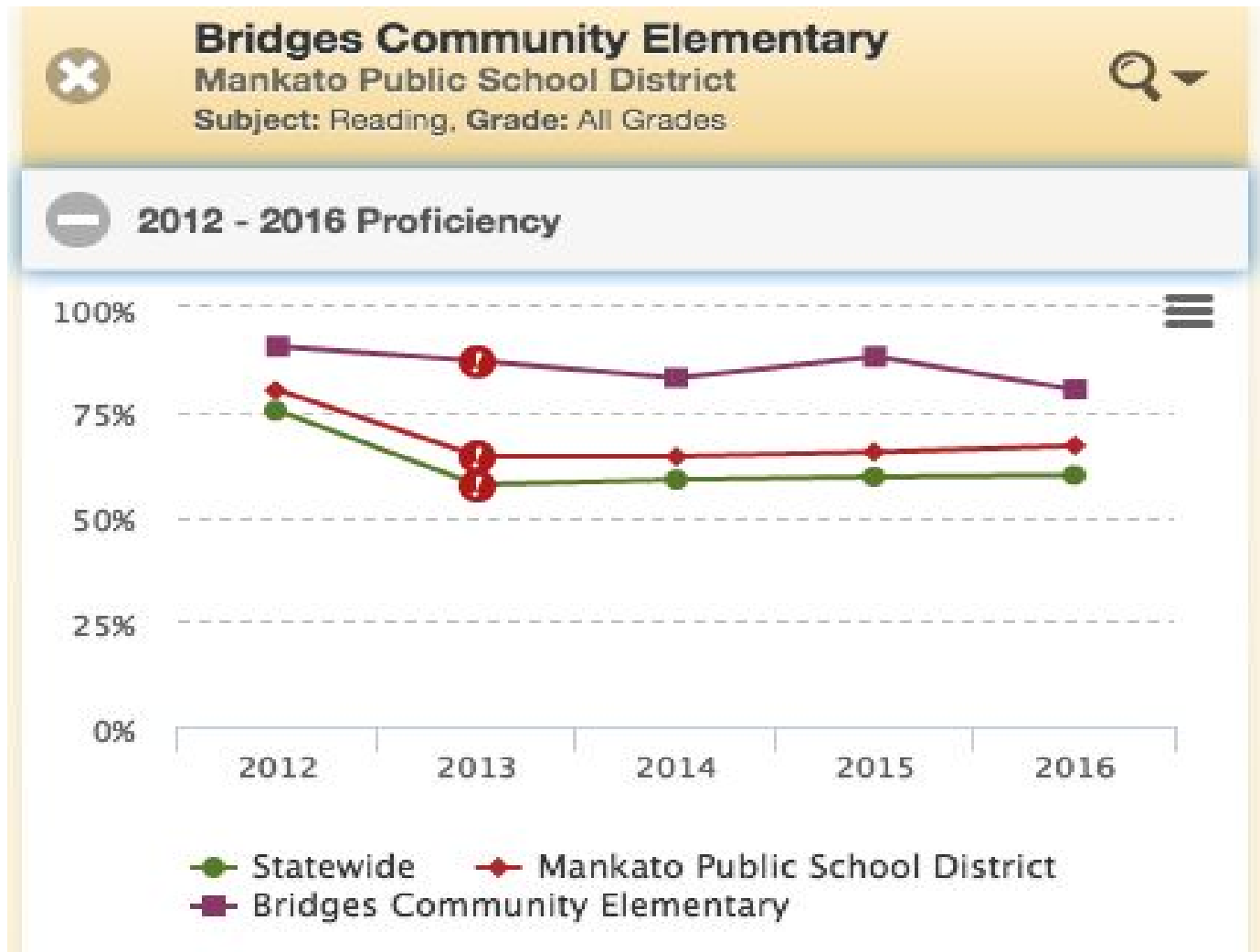


Bridges DIBELS DATA K-2

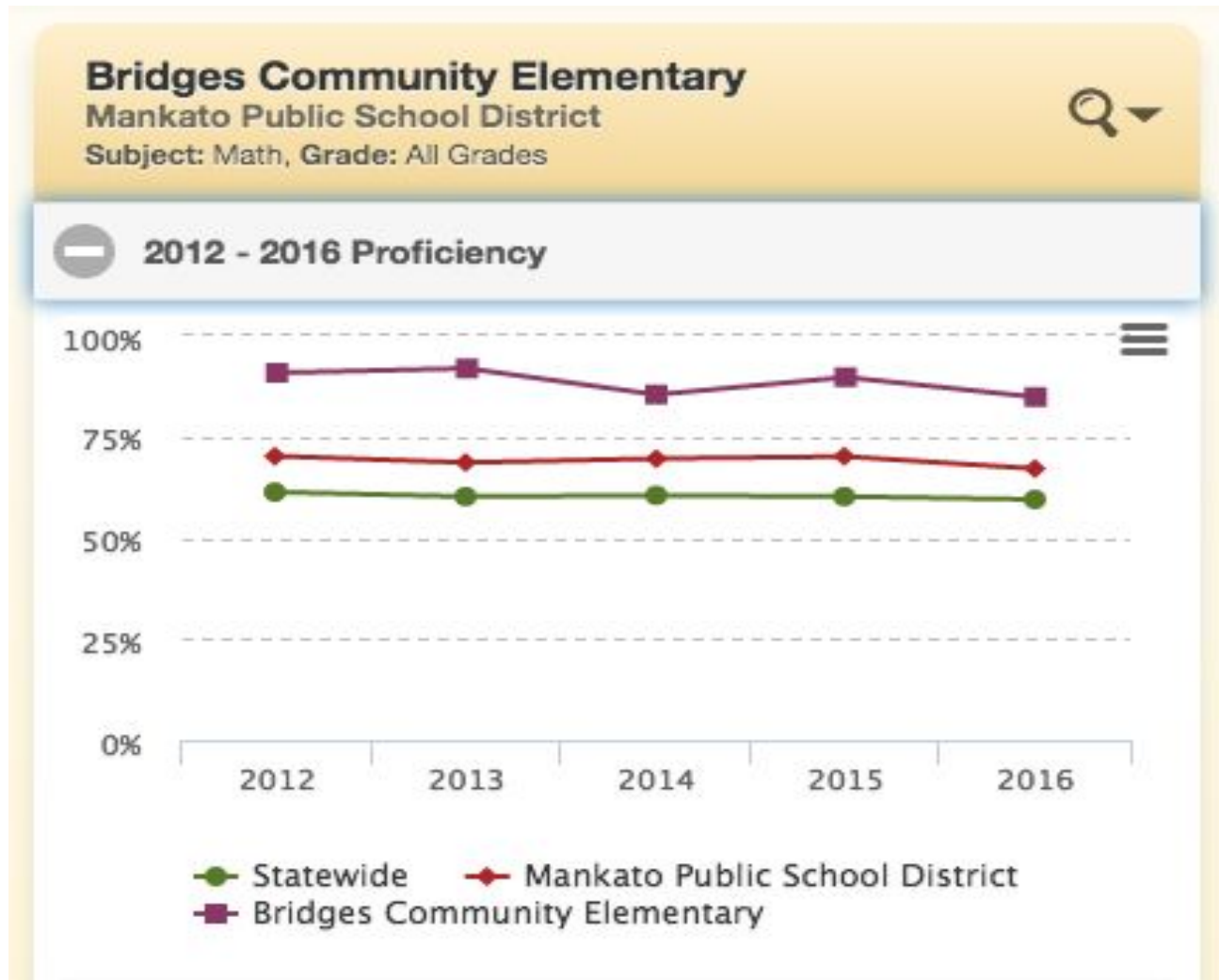
2015 – 2016

Grade	Beginning	Middle	End
K	 n=40 3 ■ 4 ■ 33 ■ (8%) (10%) (83%)	 n=40 1 ■ 0 ■ 39 ■ (3%) (0%) (98%)	 n=40 1 ■ 1 ■ 38 ■ (3%) (3%) (95%)
1st	 n=40 3 ■ 3 ■ 34 ■ (8%) (8%) (85%)	 n=39 2 ■ 2 ■ 35 ■ (5%) (5%) (90%)	 n=39 0 ■ 3 ■ 36 ■ (0%) (8%) (92%)
2nd	 n=20 3 ■ 0 ■ 17 ■ (15%) (0%) (85%)	 n=20 2 ■ 1 ■ 17 ■ (10%) (5%) (85%)	 n=19 2 ■ 1 ■ 16 ■ (11%) (5%) (84%)

Bridges Reading Trend Data



Bridges Math Trend Data



Questions?