

SITE COUNCIL MEETING

9-24-24



AGENDA

- Welcome to Site Council
- Enrollment and Staffing
- Data
- Focus for 2024-2025
- Looking Ahead
- Tax Credit Vote
- Questions, Thoughts, Concerns...

SITE COUNCIL



Welcome



In-Depth Quarterly
Summaries (State of the
School)



Ideas and Discussion





INTRODUCTIONS

Who are you?

What is your role (on-campus), or what is your profession?

What do you love about our school?

“NEW” AND NEW BRIDGES FACES

Kaycee Johnson- 1st Grade

Lo Norton- 1st Grade

Maddie Adams- 2nd Grade THINK

Kate Cannon- 2nd Grade

Jill Gilroy- 2nd Grade

Melanie Zasadil- 5th Grade

Hailee Ponce De Leon- Resource

Nicholas Applegate- Orchestra



Year 1- 525

Year 2- 700

Year 3- 715

Year 4- 740

Year 5- 723

Year 6- 732

Year 7- 756

Year 8- 775

Year 9- 775

ENROLLMENT UPDATE





School	Rank
Bridges	1
School A	2
School B	3
School C	4
School D	5
School E	6
School F	7
School G	8
School H	9



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Bridges	1
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2024-2025 CAMPUS FOCUS



2024-2025 marks a pivotal moment for our school as we welcome multiple new staff members and have numerous teachers transitioning to new grades or content areas. **To promote cohesion and foster strong relationships, building a sense of community will be a primary focus of our professional development sessions throughout the year.** Additionally, we will continue to advance our future-focused vision, while building capacity with new and continuing curriculum and assessment tools, as well as exploring the integration of artificial intelligence.

- Project-Based Learning
- Utilizing our Makers' Place
- 3D Printing
- Drones
- Virtual Reality
- Green Screen
- Engineering Process
- Danielson Evaluation System
- Teacher-Driven Observation
- Dedicating Meaningful Time for PLCs to Drive Student and Grade Level Success
- DNA Assessment System
- Team Building Activities
- **Artificial Intelligence Integration**



STANDARDS FOR EXCELLENCE

- We are driven by a cause that is much bigger than any one individual, or even the whole organization, as the future of our world is in our hands.
- We are committed to preparing our students for the unpredictable and ever-changing 21st century workplace.



STANDARDS FOR EXCELLENCE

- We consistently reflect upon and refine our practice.
- We are always willing to try something new.
- We regard potential as limitless, in the fact that there is always room to grow.



STANDARDS FOR EXCELLENCE

- We are a people-centric community that cares about and supports one another.
- We strive to build meaningful connections with all.
- We take time to have fun and enjoy those around us.



STANDARDS FOR EXCELLENCE

- We believe impactful ideas and best practices should be shared.
- We ensure collaborative teamwork is a priority.



23-24 REFLECTION AND SURVEY FEEDBACK

23-24 Reflection Form

Due to Brooke Travis by May 23rd

Name: _____

As we transition into a new school year, Elizabeth and I need your help in reflecting on what is working, what needs to be refined, and how we can best support you as an individual. We also want to be sure we are aware of your goals professionally, so we can strive to support you in reaching them.

We feel Bridges is a special place, and our mission is to keep it that way. This is an opportunity to share your thoughts on a variety of topics. Your vulnerability and openness is key in this process, as it will ensure we are growing in the right direction. Thank you in advance for taking the time to complete this form, as collectively your feedback from this form (along with the district survey) will serve to be invaluable for the long-term positive trajectory of our campus.

1. In 5 years, where do you see yourself? In 10 years? How can we help you achieve your goals?

2. What are your current undertakings outside of the classroom (for example- include any clubs you run/assist with, leadership tasks, graduate education, etc.)? What would you like to continue with? What type of experiences would you like to add?

3. How can administration better support you in 24-25?

4. Now that we have 2 years of experience in working with Danielson's Evaluation Tool, which of the components in domains 2 or 3 would you like to receive targeted PD on (for example- 3b and an explanation as to why)?

5. Through intentional introspection, and seeking to understand perspectives and viewpoints of others within teams and around campus, we will be able to handle any future conflict or need for collaboration in a way that strengthens our campus and is best for our students. Assuming positive intent, demonstrating patience and understanding, and collaborating in a collegial manner are all integral aspects of thriving organizations. How will you ensure your interactions meet these ideals/goals?

6. What is your favorite aspect of working at Bridges?

7. Is there anything else you'd like to share?



Thank You For All Feedback



A large conference table in a meeting room is covered with hundreds of printed comments, organized into neat rows. Several yellow sticky notes are scattered across the table, some with handwritten notes. In the background, there are three office chairs with red seats and black frames, and a whiteboard on the wall.

**135+ Positive
Comments**

A photograph of a conference room table. The table is covered with a large number of printed documents, likely survey results or feedback forms, arranged in several neat rows. Scattered across the table are several yellow sticky notes, some of which appear to have handwritten notes. The text "Areas to Reflect On and Refine" is overlaid in a large, bold, orange font across the center of the image. In the background, there are two office chairs with red seats and black frames, and a whiteboard is visible on the wall.

Areas to Reflect On and Refine

POSITIVE BEGINNING OF THE YEAR PUSH

- 3-week action plan:
 - Send a welcome email to your families Thursday morning
 - Warmly greet your students and families on Thursday night (this is your first impression, make it a warm, welcoming, positive one)
 - Send an uplifting, positive message the first week of school highlighting the love for your new students
 - Make a personal, positive connection with each student the first two weeks
 - Curriculum night is just as much about how warmly you welcome your students and families, as it is your content- Ensure they know you care about their students and are happy to see them!
- The rest of the year:
 - Make positive connections with each student
 - Intentionally look for ways to highlight positive student attributes, hard work, success on an individual basis
 - Share the positives seen with your students' families
 - Use administration to make positive phone calls



DISC ASSESSMENTS

Jeffrey, you have an iD style

That means you're probably confident and high-energy, enthusiastic about opportunities to innovate and connect.

[Learn about your style](#)



PBIS SYSTEMS REFINEMENT (YEAR LONG PROCESS)

- Continued focus on the improvement and revamping of our PBIS systems
- Caleb Thrall lessons (on campus every Monday, Friday and every other Wednesday)
- General additions:
 - Schoolwide expectation to submit Student of the Month nominations (resulting in 250+ for the year)
 - Winners recognized in front of peers each month
 - Medals given to winners
 - Extra recess for winners
 - Tracking system for SOM recipients for their years at Bridges



Math Goal (Required Goal)

Bridges Elementary School will increase math proficiency to 80% from 78.48% in 2022-2023 and approximately 75.31% in 2023-2024 as evidenced by AASA performance for 3rd through 6th grade students by the end of the 2024-2025 school year.

Action Step with Identified Need	Related Focal Point #	Timeline	Person(s) Responsible
<ul style="list-style-type: none">-Continued implementation of Teacher Driven Observation (TDO)-Yearlong use of TDO teams during PD-Integration of Danielson targeted PD based on specific components as indicated on staff survey	5: Instructional Practices	Heavy integration during Quarters 1 and 2, but will continue all year	Principal Assistant Principal Teachers
<ul style="list-style-type: none">-Defined expectations for utilization of intervention and enrichment time using PLC time to plan strategically-Continued push for differentiation for all learners-Continued use of benchmark action plans that determine low-performing standards, low-performing students, low-growth students, and a spiral review plan	6 and 7: Intervention and Enrichment	Expectations defined at the beginning of the year, with all elements continuing throughout the entire year	Principal Assistant Principal Teachers
<ul style="list-style-type: none">-Continued focus on the effective utilization of DNA for formative assessment creation and sharing-TDO team discussions on assessment best practices and strategies-Refocus on using Microsoft teams to share ideas	8: Systems for Saving and Improving Work	Heavy focus during Quarters 1 and 2, but discussion all year	Principal Assistant Principal Teachers

ELA Goal (Required)

Bridges Elementary School will increase ELA proficiency to 80% from 78.05% in 2022-2023 and approximately 78.7% in 2023-2024 as evidenced by AASA performance for 3rd through 6th grade students by the end of the 2024-2025 school year.

Action Step with Identified Need	Related Focal Point #	Timeline	Person(s) Responsible
<ul style="list-style-type: none">-Continued implementation of Teacher Driven Observation (TDO)-Yearlong use of TDO teams during PD-Integration of Danielson targeted PD based on specific components as indicated on staff survey	5: Instructional Practices	Heavy integration during Quarters 1 and 2, but will continue all year	Principal Assistant Principal Teachers
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Bridges TDO 2024-2025

Team 1 - AM

September 11th

Full Participant/Observer	Name	Observation Time	Post Conference Time
Full Participant	Kristin Skinner (1)	8:25-8:45	8:45-9:00
Full Participant	Renee Kelley (5)	9:05-9:25	9:25-9:40
Full Participant	Nicole Brokaw (4)	9:45-10:05	10:05-10:20
Observer	Deanna Trakas (K)		
Observer	Maddie Adams (2)		
Observer	Molly Gregory (6)		
Observer			
Observer			

Coverage For:	8:25-8:45	8:45-9:05	9:05-9:25	9:25-9:45	9:45-10:05	10:05-10:20
Skinner	None	J. Brewer	J. Brewer	J. Brewer	J. Brewer	J. Brewer
Kelley	Ross	Ross	None	Ross	Ross	Ross
Brokaw	Atkins	Atkins	Atkins	Atkins	None	Atkins
Trakas	Sedig	Sedig	Sedig	Sedig	Sedig	Sedig
Adams	Robinson	Robinson	Robinson	Robinson	Robinson	Robinson
Gregory	Turner	Turner	Turner	Turner	Turner	Turner

TEACHER DRIVEN OBSERVATION

- Every Bridges teacher will participate in TDO this year
- Takes place on Wednesdays (6 sessions completed this quarter) with a New team of teachers (approximately 5-8 per group) during each rotation

PLC PROCESS

- Every grade level, resource, and specials meet once per week
- Discussion about best practices
- Data-driven decision making to support student learning

Bridges PLC Guiding Document

Meeting Date: (type here)

Team Members Present: (type here)

Directions Each Meeting

1. **Highlight** any topics of discussion from the list provided below that occur during your PLC time.
2. Summarize any conversation or action that occurred in the summary section at the bottom of the document.
3. Note any action items in the summary section that need to addressed during your next PLC meeting.
4. Save the form as “Today’s Date PLC” for example “8-17 PLC” in the Teams PLC folder for the quarter you are in (the 8-17 PLC example would be saved in the “24-25 Quarter 1 PLC Folder”).

While any of the topics of discussion are ok to utilize for meetings, the overarching quarterly expectation for each grade level is:

- 1 Unwrapped Priority Standard (saved to teams folder)
- 1 DNA created CFA given to students (plus supplementary quick checks based on skills) *Kindergarten can use ESGI or another assessment type (saved to teams folder)
- Follow-up discussion regarding assessment results and plans for remediation/enrichment
- Intentional planning for targeted remediation and enrichment during intervention blocks
- Grades 2-6 Action Plans Quarters 2 and 3 (saved to teams folder)

Topics List (Highlight Topics of Discussion)

Our Four Guiding Questions:

- What is it we expect students to learn? (Priority standards, unwrapping standards, success criteria, etc.)
- How will we know when they have learned it? (CFA, quick checks, assessment in general, etc.- What formative assessments can be integrated into daily instruction?)
- How will we respond when they don't learn? (Remediation- Should occur during intervention block- What are the most effective remediation strategies we have implemented?)
- How will we respond when they already know it? (Enrichment- Should occur during intervention block- What opportunities for enrichment can we provide?)

Differentiation:

- How does your lesson structure incorporate opportunities for small groups, differentiation, etc.?
- How are you providing tier 2 instruction for students in MTSS?
- How are you monitoring the progress of students receiving tier 2 support (if a student is in MTSS this should be inputted into the form weekly)?
- How can project-based learning be integrated to demonstrate mastery?

Feedback Cycles:

- What does timely and specific feedback look like for your students?
- What does standards-based grading look like?
- What challenges are we facing with implementing standards-based grading?
- How are your students given opportunities to demonstrate mastery?
- How are students tracking their own data?
- How are we supporting students in setting and achieving their goals?

Summary Page

Action Summary:

(type here)

Follow-Up Action Items Needed:

(type here)

< All teams



4th Grade PLC

Main Channels

General



General

Posts

Files ▾

Plc Notebook



+ New ▾

↑ Upload ▾

📄 Edit in grid view





🔗 Share

🔗 Copy link

🔄 Sync

📁 Add

Documents > General 👤

 Name ▾	Modified ▾	Modified By ▾
 _Unwrapping and CFA Resources_	3 days ago	Beickel, Jeffrey
 24-25 Quarter 1 PLC's	3 days ago	Beickel, Jeffrey
 24-25 Quarter 2 PLC's	3 days ago	Beickel, Jeffrey
 24-25 Quarter 3 PLC's	3 days ago	Beickel, Jeffrey
 24-25 Quarter 4 PLC's	3 days ago	Beickel, Jeffrey

WHERE DO WE GO FROM HERE?



Continued emphasis on positive connections between all humans on campus (staff, students, parents, community)



Ensure all students are growing



Targeted instruction to fill gaps, reinforce, and enrich:

Ongoing and targeted cumulative review
Reincorporation of target standards
Creation and implementation of CFA's
Utilization of modified intervention systems based on achievement data





Trunk or
Treat

Fun Run

Concerts

Letter
Grade

LOOKING AHEAD



Brewer, Jeremy	BRIDGES ELEMENTARY	CLUB ADVISOR/STUDENT ACTIVITY	CERTIFIED NON-ADMIN	526.610.1000.6114.112.000.0112	\$0.00	\$1,171.00
Hamman, Shauna	BRIDGES ELEMENTARY	CLUB ADVISOR/STUDENT ACTIVITY	CERTIFIED NON-ADMIN	526.610.1000.6114.112.000.0112	\$0.00	\$585.50
Moore, Amber	BRIDGES ELEMENTARY	CLUB ADVISOR/STUDENT ACTIVITY	CERTIFIED NON-ADMIN	526.610.1000.6114.112.000.0112	\$0.00	\$585.50
Henze, Claudia	BRIDGES ELEMENTARY	CLUB ADVISOR/STUDENT ACTIVITY	CERTIFIED NON-ADMIN	526.610.1000.6114.112.000.0112	\$0.00	\$702.60
Resman, Brandan	BRIDGES ELEMENTARY	CLUB ADVISOR/STUDENT ACTIVITY	CERTIFIED NON-ADMIN	526.610.1000.6114.112.000.0112	\$0.00	\$702.60

Total of \$3,747.20 of tax credit used for supplementals.

TAX CREDIT VOTE



QUESTIONS,
COMMENTS,
THOUGHTS?

Thank You For
Your Time!

