

2017–18 *Bridges* *Community School* Report to the School Board



October 16, 2017



Improvement Efforts

Strategic Direction A

- ❑ Deliver standards based instruction through Balanced Literacy framework and Core Knowledge Language Arts
 - ❑ CIC will continue to be in classrooms to provide feedback at least once a week
 - ❑ Lead teacher will schedule time into the day to consistently be in classrooms once per week
- ❑ Increase proficiency on NWEA and MCA
 - ❑ 21 students have consistently (2 or more years) missed the benchmark on NWEA and MCA
- ❑ Continue with school wide RTI including an intervention block
 - ❑ 72% of students met NWEA growth target – baseline
 - ❑ 86% of students “meets” on MCA – baseline
 - ❑ 88% of Kindergarten students benchmarked on winter DIBELS – baseline

Improvement Efforts

Strategic Direction B

In an effort to connect with our families and the community we continue to:

- Family welcome back picnic: Picnic in the Park
- Kindergarten parent night
- Community Tours in January
- Community Showcase Night followed by an informational meeting
- Lottery
- Family Nights
- Bridges parent group (BAC) includes all families as members
- Site Council with equal parent representation to staff and 1 community member
- Monthly school newsletter
- Weekly classroom newsletters
- Survey families 2 times per year

Improvement Efforts

Strategic Direction C

Increase readiness for all students to ensure options for life:

- Every 2nd – 5th grade teacher is trained in Cluster and Rising Scholar education.
- Core Knowledge curriculum – Core is a content rich curriculum. Students build on what they know developing a strong foundation of learning. We've added CKLA to integrate Core domains across the curriculum focusing on language arts.
- Lifelong Guideline focus – Trustworthiness, Truthfulness, Active Listening, No-Put Downs, Personal Best
- Lifeskills – Caring, Cooperation, Creativity, Effort, Friendship, Common Sense, Courage, Curiosity, Flexibility, Initiative, Integrity, Organization, Patience, Perseverance, Pride, Problem Solving, Resourcefulness, Responsibility, Sense of Humor
- Students meet in daily community groups Monday – Thursday. Students are grouped across grade levels.
- All School Meetings – Every Friday the student body meets to celebrate lifeskill accomplishments for the week and celebrate individuals.

Improvement Efforts

Direction D

Needs – Based Resource Allocation:

District supported positive behavior intervention para

District supported Intervention teacher for reading–

- assigned to grade level teams 50 minutes a day
- supports individual student goals
- supports group intensive student goals
- teams with classroom teachers to provide an in depth learning experience

Compensatory dollars support paraprofessionals who work directly with students at all levels.

Improvement Efforts

Direction E

Developing staff capacity, accountability and skills to implement our strategic directions.

- One on one consultation with CIC providing feedback in reading work
- Weekly observations by lead teacher with feedback
- SMART training – [SMART Presentation](#) One teacher from grades K–3 have completed the training for SMART and presented to the staff. A SMART room has been created and students are participating in the activities.
- District inservices in:
 - Cluster training
 - Rising Scholar training
 - Teacher Academy

Additional Core Knowledge work around CKLA in all grades – standard based alignment and cross curricular integration

Math book studies with CIC – [Teaching Student Centered Mathematics](#)

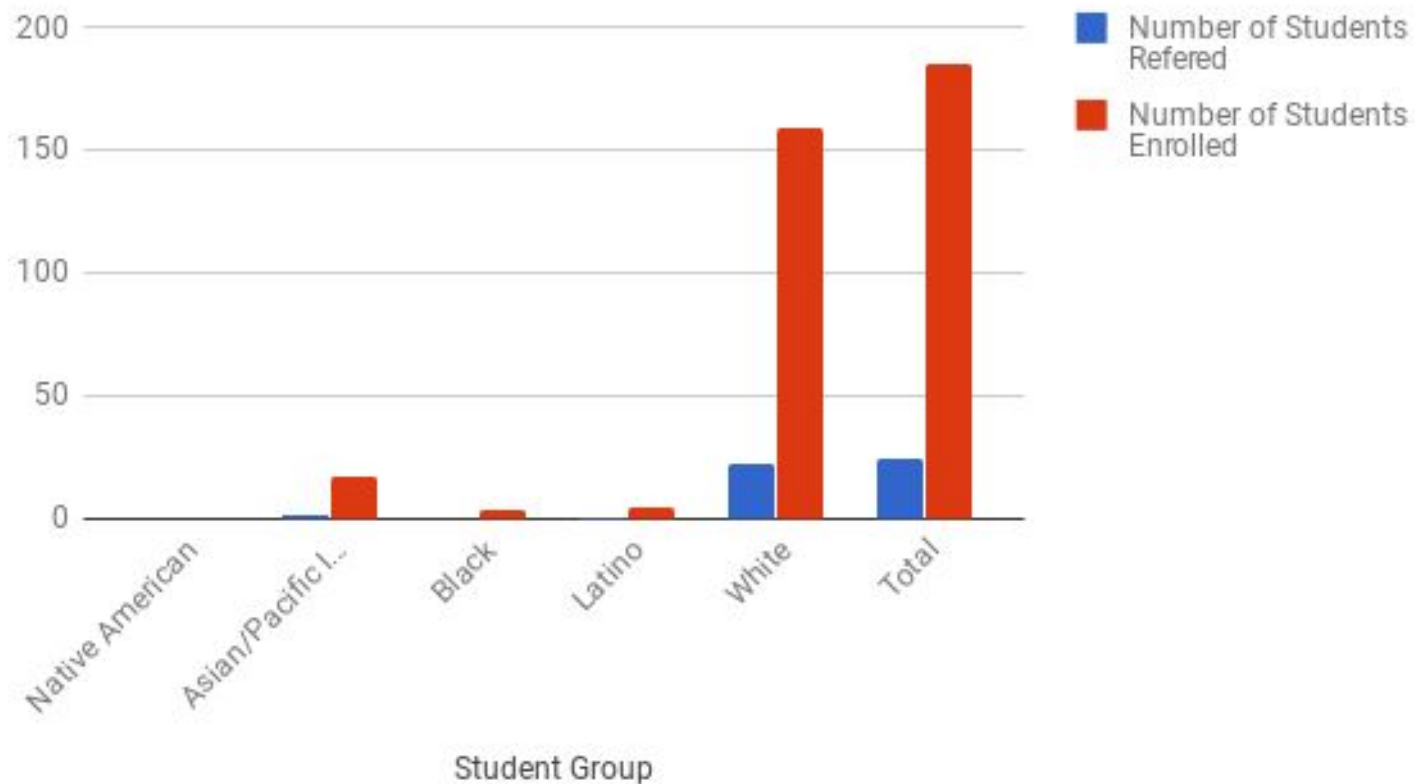
Supporting readers book study – [The Next Step Forward in Guided Reading](#)

ATTENDANCE DATA

Bridges	13 - 14	14 -15	15-16	16-17
All	95.84	95.90	96.56	96.06
LEP	97.62	98.60	97.63	NA
SPED	96.52	96.18	97.13	93.99
FRP	94.95	97.91	95.62	NA
Hispanic	82.45	91.76	95.6	NA
Asian	95.92	96.92	96.88	95.49
Black	92.77	90.60	93.77	NA
White	95.99	96.21	96.69	96.10
Two or More Races	95.4	95.8	95.55	NA

BEHAVIOR DATA Chart

Number of Students Referred and Number of Students Enrolled



DIBELS DATA K-2

Grade	Beginning	Middle	End
K	 n=40 5%  13%  83% 	 n=40 3%  10%  88% 	 n=40 0%  10%  90% 
1st	 n=40 8%  3%  90% 	 n=40 8%  5%  88% 	 n=39 8%  5%  87% 
2nd	 n=39 0%  5%  95% 	 n=39 0%  10%  90% 	 n=39 5%  5%  90% 

Bridges Math Trend Data

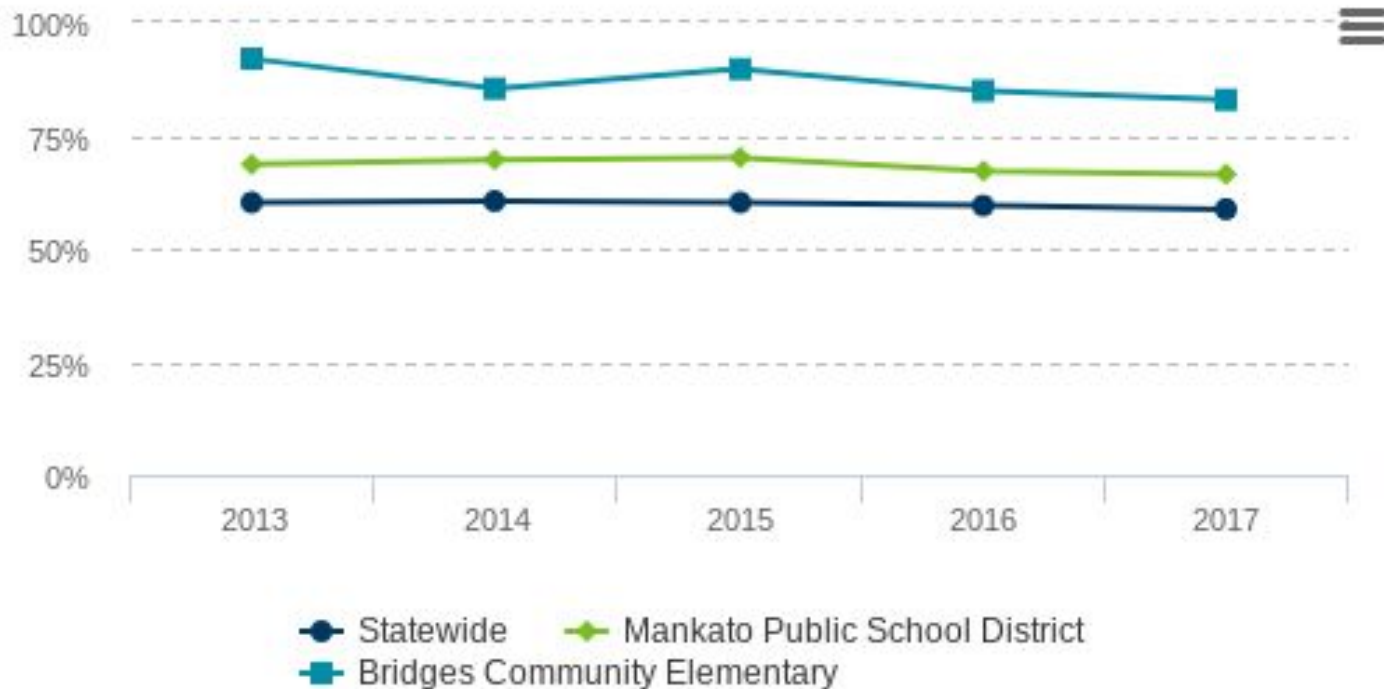
Bridges Community Elementary

Mankato Public School District

Subject : Math Grade : All Grades



2013 - 2017 Proficiency



Bridges Reading Trend Data

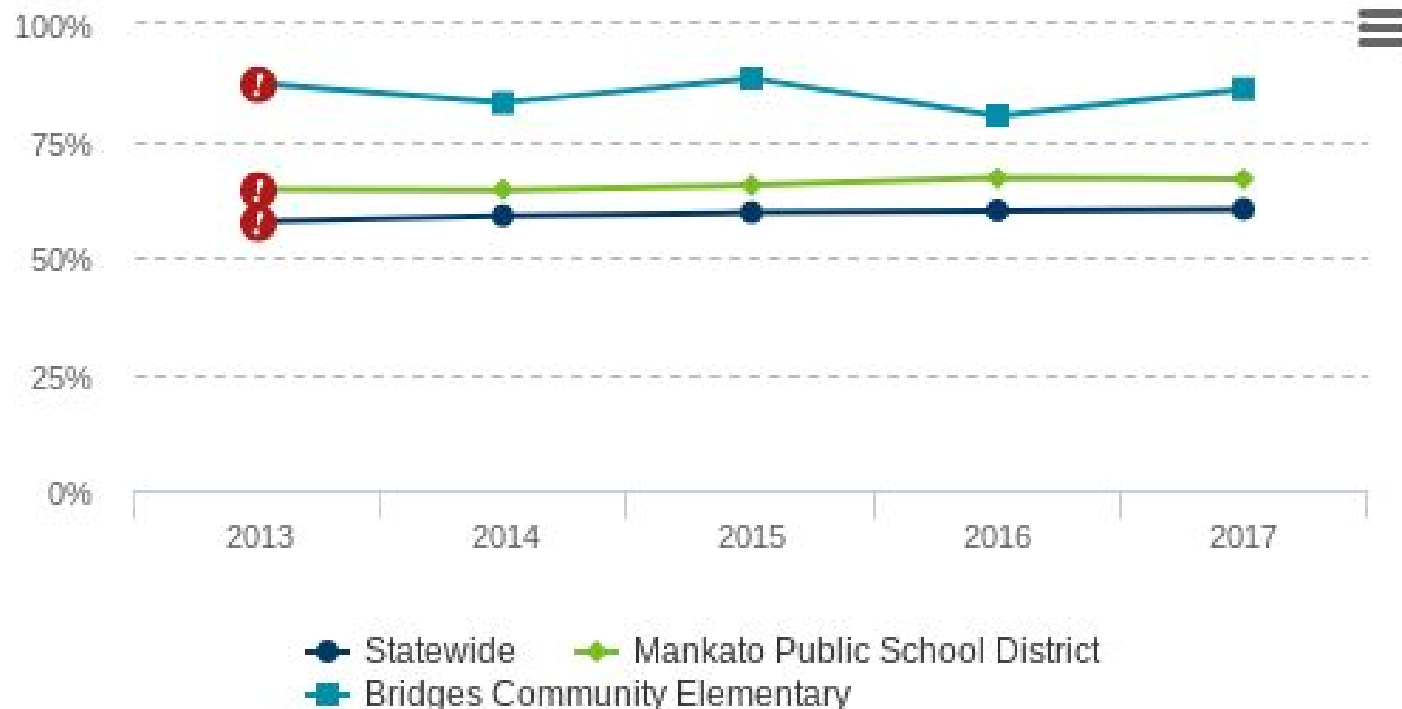
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2013 - 2017 Proficiency



Professional Learning Community Collaborative Teams

2017-2018 PLC Agenda

<u>PLC Norms</u>
• Help Others Succeed • Communicate 'YOU Matter' • Honor the Absent • See the Problem, Own the Problem

How are students doing?

How do we know?

What do we do when they don't get it?

What do we do when they do get it?

[Bridges Vision Card](#)

Reading	Math	Behavior
-DIBELS/Prog. Monitor • <u>Goal Setting Form</u> ◦ Accelerated Growth -Formative Assessment -Planned Interventions	-Formative Assessment -Accelerations	-Behavior Sign Up • Name • Name • Name -Positive <u>Behavior Ideas</u> -<u>PBIS World</u> -PST <u>Sign Up</u>

Questions?