

SITE COUNCIL MEETING

8-17-23



AGENDA

- Welcome to Site Council
- Enrollment and Staffing
- Data
- Focus for 2023-2024
- Looking Ahead
- Tax Credit Vote
- Questions, Thoughts, Concerns...

SITE COUNCIL



Welcome



In-Depth Quarterly
Summaries (State of the
School)



Ideas and Discussion





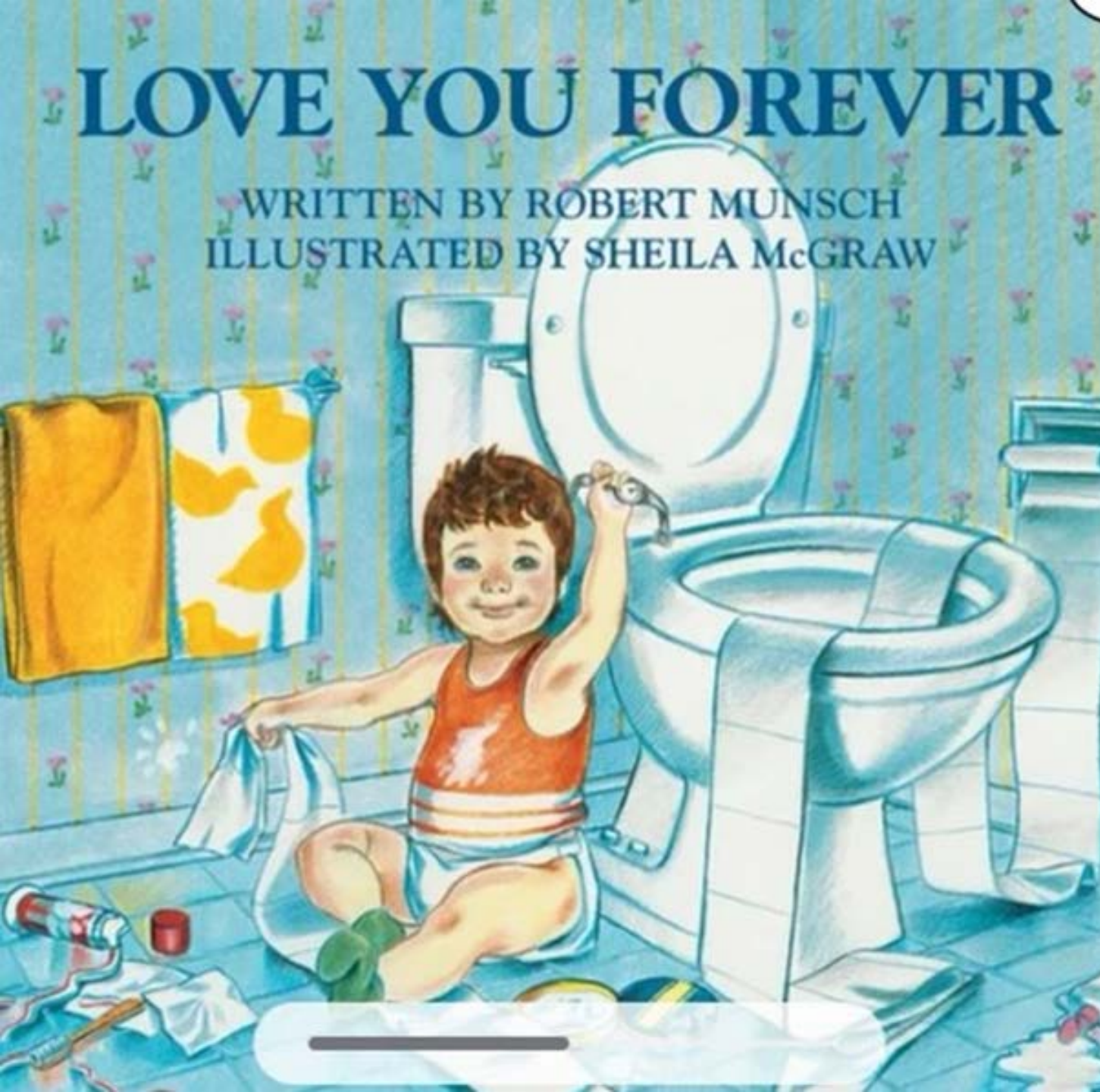
INTRODUCTIONS

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

- **Candin Fonnesbeck- K-2 Resource**
- **Felecia Mendoza- 4th Grade Math and Science**
- **Angela Jaynes- 4th Grade ELA and Social Studies**
- **Nicole Dunn- 6th Grade Science**
- **Trisha Jacobs- Psychologist**
- **Kamran Kinoshita- Lunch Aide**
- **Alvaro Toro- Daytime Custodian**

Year 1- 525

Year 2- 700

Year 3- 715

Year 4- 740

Year 5- 723

Year 6- 732

Year 7- 756

Year 8- 775 (Includes 353
OE, and 148 Out of District)

ENROLLMENT UPDATE



AASA ELA PASSING PERCENTAGE RANKING

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



AASA MATH PASSING PERCENTAGE RANKING

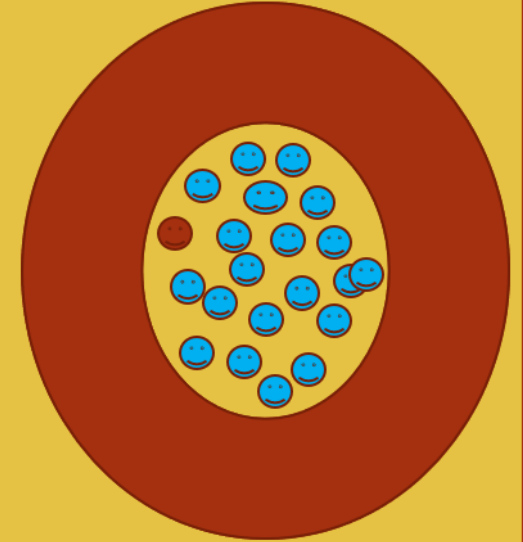
School	Rank
Bridges	1
School A	2
School B	3
School C	4
School D	5
School E	6
School F	7
School G	8
School H	9



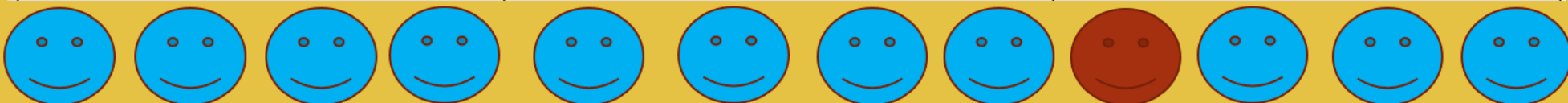
HOW IS GROWTH CALCULATED?



- Student A takes 3rd grade AASA ELA test and scores an 80% on it, which is considered proficient
- Student A is now in a “cohort” with all students in AZ (1,000’s) that scored 80% on 3rd grade AASA ELA
- Student A moves up to 4th grade
- Student A takes 4th grade AASA ELA test and is compared to all students from “cohort” and ranked on percentile
- Student A outperforms 77% of the students in their “cohort” and is considered “high growth”



Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
------------------------------------	---	--------------------------------------



21-22 RESULTS (EXPECTING BETTER THIS YEAR)

Fiscal Year	School Name	District Name	District Code	Count	Charter	Letter Grade	Mode	K-8 Proficiency Point	K-8 Growth Point
2022	Bridges Elementary School	Higley Unit	4248	Maricopa	N	A	K-8	30	44.14
2022	Arizona College Prep Middle School	Chandler U	4242	Maricopa	N	A	K-8	30	43.53
2022	Sequoia Elementary School	Scottsdale	4240	Maricopa	N	A	K-8	30	43.4
2022	Neely Traditional Academy	Gilbert Uni	4239	Maricopa	N	A	K-8	30	42.08
2022	Mesa Academy for Advanced Studies	Mesa Unif	4235	Maricopa	N	A	K-8	30	41.65
2022	Weinberg Gifted Academy	Chandler U	4242	Maricopa	N	A	K-8	30	40.57
2022	Franklin Junior High School	Mesa Unif	4235	Maricopa	N	A	K-8	30	40.18
2022	Knox Gifted Academy	Chandler U	4242	Maricopa	N	A	K-8	30	38.69
2022	Chandler Traditional Academy - Independence	Chandler U	4242	Maricopa	N	A	K-8	30	37.85
2022	Cherokee Elementary School	Scottsdale	4240	Maricopa	N	B	K-8	30	36.28



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.



IF IT AIN'T BROKE, DON'T FIX IT!



BUT WE WILL REFINE IT...

As we transition into a new school year, Todd 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. Considering we are retaining 97% of our staff, we see next year as an opportunity to use our continuity as an advantage by doubling down on ensuring our culture and climate is functioning at optimal levels. While no organization is perfect, and there is always room for improvement, 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 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. What would improve our culture and climate on our campus? How can we improve at bringing people together and fostering positive relationships?

4. What would make Bridges a better place to work at? What would make Bridges a better place to learn at?

5. From your perspective, how can Todd and I improve? How can we better support you?

6. Now that we have a year 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)?

7. 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?

8. Identify one staff member on campus you'd like to improve your relationship with. How will you accomplish this?

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

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



Leadership Roles/Extra Curricular Activities	Desired Undertakings/Experiences	5-10 Year Goals
Social Committee	Club Lead	Teaching at Bridges, Teacher of the Year
Social Committee, Attend Extra Curricular Activities	Cheer	Teaching at Bridges, Retired
Social Committee		Teaching at Bridges
Social Committee	Cheer, PTO, Student Teacher Mentor	Teaching at Bridges, Student Teacher supervisor at a University
Social Committee		Teaching Kindergarten for next 7 years, Retired
Gifted Endorsement		None
Drama		Teacher of the Year
HEA Site Representative		
		Gifted Specialist
Outside of School Activities		Teaching at Bridges, at home in 10
Robotics Coach	Basketball Coach	Teaching at Bridges
HUSD HEA Treasurer	Safety Committee	Teaching at Bridges, teach at a community college
Continue Taking Classes		Teaching at Bridges

2022-2023 Reflection Results

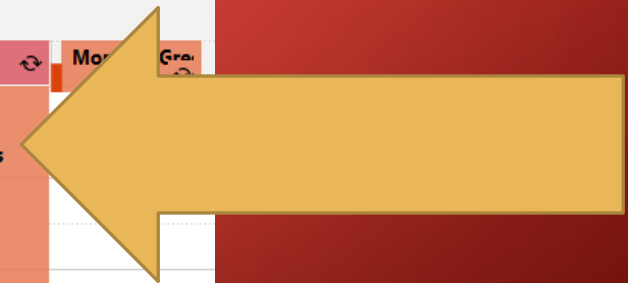
What would improve our culture and climate? How can we improve at bringing people together?	What would make Bridges a better place to work and learn?
Team events, staff outings, happy hours	Positive
Upper and Lower Floor Connection, increase outside of school events	Appreciates trust for teachers
More prep time	
Classteambuilding.com	Engage the staff again
Outlining professionalism expectations for new staff	Outlining professionalism expectations for new staff
Loves climate	Positive
Enneagram scores for teammates would be helpful	Train teachers on laminator
Sharing more best practices from others' classrooms	Custodial concerns (has to clean classroom)
Keep bringin positivity, trust and confidence. Professionalism- Does not appreciate crude language used when students are not present.	Decrease venting from other teachers (toxic)
Everything is going great, improve on certain things being half-hearted	Nothing concrete
Open and honest communication needed	Open and direct communication
Wants direct communication from other staff members	Open and direct communication, more guidance for new staff





CULTURE

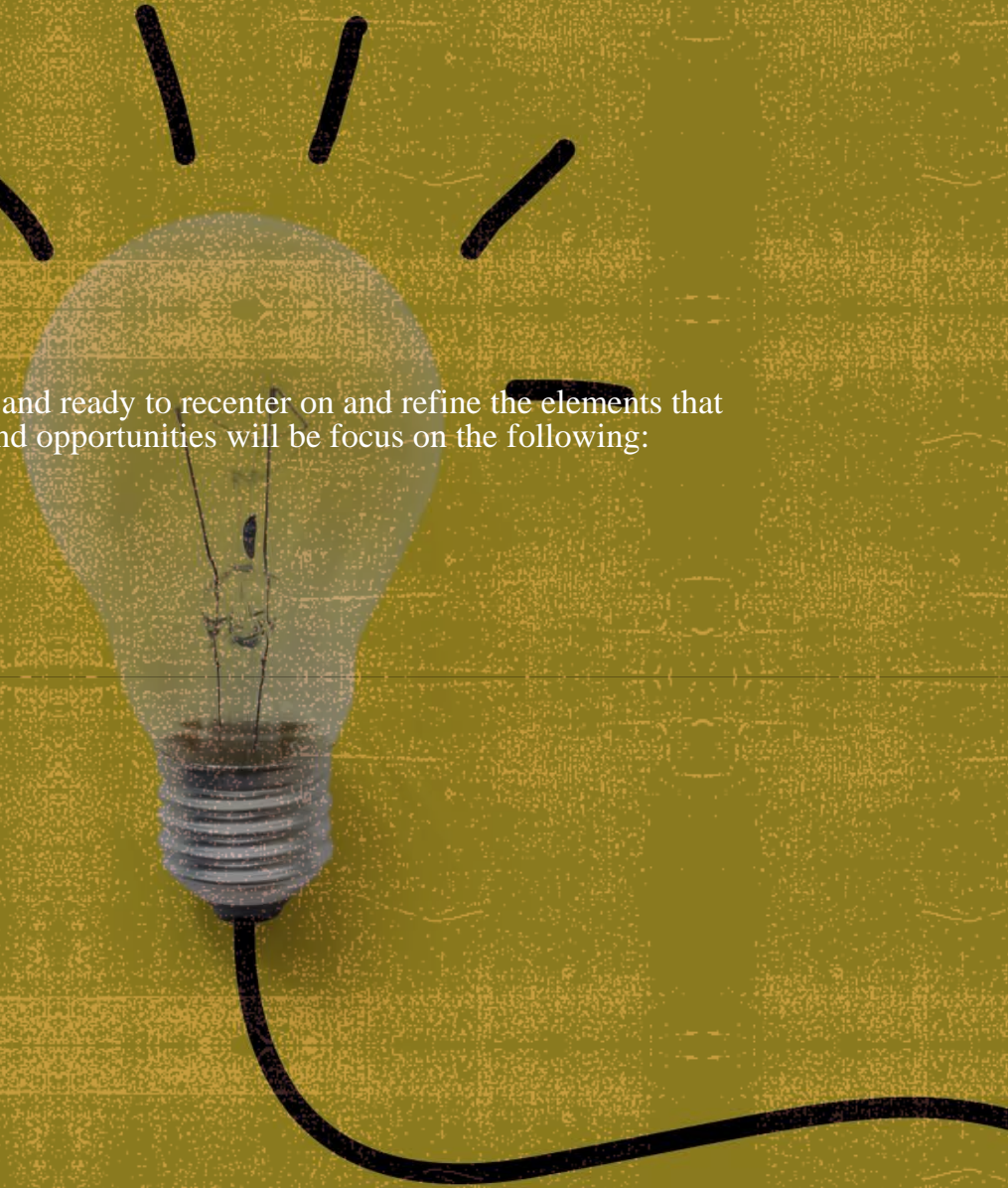
Calendar				
Monday	Tuesday	Wednesday	Thursday	Friday
28	29	30	31	Sep 1
		Molli Off- Brooke Cover Nurse's Office; Travis, Brooke		
		MTSS Reminder: Ensure Pr		
Email	Email	Email	Email	Email
Morning Gra	Morning Gra	Morning Gra	Morning Gra	Morning Gra
TCP APPR				Culture Check-In Meetings Beickel's Office
My Why? Time- Classrooms Classrooms	Solidify New Site Council Members		Observation/Walk-Through Time Classrooms	
Fire Drill; Bric		Trisha Check-In ; Beickel's C		
		Reflect and Refine (Meet with Beickel's Office; Beickel, Jeffr		
Lunch; Office				My Why? Time- Lunch Recess Outside
Observation/Walk-Through Time Classrooms		Emilie Check-In; Beickel's C		
		Robinson Check-In; Beickel		
		Afternoon Duty; Outside		
Office Time Office	Office Time Office		Office Time Office	Office Time Office
Afterno	Afternoon	School Tours BRG Master Calendar	Afternoon	After
SCAT- Q Gym BRG	Email Office	Email Office	Email Office	SCAT Gym BR
Email Office				Ches: K-2 Li BR
				Email Of



2023-2024 CAMPUS FOCUS

After retaining nearly every staff member from the 2022-2023 school year, our staff is poised and ready to recenter on and refine the elements that make Bridges the best school in the state of Arizona. Professional Development discussions and opportunities will be focus on the following:

- Project-Based Learning
- Utilizing our Makers' Place
- 3D Printing
- Drones
- Virtual Reality
- 95% Group Phonics (K-3)
- Danielson Evaluation System
- MTSS Revamp
- Teacher-Driven Observation
- Unwrapping Standards, Crafting CFA's, and Utilizing Data to Drive Instruction
- Dedicating Meaningful Time for PLC's to Drive Student and Grade Level Success
- DNA Assessment System
- Enneagram



TEACHER DRIVEN OBSERVATION

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



TDO CONTINUED



Strategic Anchor 1 – Teaching and Learning/Student Success

Portrait of a Graduate:

Focus on 1.1 – Provide exceptional opportunities for personalized instruction including: differentiation, acceleration, innovation, and leadership opportunities.

Action Steps:

- Develop and implement grades Pre-K-12 district instructional maps for all specials and elective courses.
 - The instructional coaches will facilitate the completion of instructional maps for HUSD K-12 fine arts, physical education, and non-departmental elective courses. Once completed, all new instructional maps will be added to the HUSD website alongside the previously published maps.
- Recognizing and celebrating student leadership opportunities on every campus.
 - Increase social media presence to recognize outstanding achievements/leadership.
 - Increase site and district recognition such as leadership assemblies and student leadership team reports at governing board meetings in addition to Points of Pride.
- Strategically communicate honors, dual enrollment and advanced placement pathways for 7 – 12 beyond course guide process including:
 - Middle and high school parent information meetings.
 - HUSD digital magazine and HUSD website announcements.
 - Identify opportunities for non-traditional AP (Advanced Placement) students to enroll in advanced courses.

Focus on 1.3 – Provide guidance and support for college and career readiness.

Action Steps:

- Increase awareness of feeder pattern programs, academic planning for post-secondary pathways beginning in 6th grade, Career and Technical Education, secondary counselor conversations with students, career center specialists, optimization of dual enrollment and advanced placement opportunities.
- Increase awareness and participation in earning academic seals.
- Increase financial aid information and assistance shared with parents and students.
 - Planning and paying for college informational nights.
- Continue to increase CTE students successfully earning industry credentials and completing Program of Work.



Focus on 1.5 – Support a collaborative culture using data and research-based practices.

Action Steps:

- Ensure that professional learning communities utilize benchmark and formative data to guide instruction and our districtwide professional development.
 - The Assessment and Professional Development departments will create and present a series of joint professional development sessions for site leaders on how best to support the use of data to inform instruction and guide the PLC process. Starting with the beginning of the year administrator meetings, continuing sessions will be delivered at each monthly principals' meeting to provide strategies, support, and guidance for site leaders to help foster an effective data culture on their respective campuses.

Strategic Anchor 2 - Highly Effective Personnel

Focus on 2.2 - Focus on 2.2 through the process of developing a more comprehensive professional growth plan for all employees.

Action Steps:

- Provide targeted training and professional development for administrators to ensure inter-rater reliability with the Danielson Evaluation Instrument.
- Develop systems to increase the effectiveness and efficiency of artifacts used in Domains 1 and 4 of the Danielson Evaluation Instrument.
- Begin the process of developing a professional development training plan for classified employees.
- Obtain feedback from school administration and teachers on Danielson implementation to support continuous improvement.
- Reintroduce the Higley Leadership Academy to provide leadership opportunities for new and aspiring leaders.



Focus on 2.3 – Ensure employees feel valued and supported through meaningful feedback and interactions.

Action Steps:

- Research and propose a staff survey instrument to measure culture and climate among HUSD campuses to identify strengths and opportunities for growth.
- Use the Danielson Evaluation Instrument to provide focused feedback to teachers and other certified employees.
- Continue to evaluate and seek effective means to pass on potential benefit cost savings to employees whenever possible.
- Continue reviewing compensation to ensure we can attract and retain talent.

Strategic Anchor 3 – Communication and Community Relations

Focus on 3.2 Enhance marketing content for HUSD to effectively promote the District and attract prospective students, employees, and business & community partners.

Action Steps:

- Revamping all schools' marketing enrollment videos to ensure they are engaging, informative, and visually appealing.
- Create promotional materials for each school that effectively communicate the value of each school, highlight key areas, and generate interest.
- Relaunch annual district magazine.
- Align branding efforts districtwide to create a consistent and recognizable brand identity.



Strategic Anchor 4 – Finance and Operations

Focus on 4.3 Ensure district schools are safe, secure, well-maintained, and have the appropriate resources to ensure student success.

Action Steps:

- Implement visitor management system districtwide.
- Utilize a standard response protocol to conduct regular safety training sessions for staff and students to be able to respond to emergencies such as natural disasters, fires, and intruders.
- Install and update security cameras to deter unauthorized access to schools and buildings.
- Refresh two-way radio communication infrastructure to maximize campus communication.
- Refine and update building and grounds preventive maintenance schedules.
- Continually conduct regular safety inspections of the buildings and ground to identify and address potential hazards.

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

Clubs

LOOKING AHEAD



TAX CREDIT VOTE

- Staff Extra-Curricular Stipends (Tutoring, Clubs, etc.)
 - Amounts regulated depending on experience/time associated with duty
- Capital Purchases (Long-Term Furniture-Type Items)



QUESTIONS,
COMMENTS,
THOUGHTS?

Thank You For
Your Time!

