



# HARRY BRIDGES SCHOOL

## Public School Choice 3.0



LOS ANGELES UNIFIED SCHOOL DISTRICT

### PUBLIC SCHOOL CHOICE MOTION

## Appendix A

### FINAL LETTER OF INTENT

The final Letter of Intent should be submitted with your final application, due at noon on October 14, 2011. Unlike the non-binding draft Letter of Intent, the final Letter of Intent is binding. Please respond to all the questions below and provide the name and signature of each member of your final design team. Note that you are not required to submit a final Commitments and Expectations Form unless you have added new members to the design team, in which case you must submit a final form with the signatures of the new members.

APPLICANT TEAM INFORMATION				
<b>Name of Applicant Team</b> (If you are an organization, please include the legal name of the organization. If you are an internal applicant team, please list the name of the primary contact person): <b>Local District 8 Applicant Team ( Interim Principal Lou Mardesich)</b>				
<b>Address:</b> 1208 Magnolia Avenue Gardena, Ca. 90247			<b>Phone Number:</b> 310-354-3488	
<b>Website (if applicable)</b> Not Applicable			<b>Email Address:</b> lmardesi@lausd.net	
<b>School site for which your team is submitting a Letter of Intent:</b>			Harry Bridges Span School	
<b>Grade configuration of your school:</b>			Pre-Kindergarten-8 <sup>th</sup> grade	
<b>School model for which you are applying:</b> Expanded School-Based Management Model.			<input type="checkbox"/> Traditional <input type="checkbox"/> Pilot <input checked="" type="checkbox"/> ESBMM <input type="checkbox"/> Network Partner <input type="checkbox"/> Affiliated Charter <input type="checkbox"/> Independent Charter	
<b>Please respond:</b> 1. Are you planning to operate more than one school on the campus? 2. If yes, how many schools are you proposing to operate? 3. If yes, will they all operate under separate CDS codes?			1. No 2. N/A 3. N/A	
<b>School calendar-- please provide the following dates:</b> 1. First and last date of instruction? 2. Winter recess dates 3. Spring recess dates			1. Traditional First date: 8/14/2012 Last date: June 4, 2013 2. TBD 3. TBD	
<b>List the name and contact information of your design team members below:</b>				
Printed Name	Signature	Phone	Email address	School/Affiliation
1. Mary Tello Gonzalez	<i>M. Tello</i>	(362) 225-2325	teacher.tello@yahoo.com	George De La Torre Jr. E.S.
2. Yuka Maseba	<i>Yuka</i>	(562) 225-2325	yxm727@lausd.net	Barton Hill ES
3. Susan Schall	<i>S. Schall</i>	(310) 354-3488	Sschall@msn.com	GDLT Jr. E.S.



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4. Phyllis Hoffman	Phyllis Hoffman	31	phoffm1e@lausd.net	Fries Avenue E.S.
5. Virginia Urbina	Virginia Urbina	15	vdum5a@aol.com	CDLT Jr. ES.
6. Sonia Trujillo	Sonia Trujillo	310	sag8983@lausd.net	La Salle Ave. Elem.
7. Angela Rollins	Angela Rollins	31	arollins@lausd.net	Dana MS
8. Victoria M. Hernandez	Victoria M. Hernandez	31	vhern1e@lausd.net	Wilm. Park El
9. Lucia Ramos	L. Ramos	31	lramos25@lausd.net	Barton Hill Elementary
10. Nicole Fiamengo	Nicole Fiamengo	31	n.n.fiamengo@gmail.com	West Athens E.L.
11. Louie Mandesich	Louie Mandesich	31	lmandesich@lausd.net	Harry Bridges Spun School
12. Annette Probert	Annette Probert	31	aprobert@lausd.net	Hawaiian Ave ES
13. Barbara Louie	Barbara Louie	31	blouie@lausd.net	Hawaiian Ave ES
14. Deborah Stevens	Deborah Stevens	31	deborah.stevens@lausd.net	Wilmington MS
15. Diana Zarro-Martin	Diana Zarro-Martin	31	dzarro@lausd.net	WILMINGTON MS.
16. Anna M. Marrufo	Anna M. Marrufo	31	amm0860@lausd.net	Park Western Pl. ES
17. Nataly Santos	Nataly Santos	31	nps927@lausd.net	Hawaiian Ave.
18. Elizabeth Snyder	Elizabeth Snyder	31	esnyder443@aol.com	Fries Ave.
19. Carlos Rodriguez	Carlos Rodriguez	31	cxr9105@lausd.net	FRIES AVE
20. Julie Montagna	Julie Montagna	31	julinmontagna1@yahoo.com	Fries Ave.
21. MONICA GELBER	Monica Gelber	31	monicagelber@hotmail.com	FLEMING M.S.
22. Linda J. Bourgeois	Linda J. Bourgeois	31	ljr8709@lausd.net	Gulf Ave. Elementary
23. Mark Bourgeois	Mark Bourgeois	31	southbayteacher65@aol.com	Gulf Avenue Elem.
24. Jacqueline Hunter	Jacqueline Hunter	31	hunter.jacqueline@gmail.com	Barton Hill ES
25. Ginger Fox	Ginger Fox	31	gingerfox@sbcglobal.net	Arts Instructional Program
26. Louie Mandesich	Louie Mandesich	31	lmandesich@lausd.net	Interim Principal Harry Bridges
27. Chris Cassidy	Chris Cassidy	31	ccassidy@lausd.net	LDS
28.				
29.				
30.				
31.				
32.				





# HARRY BRIDGES SCHOOL

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LOS ANGELES UNIFIED SCHOOL DISTRICT

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Appendix A

#### PSC 3.0

#### Commitments and Expectations Form

We have read the above and understand that failure of any representative from our team to adhere to any of the expectations and commitments spelled out above could result in immediate disqualification of our team in the application process and participation in PSC meetings and workshops.

Applicant Team Name/Organization	Local District 8
Name of Team Representative	Lou Mardesich
Signature of Team Representative	Lou Mardesich

Design Team Member Name	Signature
Linda J. Bourgeois	Linda J. Bourgeois
Mark J. Bourgeois	Mark Bourgeois
Diana Zarro-Martinez	Diana Zarro-Martinez
Deborah Stevens	Deborah Stevens
Nicole Fiamengo	Nicole Fiamengo
Annette Probert	Annette Probert
Virginia Urbina	Virginia Urbina
Victoria M Hernandez	Victoria M Hernandez
Anna M. Marrafo	Anna M. Marrafo
Carla Rodriguez	Carla Rodriguez
Nataly Santos	Nataly Santos
Julie Montagna	Julie Montagna
Jacqueline Hunter	Jacqueline Hunter
Susan Schall	Susan Schall
MONICA GELBER	MONICA GELBER
Phyllis Hoffman	Phyllis Hoffman



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Design Team Member Name	Signature
Mary Gonzalez	Mary Gonzalez
Elizabeth E. Snyder	Elizabeth E. Snyder
Sonia Trujillo	Sonia Trujillo
Yuka Maseba	Yuka Maseba
Ginger Fox	Ginger Fox
Louie Mardesich	Louie Mardesich
(King Curried)	(King Curried)





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## Public School Choice 3.0

Appendix B

### ASSURANCES FORM

Please check the school model that you have selected for your proposal:

- ☐ Traditional ☐ Pilot ☐ Network Partner ☐ ESBMM  
☐ Independent Charter ☐ Affiliated Charter

Name of School: Harry Bridges (South Region Span K-8 #1) Name of Applicant Group/Applicant Team: Local District 8

Lead Applicant Chris Cassidy Title of Lead Applicant Local District 8 Director

Mailing Address 1208 Magnolia Avenue Gardena, California 90247

Phone Number 310-354-3400 Fax Number 310-532-4674

Email Address lmardesi@lausd.net Website (if available) \_\_\_\_\_

By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the following assurances:

**1. Assurance that an Applicant Organization/Applicant Team is NOT a For-Profit Entity**

Please check one of the following statements:

- ☐ The Applicant Organization/Applicant Team listed above is comprised of a *FOR-PROFIT* ENTITY.
- ☐ The Applicant Organization/Applicant Team listed above is a *NOT-FOR-PROFIT* entity. *Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.*
- ☒ The Applicant Organization/Applicant Team listed above is *ONLY* comprised of LAUSD internal employees, departments, etc. (e.g. teacher teams, local districts).
- ☐ The Applicant Organization/Applicant Team listed above is comprised of LAUSD internal employees, departments, etc (e.g. teacher teams, local districts) *IN PARTNERSHIP WITH ONE OR MORE NOT-FOR-PROFIT ENTITIES. Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.*

**2. Assurance that an Applicant Organization is Solvent (For External Organizations Only)**

Assurance that a Not-For-Profit Applicant will provide documentation that demonstrates its solvency.

**3. Assurance of Enrollment Composition Compliance**

The Applicant Group/Applicant Team agrees that the student composition at a new or underperforming school will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care placement), with ongoing review mechanisms in place to ensure retention and student composition at each school continues to reflect that of the overall school community.

**4. Assurance to Sign Separate "Service Plan for Students with Disabilities Assurances".**

In accordance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, the Applicant Group/Applicant Team listed above agrees to sign the Assurance Form entitled "Public School Choice Service Plan for Students with Disabilities" included with this RFP. Signing the Service Plan for Students with Disabilities Assurance Form assures that the awarded PSC school will abide by the conditions and requirements of the Chanda Smith Modified Consent Decree that includes: using the Welligent IEP Management System, using the LAUSD Elementary or Secondary Student Information System (either ESIS, SSIS or ISIS upon implementation), operating a compliant Special Education Program using the *LAUSD Special Education Policies and Procedures Manual*, and the annual completion and submission of the "School Self Review Checklist" for programs serving students with disabilities. Signing the Service Plan for Students with Disabilities Assurance Form also assures that operators of the awarded PSC school agrees to review Title 5, California Code of Regulations Section 3052, relative to the provision of behavior intervention plans and agrees to comply with all discipline practices, procedures for behavioral emergency intervention and prohibitions consistent with the requirements. The PSC school operators further agree to protect the rights of children with disabilities and their parents or guardians relative to 1) prior notice and consent, 2) access to records 3) confidentiality, and 4 due process procedures. The school will maintain a written description of the annual notification process used to inform



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parents/guardians of the policies regarding Nondiscrimination (Title 5 CCR 4960 (a)), Sexual Harassment (EC 231.5 (a) (b) (c), Title IX Student Grievance Procedure (Title IX 106.8 (a) (d) and 106.9 (a)) and Uniform Complaint Procedures (Title 5, CCR 4600-4671. Procedures must include a description of how the school will respond to complaints and how the District will be notified of complaints and subsequent investigations.

### 5. Assurance that Independent Charter School Operators will sign and execute the Facilities Use Agreement

*(For Independent Charter School Operators Only)* If selected to operate an independent charter school on a PSC campus, independent charter school operators agree to sign and execute the Facilities Use Agreement as provided by the District.

### 6. Resident Enrollment and Attendance Boundary Compliance

*(For Independent Charter School Operators Only)* In accordance with the Attendance Boundary Waiver for Public School Choice Charter School Operators, operators of independent charters schools agree to provide first choice attendance to resident students from the corresponding attendance boundary established by the District if selected to operate a Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend the PSC campus pursuant to the requirements of Sections 47605(d)(1) and 47605(d)(2)(B) of the California Charter Schools Act. The District's waiver from the State Board of Education codifies these requirements.

While PSC independent charter schools can initiate a lottery and/or enroll students outside the school's attendance boundary at any time, operators of independent PSC charter schools may not refuse any resident students unless the resident enrollment exceeds the District's established maximum enrollment for the school in question. Independent charter school operators understand and accept that the attendance boundary configuration is subject to change at the discretion of Los Angeles Unified School District and that the maximum number of resident student enrollment will be defined for a period of five years and that the requisite number will equal the planning capacity for the Public School Choice campus based on 2008-09 District norms.

If a parent or guardian no longer wants their child to attend an independent PSC charter school, the charter school operator must also agree to adhere to the District's "Enrollment Process for Charter Schools Selected to Operate a Public School Choice School." The "opt-out" decision is only valid for one academic school year. Once a parent has exercised his/her right to opt-out, he/she is unable to re-enroll the child in the charter school for the remainder of the school year, unless there is capacity at the school as designated by LAUSD and term of the charter. At the completion of each academic school year, parents have the opportunity to enroll their student at their neighborhood school again.

### 7. Assurance that Independent Charter School Operators Will Cooperate with LAUSD in Attaining Applicable Waivers from the State Board of Education

*(For Independent Charter School Operators Only)* In accordance with the Charter Schools Act of 1992 and its implementing regulations, independent charter school operators approved to operate a Public School Choice campus will be required to cooperate with the District in attaining any and all applicable waivers from the State Board of Education. Additionally, independent charter school operators must agree to waive their rights under Education Code 47614 ("Proposition 39") for a period coterminous with their Board-approval to operate a Public School Choice campus.

*By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the above assurances:*

Name of Lead Applicant Chris Cassidy

Title of Lead Applicant Director, Local District 8

Signature of Lead Applicant \_\_\_\_\_

Date: 1-31-2012

Name of Board President\* \_\_\_\_\_

Signature of Board President\* \_\_\_\_\_

Date \_\_\_\_\_

*\*The additional name and signature of the Board President is only applicable to organizations with a Board.*





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LOS ANGELES UNIFIED SCHOOL DISTRICT

### PUBLIC SCHOOL CHOICE RESOLUTION

Appendix D

#### PSC 3.0 INFORMATIONAL SCHOOL PLAN SUMMARY

FOR: HARRY BRIDGES SPAN SCHOOL

FOR: HARRY BRIDGES SPAN SCHOOL (SOUTH REGION SPAN #1)

PROPOSED BY: LOCAL DISTRICT 8 APPLICANT TEAM

#### Mission & Vision of the School / Misión y Visión de la Escuela

The Harry Bridges Span School will provide a world-class education for *all* students in a safe, supportive setting. We will challenge and inspire our students to achieve their goals through individual and group effort. Students at the Bridges School will learn their academics by connecting their studies to the larger world as members of the global community. This school has close ties with the community of Wilmington and the Port of Los Angeles, and we value the contributions made for working people by our namesake, Harry Bridges, who was not only a labor leader but also a driving force for civil rights and social justice.

Upon matriculation from Bridges, our vision is that *all students* will be able to:

- **Problem-solve**, working in inquiry-based groups, to collaboratively answer meaningful questions and respond to challenging situations and scenarios.
- **Think and write critically**, channeling their innate curiosity into deeper level investigation and explanation.
- **Communicate clearly**, citing evidence in order to persuade and defend their reasoning, assertions, and ideas respectfully and in academic language.
- **Persevere because they have become resilient, independent thinkers** who own their own learning and take responsibility for their own success.
- **Move upward** through the levels of thinking to reach the higher levels of analysis, evaluation, synthesis, and creativity.
- **Reflect on their own learning**, understand alternative ideas, and know when and how to revise and refine beliefs and knowledge based upon new evidence.
- **Demonstrate a global perspective** based upon an understanding of the interconnectedness of community, national, and global influences.
- **Understand and articulate** the historical, social, cultural, economic, and political factors that have shaped and continue to shape local and global communities.
- **Embark on a pathway toward college** eligibility and begin to formulate a potential career trajectory by developing proficiency in core academic areas.

#### Designing Data Driven & Student Centered Instructional Programs / Diseñando Programas Educativos Basados en Datos y Centrados en los Estudiantes

- 97% Latino Population
- 90% Free and Reduced Lunch
- The primary elementary schools that will feed into Bridges have an 81-point difference between the highest and lowest performing schools on the Academic Performance Index (API).
- 43% Proficient/Advanced in Elementary ELA (English Language Arts) – 38% Proficient/Advanced in Middle School ELA (English Language Arts)
- 54% Proficient/Advanced in Elementary Mathematics– 29% Proficient/Advanced in Middle School Math
- 11% Proficient/Advanced in ELL Subgroup for top two feeder schools
- 12% Proficient/Advanced in ELL Subgroup for English Language Arts
- 6% Proficient/Advanced in Students with Disabilities Subgroup for English Language Arts
- 26% Below Basic/Far Below Basic in English Language Arts
- 24% Below Basic/Far Below Basic in Mathematics
- 55% Parents who talk with their teacher about their child's education





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### PUBLIC SCHOOL CHOICE RESOLUTION

- Using bullet points, list how you will design student services and interventions to prepare all students to graduate college-prepared and career-ready. Connect the services and interventions you propose to evidence and research regarding best practices.
- Daily Individualized Instruction embedded in the student schedule for ongoing intervention
- Weekly dialogue amongst grade level/department colleagues through the cycle of inquiry and instructional rounds. Process will ensure instructional strategies align to student need. Targeted focus on early literacy.
- SDAIE Strategies
- Weekly Progress Monitoring of key standards in mathematics with a focus on algebra in preparation for Middle School.
- Activities and workshops on parent teaching opportunities in the home environment. Parent Involvement Commitment that could be partially be met through conferences, training, and classroom visits.
- Personalized learning environment for the Middle School including a weekly advisory period.
- Community Partnerships for curricular and extra-curricular programs.
- Data driven decisions in all aspects of the curricular program
- 

#### Instructional Program / Programa de Instrucción

- Briefly describe in bullet point format how your proposal will serve the following student sub-groups (be sure to include the header for each sub-group below in your response):

##### **Students with disabilities –**

- Rigorous, standards-based instructional program that engages all students in a solid, academic, core program.
- Lesson Design centered on the Gradual Release Model which scaffolds instruction towards student independence.
- Designed collaboration amongst grade level/department teachers to meet individualized instructional goals.
- Structured inclusion at all grade levels that pushes all students to meet grade level standards
- Expectations aligned to accountability measures of general education populations

##### **Socio-economically disadvantaged students –**

- Rigorous, standards-based instructional program that engages all students in a solid, academic, core program.
- Expanded student and family access to counseling and mental health services
- Project based learning that demonstrates relevance of schooling.
- Consistent after school intervention, tutoring, and enrichment.
- Culturally Relevant and Responsive Methodologies to improve academic achievement.
- Individual student goal setting

##### **Special needs students –**

- Rigorous, standards-based instructional program that engages all students in a solid, academic, core program.
- Personalized learning environment that creates trust among school stakeholders.
- Consistent Formative Assessments to monitor progress and design academic interventions.
- Debate, sports, and drama as part of extracurricular program to allow for access to individual growth opportunities.

##### **Gifted students –**

- Rigorous, standards-based instructional program that engages all students in a solid, academic, core program.
- Leveled Reading and Units of Study in Writing that will provide cognitively demanding learning at individual levels.
- Annual grade level projects focusing on the impact of global trade, labor, and the environment.
- Mentoring opportunities built into K-8 Structure that reinforce leadership skills.

##### **English Language Learners –**

- Rigorous, standards-based instructional program that engages all students in a solid, academic, core program.
- Strong implementation of SDAIE Strategies including methodologies to enhance speaking and literacy skills.
- Individual student plans to meet Reclassification Criteria.
- Minimum 1.5 hour daily literacy block the middle school level for individualized instruction



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#### **Standard English Learners –**

- Rigorous, standards-based instructional program that engages all students in a solid, academic, core program.

#### **School Culture / Cultura de la escuela**

The Harry Bridges Span School will establish and nurture a school climate and culture based on high expectations and predictable, systemic supports to enable students to meet these raised levels of performance. We will ensure the provision of a safe, welcoming, and challenging learning environment, and ensure equality of opportunity for all students. Our goal is to build love of learning and resilience among students, cultivate student responsibility and independent thinking, as well as develop student character and a service ethos. Students will receive encouragement and descriptive feedback early and often, tied to specific student goals that reference student progress and growth. Student growth and progress will be highlighted at weekly/monthly assemblies in addition to the positive reinforcement that takes place on a daily basis.

A typical student day at Harry Bridges will begin with a personal greeting by an adult on campus. The students will immediately get the sense that he/she is part of school organized to promote collaboration and unity. All activities during the day will be student centered; based on collaboration; and focused on student achievement outcomes. Students will be engaged in instruction throughout the entire day due to a learning environment that is highly personalized and differentiated to meet their individual needs. The activities, such as the project based learning based on the global economy, will foster students to be college bound and career ready. Afterschool, students will be able to participate in extracurricular activities that not only foster a sense of school pride, but also provide targeted academic support and growth.

#### **Extracurricular Activities Provided by the school:**

The extracurricular activities listed below that we have designed for Harry Bridges encourage students to achieve goals through individual and group efforts. The mentoring and community connections will not only connect their learning to the community and larger world, it will also foster relationships that will support them in future career paths. Finally, in all activities we have strived to provide our students with opportunities that will equip them with skills for the future or “the skills that pay the bills”.

- Providence Little Company of Mary COPA Program (Creating Opportunities for Physical Activity)
- Port of Los Angeles scheduled visits to witness the inner workings of the Global Community.
- Wilmington Boy's and Girl's Club Comprehensive Afterschool Programs
- Student Mentoring Program through the ILWU and Refinery Partners
- Afterschool Engineering and Robotics Club
- Football, Basketball, and Volleyball Teams
- Future Leaders of Wilmington Club

#### **Parent Engagement & Involvement / Participacion de padre y comunidad**

The Harry Bridges Span School will be a school that recognizes, supports, and values input from families and the larger Wilmington community. Our premise is that our school exists to serve students and families. We will strive to be responsive, listen to our community, and demonstrate respect. The three areas that will be a focus of parent and community engagement are: a) **strengthening** two-way communication between school and home; b) **involving** families in school decisions; and c) **collaborating** with community partners and organizations. Some of the methods we will utilize to meet these goals include:

- Utilizing six part framework of Parent Engagement created by Dr. Joyce Epstein
- Responding to parent concerns within 24 hour period





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### PUBLIC SCHOOL CHOICE RESOLUTION

- Targeted parent trainings for parents to assist students in the home environment
- 20 hour parent volunteer requirement that can partially be met through attendance at parent conferences, trainings, and classroom visits

• *In your response, include how you will create a welcoming, respectful environment for parents, families, guardians.*  
We will establish a parent center prior the opening of the school that will center on teaching parents strategies in assisting their students in academic subjects. We will also address parent input prior to opening the campus. As part of the PSC process, we have consulted and listened to parent and community voices. Their input has been invaluable and has been incorporated into the design of the school. Parents will be consulted on a monthly basis both in the formal setting of the school governance meetings, but also at monthly coffee conversations with the administration and teachers.

#### Staffing / Personal de La Escuela

The Bridges school will recruit teachers that will provide all students with a high-quality, rigorous academic education, featuring quality instruction coupled with high expectations. In addition, teachers at this school will ensure that diverse student learning needs, particularly those of English learners, are met with differentiated and research-based pedagogy. Applicants will agree to work in a collaborative environment that emphasizes the free flow of information and well as accountability. In addition, they will have a demonstrated record of academic success with a similar student population.

#### Applicant Team Contact Information / Información de contacto de la organización solicitante

Lead and/or Team Member Name(s): Chris Cassidy (Local District 8 Director)

Lou Mardesich (Interim Principal)

Applicant Team Contact Phone Number: 310-354-3400

Applicant Team Contact Email: lmardesi@lausd.net





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LOS ANGELES UNIFIED SCHOOL DISTRICT

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Appendix D

#### PSC 3.0 RESUMEN INFORMÁTICO DEL PLAN ESCOLAR

PARA: ESCUELA DE CONFIGURACIÓN ATÍPICA HARRY BRIDGES

PARA: ESCUELA DE CONFIGURACIÓN ATÍPICA HARRY BRIDGES (REGIÓN QUE ABARCA EL SUR #1)

PROPUESTA DE: EQUIPO DE DISTRITO LOCAL 8

#### Mission & Vision of the School / Misión y Visión de la Escuela

La Escuela de Configuración Atípica (K-8) Harry Bridges proveerá una educación de clase mundial para *todos* los alumnos en un ambiente seguro y lleno de apoyo. Nosotros desafiaremos e inspiraremos a nuestros alumnos a que cumplan con sus metas a través del esfuerzo individual y en grupo. Alumnos de la Escuela Bridges se conectará con estudios académicos mundialmente como miembros de una comunidad global. La Escuela de Configuración Atípica Harry Bridges ha desarrollado lazos con la comunidad de Wilmington y el Puerto de Los Ángeles, y apreciamos el valor de las contribuciones de la gente trabajadora y por eso de nuestro nombre, Harry Bridges, quien no solamente fue un líder laboral sino la fuerza de liderazgo hacia los derechos civiles y justicia social.

Al matricularse en Bridges, nuestra visión es que *todo alumno* podrá:

- **Resolver Problemas**, trabajando en grupos de investigación para colaborar en resolver preguntas significativas y responder a situaciones y escenarios desafiantes
- **Pensar y escribir críticamente**, canalizar su curiosidad interna a un nivel profundo de investigación y explicación.
- **Comunicarse claramente**, citar evidencia para persuadir y defender sus razones, afirmaciones, e ideas respectivamente en lenguaje académico.
- **Perseverar porque serán resistentes, pensadores independientes** quienes aprenden y son responsables de su propio éxito.
- **Seguir adelante** en niveles de pensamiento crítico para alcanzar niveles altos de análisis, evaluación, síntesis, y creatividad.
- **Reflejar en su propio aprendizaje**, entender ideas alternativas, y saber cómo y cuándo revisar y definir creencias y creencias basadas en nueva evidencia.
- **Demostrar una perspectiva global** basada en un entendimiento de interconexión de comunidad, nacional, e influencias globales.
- **Entender y articular** la historia, social, cultural, económica, y factores políticos que moldean las comunidades locales y mundiales.
- **Embarcar en un camino universitario** y formular su potencial a una trayectoria de carrera con aptitud en todas las áreas académicas.

#### Designing Data Driven & Student Centered Instructional Programs / Diseñando Programas Educativos Basados en Datos y Centrados en los Alumnos

- 97% Población latina
- 90% Almuerzo gratuito o precio reducido
- Las escuelas primarias que van a enviar alumnos a la escuela Bridges tienen 81 puntos de diferencia entre la escuela de más alto y más bajo rendimiento de acuerdo al Índice de Aptitud Académico (API).
- 43% Competente/Avanzado en inglés (lenguaje) en primaria y 38% Competente/Avanzado en el examen de inglés (lenguaje) en escuela secundaria
- 54% Competente/Avanzado en matemáticas de escuela primaria y 29% Competente/Avanzado en matemáticas de secundaria
- 11% Competente/Avanzado para el subgrupo de Aprendices del Inglés de las dos escuelas que más proveen alumnos a Bridges
- 12% Competente/Avanzado en el subgrupo de Aprendices de Inglés en el examen de inglés (lenguaje)
- 6% Competente/Avanzado del subgrupo de alumnos con discapacidades en el examen de inglés (lenguaje)
- 26% Debajo de lo Básico/Muy por Debajo de lo Básico en el examen de lenguaje inglés.



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- 24% Debajo de lo Básico/Muy por Debajo de lo Básico en matemáticas
- 55% de padres que hablan con los maestros acerca de la educación de sus hijos
- Instrucción individualizada diaria incluida en el horario escolar para intervención frecuente
- Dialogo semanal entre colegas en el departamento o del mismo nivel de grado en un ciclo de investigación e instrucción. El proceso de instrucción se alinea con estrategias que van de acuerdo con lo que el alumno necesita. El enfoque será alfabetización temprana.
- Estrategias que funcionan con Aprendices del Inglés (SDAIE)
- Monitoreo del progreso semestral de estándares claves en matemáticas en enfoque en álgebra para prepararlos para la secundaria.
- Actividades y talleres para padres que proveen oportunidades de enseñanza en el hogar. Un Contrato de Involucramiento de Padres que se podrá cumplir a través de conferencias, cursos de capacitación, y visitas a clases.
- Un medio ambiente personalizado para el alumno de secundaria que incluye un periodo semestral de consejería.
- Asociación con la comunidad para extender programas curriculares y extracurriculares.
- Decisiones para el programa del currículo basadas en datos de informaciones

#### Instructional Program / Programa de Instrucción

##### *Los alumnos con discapacidades:*

- Programa de instrucción riguroso basado en estándares que involucra a todos los alumnos en un programa básico, sólido, académico.
- Lecciones institucionales diseñadas en base a un modelo de liberación gradual y apoya la independencia del alumno.
- Colaboración entre profesores a nivel de grado y el departamento de grado diseñado a cumplir objetivos de instrucción individualizadas.
- Inclusión estructurada en todos los niveles de grado que empuja a todos los alumnos para cumplan con estándares de nivel de grado.
- Expectativas alineadas a las medidas de rendición de cuentas de las poblaciones de educación general

##### *Alumnos socio-económicamente desfavorecidos:*

- Programa de instrucción riguroso basado en estándares que involucra a todos los alumnos en un programa básico, sólido, académico.
- Acceso amplio de alumnos y sus familias a asesoramiento y servicios de salud mental.
- Aprendizaje en base a proyectos que demuestra la pertinencia de la educación.
- Programas de intervención después de escuela, tutoría y enriquecimiento coherentes.
- Metodologías culturalmente pertinentes y sensibles al mejoramiento y rendimiento académico.
- Establecimiento de metas individuales de los alumnos.

##### *Alumnos de educación especial:*

- Programa de instrucción riguroso basado en estándares que involucra a todos los alumnos en un programa básico, sólido, académico.
- Entorno de aprendizaje personalizado que crea confianza entre los todos las partes interesadas en la escuela.
- Evaluaciones formativas consistentes para supervisar el progreso y el diseño de intervenciones académicas.
- Debate, sports, and drama as part of extracurricular program to allow for access to individual growth opportunities.
- Debate, deporte y drama como parte del programa extracurricular para permitir el acceso a las oportunidades de crecimiento individual.

##### *Alumnos superdotados:*

- Programa de instrucción riguroso, basado en estándares académicos que compromete a todos los alumnos en un programa básico, sólido, y académico
- Lectura nivelada y unidades de estudio en escritura que proporcionará aprendizaje cognitivo exigente a nivel individual.
- Proyectos anuales a nivel de grado centrándose en el impacto del comercio global, laboral y el medio ambiente.
- Oportunidades de tutoría (mentor) en una estructura de K-8 que refuerza las habilidades de liderazgo.





# HARRY BRIDGES SCHOOL

## Public School Choice 3.0



LOS ANGELES UNIFIED SCHOOL DISTRICT

### PUBLIC SCHOOL CHOICE RESOLUTION

#### **Aprendices de Inglés –**

- Programa de instrucción riguroso basado en estándares que involucra a todos los alumnos en un programa básico, sólido, académico.
- Strong implementation of SDAIE Strategies including methodologies to enhance speaking and literacy skills.
- Fuerte implementación de estrategias de SDAIE incluyendo metodologías para mejorar las habilidades de habla y alfabetización.
- Individual student plans to meet Reclassification Criteria.
- Planes individuales de los alumnos para cumplir con los requisitos de reclasificación.
- Minimum 1.5 hour daily literacy block the middle school level for individualized instruction.
- Bloque de literatura diaria con un mínimo de una hora y media (1.5) a nivel de secundaria para la instrucción individualizada.

#### **Aprendices de Inglés estándar:**

- Programa de instrucción riguroso basado en estándares que involucra a todos los alumnos en un programa básico, sólido, académico.

#### **School Culture / Cultura de la escuela**

La Escuela Harry Bridges establecerá y fomentará un clima escolar y cultura basada en expectativas y apoyos sistémicos predecibles para permitir que los alumnos cumplan elevados niveles de rendimiento. Garantizaremos la provisión de un aprendizaje seguro, acogedor y desafiante y garantizar la igualdad de oportunidades para todos los alumnos. Nuestro objetivo es construir resistencia y amor al aprendizaje, cultivar la responsabilidad del alumno y el pensamiento independiente, desarrollar el carácter del alumno y un espíritu de servicio. Los alumnos recibirán estímulo y sugerencias descriptivas tempranas y a menudo, ligadas a objetivos específicos que hacen referencia al progreso del alumno y su crecimiento.

El crecimiento del progreso y crecimiento de los alumnos será el enfoque en las asambleas semanales y mensuales al igual que el enfoque al reforzar con positivismo que se les da a los alumnos a diario

Un día típico en Harry Bridges empieza con un saludo personal de un adulto en la escuela. Los alumnos serán inmediatamente sabrán que son parte de una escuela que promueve colaboración y unidad. Todas las actividades del día serán alrededor del alumno; basada en colaboración; y enfocada en el resultado del éxito del alumno. Los alumnos se participan en la enseñanza todo el día debido a un ambiente de aprendizaje que es altamente personalizado y diferenciado para alcanzar sus necesidades individuales. Las actividades, por ejemplo el proyecto basado en el comercio global, fomentarán a los estudiantes para que estén listos hacia el camino universitario y para su carrera profesional. Después de la escuela, los alumnos podrán participar en actividades extracurriculares que no sólo fomentan un sentido de orgullo escolar, pero también proveen apoyo y crecimiento académico.

Las actividades extracurriculares enlistadas abajo han sido diseñadas para Harry Bridges para alentar a los alumnos a que obtengan sus metas a través de esfuerzo individual y en grupo. La tutoría y la conexión comunitaria no solo conectara con el aprendizaje de comunidad y mundial, sino que fomentara relaciones que apoyan su sentido de dirección a una carrera. Finalmente en todas las actividades nos hemos esforzado a proveer a nuestros alumnos las oportunidades con la oportunidad de equiparlos con habilidades que usaran en el futuro o “que pagaran las facturas.”

- Providence Little Company of Mary COPA Program (Creando oportunidades en Actividades Físicas)
- Puerto de Los Ángeles organizando visitas para ver como se trabaja en una comunidad global.
- Wilmington Boy's and Girl's Club Programas después de escuelas integrales
- Programas de consejería al alumno a través de ILWU y Socios de Refinería
- Club de Ingeniería y robótica después de escuela
- Equipos de Fútbol Americano, Baloncesto, y Voleibol

#### **Parent Engagement & Involvement / Participación de padre y comunidad**





# HARRY BRIDGES SCHOOL

## Public School Choice 3.0



LOS ANGELES UNIFIED SCHOOL DISTRICT

### PUBLIC SCHOOL CHOICE RESOLUTION

La Escuela de Configuración Atípica Harry Bridges será una escuela que reconoce, admite y valora el aporte de las familias y la comunidad en general de Wilmington. Nuestra premisa es que nuestra escuela existe para servir a los alumnos y familias. Nos esforzaremos en ser sensibles, escuchar a nuestra comunidad y demostrar respeto. Las tres áreas que van a ser un enfoque de participación de padres y la comunidad son: a) *fortaleciendo* la comunicación bidireccional entre la escuela y el hogar; b) *involucrando* a familias para que sean parte de las decisiones de la escuela; y c) *colaborando* con los socios de la comunidad y organizaciones.

Algunos métodos que se utilizarán para conseguir estas metas incluirán:

- Utilizar Compromiso al Padre del marco de seis partes de de Dr. Joyce Epstein.
- Responder a las preocupaciones de padres en menos de 24 horas
- Entrenamientos de enfoque al padre para ayudar a sus hijos en la escuela desde su hogar
- 20 horas voluntarias requeridas que pueden parcialmente ser acumuladas al asistir a conferencias de padres, cursos de capacitación y visitas a los salones de clases

Estableceremos un centro de padres antes de la apertura de la escuela con enfoque en enseñar a los padres estrategias para ayudar a sus alumnos en asignaturas académicas. También vamos a escuchar sugerencias de los padres antes de abrir la escuela. Como parte del proceso de PSC, hemos consultado y escuchado las voces de los padres y la comunidad. Su opinión es invaluable y se incorporará al diseño de la escuela. Padres serán consulados cada mes formal e informalmente en juntas del gobierno escolar, pero también en juntas de conversación mensual tomando café con los administradores y maestros.

#### Staffing / Personal de La Escuela

La Escuela Bridges contratará profesores que proporcionarán a todos los alumnos con una educación académica rigurosa, de alta calidad, con instrucción de calidad y con altas expectativas. Además, profesores de esta escuela cumplirán con las necesidades diversas de los alumnos, especialmente las de los alumnos aprendices del inglés, con pedagogía diferenciada y basada en investigación. Los que apliquen estarán de acuerdo a trabajar en colaboración en un medio ambiente que se enfoca en información fluida y con responsabilidad. También demostrarán su éxito trabajando con una población de alumnos similar a la nuestra.

#### Applicant Team Contact Information / Información de contacto de la organización solicitante

Líder y/o nombres de los miembros del equipo: Chris Cassidy (Local District 8 Director)

Lou Mardesich (Interim Principal)

Número de teléfono del contacto del equipo que aplica: 310-354-3400

Dirección de correo electrónico del contacto del equipo que aplica: [lmardesi@lausd.net](mailto:lmardesi@lausd.net)



# HARRY BRIDGES SCHOOL

## Public School Choice 3.0

Appendix E

### Public School Choice 3.0 Performance Plan

PSC School Site: Harry Bridges

Design Team Name: Harry Bridges

De La Torre EM (24%) \*\*\* Fries EM (44%) \*\*\* Wilmington Park EM (8%) \*\*\* Wilmington MS (25%)

Blank areas are those that do not have a significant number of students projected to attend HB in that category.

	Indicators	Baseline (10-11)	Year 1: Goal/ Target	Year1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success
1	% of all students scoring FBB/BB in ELA	26	20	-Daily Individualized instruction embedded in the student schedule for ongoing intervention. - Weekly dialogue amongst grade level colleagues through cycle of inquiry and instructional rounds. Process will ensure strategies will align to student targeted academic need. -Strong access strategies to enable EL Learners pathways to the curriculum.	-Progress monitoring tools created by the Classroom/ Intervention teachers. -Increased Levels on Running Records Assessments. - Increased Performance on District Periodic Assessments. - Increased Lexile Levels on the SRI Inventory. -Achieving CST Target Goals.
	English Learners	53	47		
	Special Education	75	69		
	African American				
	Latino	23	17		
	White				
	Asian				
2	Economically Disadv.	26	20		
	% of all students scoring Prof or Adv in ELA	41	48	Differentiated Instruction with targeted focus on early literacy. Teams of Teachers working in PLC's to continually assess and monitor student achievement. Double block of ELA will be given for all middle school students to reach proficiency that includes daily targeted student academic support. Continue to strengthen Tier 1 through first instruction that is individualized (i.e. Leveled Reading, Units of Study, and Words Their Way)	Progress monitoring tools created by the PLC District Periodic Assessments Student Achievement Grades Achieving CST Target Goals Running Records SRI Inventory
	English Learners	12	19		
	Special Education	6	13		
	African American				
	Latino	39	46		
	White				
	Asian				
3	Economically Disadv.	41	48		
	% of all students scoring FBB/BB in Math	24	18	Course embedded in the student schedule daily for intervention. Weekly Progress Monitoring of Key Standards. Students will be identified and given appropriate attention to their specific need.	Progress monitoring tools created by the intervention teachers. Achieving CST Target Goals
	English Learners	41	35		
	Special Education	57	50		
	African American				
	Latino	24	18		
	White				
	Asian				
4	Economically Disadv.	24	18		
	% of all students scoring Prof or Adv in Math	53	60	Students will know their CST scores and identify trends in their	Progress monitoring tools created by the PLC.





# HARRY BRIDGES SCHOOL

## Public School Choice 3.0

Appendix E

### Public School Choice 3.0 Performance Plan

Indicators		Baseline (10-11)	Year 1: Goal/ Target	Year1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success
	<i>English Learners</i>	29	36	own performance over the past two years. They will set goals and monitor those goals each month. Individual coaching by their ELA/Math teacher will also take place. Intervention/Enrichment will be given according to their individual need. Students will learn that effort leads to success.	Achieving CST Target Goals
	<i>Special Education</i>	26	33		
	<i>African American</i>				
	<i>Latino</i>	53	60		
	<i>White</i>				
	<i>Asian</i>				
	<i>Economically Disadv.</i>	53	60		
4a	% of all students scoring Prof or Adv in 5 <sup>th</sup> Grade <b>Science</b>	35	42	Grade level PLC lesson study Professional Development in connecting FOSS Concepts to CST. Collaboration with middle school science teachers	PLC Benchmark Assessments Periodic Assessments CSTs Grades
4b	% of all students scoring Below Basic/Far Below Basic 5 <sup>th</sup> Grade <b>Science</b>	35	28	Grade level PLC lesson study Collaboration with middle school science teachers Vocabulary instruction of Latin and Greek roots Strategic intervention	PLC benchmark assessments Periodic Assessments CSTs Grades
4c	% of all students scoring Prof or Adv 8 <sup>th</sup> Grade <b>Science</b>	61	68	Science PLC lesson study Science CST prep Access Strategies	PLC benchmark assessments Periodic Assessments CSTs Grades
4d	% of all students scoring Below Basic/Far Below Basic 8 <sup>th</sup> Grade <b>Science</b>	20	14	Science PLC lesson study Science CST prep Access Strategies Strategic Intervention	PLC benchmark assessments Periodic Assessments CSTs Grades
4e	% of all students scoring Pro or Adv 8 <sup>th</sup> Grade <b>History/Social Studies</b>	44	51	Social Studies PLC lesson study Social Studies CST prep Access Strategies	PLC benchmark assessments Periodic Assessments CSTs Grades
4f	% of all students scoring FBB/BB in 8 <sup>th</sup> Grade <b>History/Social Studies</b>	31	25	Social Studies PLC lesson study Social Studies CST prep Access Strategies Intervention	PLC benchmark assessments Periodic Assessments CSTs Grades
7	Reclassification Rate %	16	18	Identify the cause of students not being able to reclassify. Target specific intervention in our intervention course daily and before CELDT.	Progress monitoring tools Achieving CST Target Goals
8	% EL Students Scoring Proficient on CELDT	31	38	Continue to monitor these students to provide immediate intervention as needed. Target	Progress monitoring tools CSTs Periodic Assessments





# HARRY BRIDGES SCHOOL

## Public School Choice 3.0

Appendix E

### Public School Choice 3.0 Performance Plan

Indicators		Baseline (10-11)	Year 1: Goal/ Target	Year1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success
				the area of writing through Units of Study.	
13	Attendance Rate for Students	98	98	A well-developed attendance plan that includes goal setting by the students, recognition and celebration, competitions and prizes. Teaching student and staff to make attendance a habit.	Monthly progress monitoring. Targeting students that are at risk for missing more than three days of school. (Each day is approx. 5.6%)
14	Attendance Rate for All Staff		98	Goal setting and Recognition Parent Education District Attorney Program PSA Counselor Student Recovery	Attendance Data Improved grades and CST Scores
15	Number of Suspensions	30	25	Schoolwide implementation of Guidelines for Success through the Safe and Civil Schools Model. Administrative and Leadership Team adopting proactive alternatives to suspensions.	Achieving Year One Target Goal.
16	School Experience Survey: % Parents Participating in school experience survey.	35%	50%	Explaining importance of parent participation in survey at CEAC/ELAC and Coffee and Conversation Meetings. Enhanced communication through Connect-Ed, letters, and e-mail on completion of survey Providing Opportunities for parents to complete survey on school site.	Achieving Year One Target Goal.
17	School Experience Survey: % Parents who talk with their teacher about their child's education.	55%	75%	Twenty hour parent involvement commitment that could partially be met through parent conferences. Multiple formal and informal opportunities to visit the school for parent conferences. School Activities (i.e. Family Learning Nights, Drama Programs, and Recognition Events) that bring parents to the campus.	Achieving Year One Target Goal. Increased Participation Rates at school events.
18	<i>Obesity Rate</i>	TBD in first year.		Education on Health Awareness Cross-Fit Middle School Program Awards incentives for Physical	Achieving goals after 1 <sup>st</sup> year implementation. Improved Blood Pressure



# HARRY BRIDGES SCHOOL

## Public School Choice 3.0

Appendix E

### Public School Choice 3.0 Performance Plan

Indicators		Baseline (10-11)	Year 1: Goal/ Target	Year1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success
		35% in local schools		Fitness Goals. Creating Opportunities for Physical Activity through Providence Little Company of Mary.	Readings. Improved passage rate on the state Physical Fitness Exam.
19	<i>Proficiency in Algebra</i>	34%	41% *2013 -2014	Implementation of 8 Common Mathematical Strategies. Road to Algebra Key Standards Review in all grade levels to prepare the current students. Mathematics Intervention Block built into daily schedule. Hands-On Equations Training	Achieving Year One Target Goal on CST. Weekly Basic Math Facts Skills Test. District Periodic Assessment.





# HARRY BRIDGES SCHOOL

## Public School Choice 3.0

Appendix E

### Public School Choice 3.0 Performance Plan

	Indicators	Baseline (10-11)	Year 1: Goal/ Target	Year 2: Goal/ Target	Year 3: Goal/ Target
<b>1</b>	% of all students scoring FBB/BB in <b>ELA</b>	26	20	14	8
	<i>English Learners</i>	53	47	41	35
	<i>Special Education</i>	75	69	63	57
	<i>African American</i>				
	<i>Latino</i>	23	17	11	5
	<i>White</i>				
	<i>Asian</i>				
	<i>Economically Disadv.</i>	26	19	13	7
<b>2</b>	% of all students scoring Prof or Adv in <b>ELA</b>	41	48	55	61
	<i>English Learners</i>	12	19	26	33
	<i>Special Education</i>	6	13	20	27
	<i>African American</i>				
	<i>Latino</i>	39	46	53	60
	<i>White</i>				
	<i>Asian</i>				
	<i>Economically Disadv.</i>	41	48	55	62
<b>3</b>	% of all students scoring FBB/BB in <b>Math</b>	24	18	12	6
	<i>English Learners</i>	41	35	29	23
	<i>Special Education</i>	57	51	45	39
	<i>African American</i>				
	<i>Latino</i>	24	18	12	6
	<i>White</i>				
	<i>Asian</i>				
	<i>Economically Disadv.</i>	24	18	12	6
<b>4</b>	% of all students scoring Prof or Adv in <b>Math</b>	53	60	67	74
	<i>English Learners</i>	29	37	44	50
	<i>Special Education</i>	26	34	41	48
	<i>African American</i>				
	<i>Latino</i>	53	60	67	74
	<i>White</i>				
	<i>Asian</i>				
	<i>Economically Disadv.</i>	53	60	67	74
<b>4a</b>	% of all students scoring Prof or Adv in 5 <sup>th</sup> Grade <b>Science</b>	35	42	49	56
<b>4b</b>	% of all students scoring BB/FBB 5 <sup>th</sup> Grade <b>Science</b>	35	29	23	17
<b>4c</b>	% of all students scoring Prof or Adv 8 <sup>th</sup> Grade <b>Science</b>	61	68	75	82
<b>4d</b>	% of all students scoring BB/FBB 8 <sup>th</sup> Grade <b>Science</b>	20	14	8	2
<b>4e</b>	% of all students scoring Pro or Adv 8 <sup>th</sup> Grade <b>History/Social Studies</b>	44	51	58	65
<b>4f</b>	% of all students scoring BB/FBB 8 <sup>th</sup> Grade	31	25	19	13



# HARRY BRIDGES SCHOOL

## Public School Choice 3.0

Appendix E

### Public School Choice 3.0 Performance Plan

	Indicators	Baseline (10-11)	Year 1: Goal/ Target	Year 2: Goal/ Target	Year 3: Goal/ Target
	<b>History/Social Studies</b>				
7	Reclassification Rate %	16	19	22	25
8	% EL Students Scoring Proficient on CELDT	31	38	44	50
13	Attendance Rate for Students	98	98	98	98
14	Attendance Rate for All Staff		98	98	98
15	Number of Suspensions	30	29	20	15
16	School Experience Survey: % Parents Participating	35%	50%	65%	75%
17	School Experience Survey: % Parents who talk with their teacher about their child's education.	55%	75%	80%	85%
18	Obesity Rate	TBD Year One (35%)	30%	25%	20%
19	Algebra	34%	41%	48%	55%

Harry Bridges (South Region Span K-8)  
Design Team Name

1/31/12  
Date

P. P. P.

Applicant Team Representative Signature

M. J. P.

Local District Superintendent Signature





# HARRY BRIDGES SCHOOL

## Public School Choice 3.0

### Appendix F

1 NAME OF PSC SCHOOL: Harry Bridges Span School

LOS ANGELES UNIFIED SCHOOL DISTRICT  
Public School Choice Resolution 3.0  
Applicant History Data Summary Sheet

2	3	Demographic									Performance															
		Size	Ethnicity				Other Groups			API		CST Proficiency														
Local District 8	2009-10 Enrollment		% African-American	% Latino	% Asian	% White	% Free-reduced price lunch (FRPL)	% English Learners (EL)	% Students w/Disabilities (SWD)	2011 Growth	Net API Gain over 5 Years	% Proficient ELA 2011	Change from 2010	% Proficient Math 2011	Change from 2010	SWD % Proficient ELA 2011	SWD % Proficient Math 2011	EL % Proficient ELA 2011	EL % Proficient Math 2011	FRPL % Proficient ELA 2011	FRPL % Proficient Math 2011	3rd Grade Proficiency English Language Arts	Reclassification Rate 2010-11	% Proficient 5th grade Science	% Proficient 8th grade Science	2nd Grade BB/FBB ELA
	68,974	18%	66%	8%	6%	64%	24%	11%	N/A	N/A	51%	2%	24%	2%	7	3	3	5	37	23	N/A	41	14%	N/A	49	19
	Local District 8 High School	68,974	18%	66%	8%	6%	64%	24%	11%	N/A	N/A	51%	4%	63%	7%	18	31	24	45	46	59	41	14%	N/A	N/A	19.3
	Local District 8 Elementary	691	10%	55%	11%	15%	50%	11%	9%	952	20	85%	0%	94%	1%	25%	24%	30%	70%	75%	90%	79%	13%	88%	N/A	2%
	Park Western Elementary	913	3%	95%	0%	0%	90%	44%	11%	841	145	64%	5%	74%	4%	14%	42%	47%	63%	64%	74%	50%	18%	56%	N/A	9%
	Hawaiian Avenue Elementary	738	9%	87%	1%	3%	100%	35%	13%	800	116	54%	10	64%	10	26	35	40	60	54	66	44%	17	37	N/A	12%
	Barton Hill Elementary	762	1%	97%	0%	0%	94%	54%	9%	772	65+	42%	5	57	7	16	50	11	28	42	57	31%	16%	50%	N/A	31%
	De La Torre Jr. Elementary 762	764	1%	97%	1%	1	93%	51%	10%	735	115	40%	6	57	0	0	24	14	36	40	57	37%	16	21	N/A	37%
	Fries Avenue Elementary 764	1,078	1%	97%	0	1	92%	44%	7%	816	102	49%	7	68	18	16	44	29	50	49	68	30%	19	68	N/A	18%
	Wilmington Park Elementary 1078	1,987	2%	94%	0	1	82%	22%	14	728	127	38%	7	36	4	3	7	2	9	38	36	N/A	15	N/A	62	N/A
Wilmington Middle School 1,987																										
</																										



# HARRY BRIDGES SCHOOL

## Public School Choice 3.0

### Appendix G

Professional Development Schedule/Calendar (could be done for an Appendix)

*What PD goals, strategies, and topics will be prioritized in our school plan? Please complete the chart below as a sketch of a professional development schedule/calendar:*

Month	Topic of PD	Rationale and Purpose of PD	Forum (e.g., course/dept PLC, SLC, school-wide, etc.)
1 (Aug)	1. On-going focus on mission and vision of Harry Bridges K-8 School and its Public School Choice Plan. 2. Review of school goals and targeted outcomes for the 2012-2013 School Year. 3. Grade Level Standards Review/ Curriculum Alignment. Common Core Standards Analysis. 4. Overview of Units of Study for Writing/ Leveled Reading System (Running Records)	1. Establish and maintain a positive school culture of professionals. Review expectations that were outlined in the plan. 2. Establish outcomes for the school year and set goals for success. Staff will be knowledgeable of current school data that will be focus of instructional conversations. 3. All lessons will be formulated and planned with objectives aligned to standards based work. Teachers will analyze current standards in relation to the Common Core Standards. This will frame the necessity for rigor in lessons conducted throughout the year. 4. Educators will understand philosophy of the Writing System. The formative assessment piece in Leveled Reading will allow teachers to benchmark current reading levels, especially in our targeted group of 26% of students scoring FBB/BB.	∞Grade Level/ Department Teams ∞Core Instructional Team ∞Professional Development Days as part of PSC 3.0 (10 days total) ∞Professional Learning Community
	(Three days prior to school opening) 5. Implementing 8 Common Strategies in Mathematical Lessons. 6. Leadership Training 7. Safe and Civil Schools Plan 8. Review of SDAIE Strategies. Review GLAD/CRRE Strategies. 9. Support strategies for inclusion of students with disabilities	5. Teachers will have commonality in lesson design. Students will be exposed to strategies that will enhance learning. 6. All grade level instructional chairs will be involved in Leadership Training to front load grade level meetings with Norms of Collaboration, etc. 7. School-wide behavioral & motivational norms. School wide expectations will be established for consistency and fairness. 8. Data indicates that 53% of our EL Learners scored FBB/BB on the CST. Teachers need to implement access strategies on a daily basis. 9. The goal will be to integrate, as academically appropriate, students with special needs with their general ed. peers.	
2(Sept)	1. Disaggregating CST Scores. Staff will look at individual achievement by class and by trends. 2. Norms of Collaboration	1. Teachers will create hypotheses as to why specific categories were lower than aimed or expected. Teachers will collectively determine solutions to be discussed, researched, planned for and implemented in tandem with their colleagues that have experienced success in these areas. 2. Ensure familiarity with the Norms of Collaboration.	∞Core Instructional Team ∞Grade Level/ Department Teams ∞Banked Time Professional





# HARRY BRIDGES SCHOOL

## Public School Choice 3.0

Month	Topic of PD	Rationale and Purpose of PD	Forum (e.g., course/dept PLC, SLC, school-wide, etc.)
	2. Norms of Collaboration  3. Implementing 8 Common Strategies in Mathematical Lessons 4. DIBELS Next  5. Access Strategies for ELLs	This will form the basis of collaboration in grade level groups and ensure “active participation” from all members.  3. Teachers will have commonality in lesson design. Students will be exposed to strategies that will enhance learning.  4. District Assessment to track student progress, especially in our targeted group of 26% of students scoring FBB/BB.  5. Ensuring comprehensibility of core instruction for ELLs and observational assessment tool for teachers	Development ∞Professional Learning Community
	(Instructional Conversations)		
	6. Safe and Civil Review 7. Development of Common Assessment for ELA & Math 8. Standards Alignment  9. Instructional Rounds  10. Development of Common Assessments for weekly mathematics standards review.	6. School-wide behavioral & motivational norms 7. Development of common grade level assessments for language arts and mathematics  8. Backwards mapping of curriculum to ensure standards align to curriculum. Deconstruct standards to align teaching points. 9. Teachers will review the methodology involved in evaluating the transfer of professional development including observing classroom practices, debriefing observations, and identifying the next level of work. 10. Definitions of high quality work from students and accountability for PLC work.	
3 (Oct.)	1. Differentiated instruction based on formative assessment data (DIBELS benchmarks, running records, mathematics etc.) 2. GATE Identification  3. Units of Study for Writing/ Leveled Reading System (Running Records)  4. Development of Common Assessment for ELA & Math (includes standards review) 5. Access Strategies for ELLs	1. Grade Levels will use Formative assessment data to guide instruction and groupings of students to individualize instruction for all students.  2. All teachers need to be aware who is a GATE student and who has the potential to be identified as GATE and the system for making this happen. 3. Teachers will be in the Narrative Phase of Units of Study. The formative assessment piece in Leveled Reading will allow teachers to benchmark current reading levels, especially in our targeted group of 26% of students scoring FBB/BB. Guided Reading Groups (Comprehension Strategies & Skills) 4. Development of common grade level assessments for language arts and mathematics  5. Ensuring comprehensibility of core instruction for ELLs and observational assessment tool for teachers	∞Grade Level/ Department Teams ∞Banked Time Professional Development ∞Core Instructional Team
	(Instructional Conversations)		
	6. Reclassification Criteria	6. What are steps that will help EL students reach standards mastery so that they can get a 3 or 4 on 1 <sup>st</sup>	



# HARRY BRIDGES SCHOOL

## Public School Choice 3.0

Month	Topic of PD	Rationale and Purpose of PD	Forum (e.g., course/dept PLC, SLC, school-wide, etc.)
	7. Mainstreaming/ Integration 8. Examine Writing Samples  9. Elementary School: Pre-view of Literacy Periodic Assessment 10. Middle School: Pre-view of Periodic Assessments, ELA 11. Middle School: Pre-view of Periodic Assessments, Math	report card for RFEPs. 7. Strategies will be presented for Students with Disabilities in mainstreaming and integration. 8. PLC's will establish common definitions of High Quality. Evaluate current student work for instructional alignment. 9. PLC's will ensure key standards are covered prior to taking the assessment  10. PLC's will ensure key standards are covered prior to taking the assessment  11. PLC's will ensure key standards are covered prior to taking the assessment	
4 (Nov)	1. Units of Study for Writing/ Leveled Reading System 2. Development of Common Assessments (includes standards review) 3. Access Strategies for ELLs	1. Narrative Writing (Launching Phase) and Guided Reading Groups (Comprehension Strategies & Skills)  2. Development of common grade level assessments for language arts and mathematics  3. Ensuring comprehensibility of core instruction for ELLs and observational assessment tool for teachers	∞Core Instructional Team ∞Grade Level/ Department Teams ∞Banked Time Professional Development
	(Instructional Conversations)  4. Examine Writing Samples  5. Elementary School: Pre-view of Mathematics Periodic Assessment 6. Elementary School: Review of Literacy Periodic Assessment 7. Middle School: Pre-view of Periodic Assessments, Science, Grade 6/7 8. Middle School: Review of Periodic Assessments, Math 9. Examine Student Work Samples. 10. Teachers develop differentiated instructional strategies to support learners.	4. PLC's will establish common definitions of High Quality. Evaluate current student work for instructional alignment. 5. PLC's will ensure key standards are covered prior to taking the assessment  6. Plan future instruction & intervention based on data.  7. PLC's will ensure key standards are covered prior to taking the assessment  8. PLC's will review assessments to re-teach key standards.  9. PLS's will establish common definitions of High Quality. Evaluate current student work for instructional alignment. 10. Teachers will develop strategies for targeted instruction based on student achievement data.	
5 (Dec.)	1. Units of Study for Writing/ Leveled Reading System	1. Narrative Writing (personal narrative) and Guided Reading Groups (Comprehension Strategies & Skills)	∞Core Instructional Team





# HARRY BRIDGES SCHOOL

## Public School Choice 3.0

Month	Topic of PD	Rationale and Purpose of PD	Forum (e.g., course/dept PLC, SLC, school-wide, etc.)
	2. Analysis of RtI <sub>2</sub> Interventions 3. Access Strategies for ELLs (Instructional Conversations)	2. Cycle of Inquiry for Student Intervention 3. Ensuring comprehensibility of core instruction for ELLs and observational assessment tool for teachers	∞Grade Level/ Department Teams ∞Banked Time Professional Development
	4. Middle School: Pre-view of Periodic Assessments, ELA 5. Middle School: Pre-view of Periodic Assessments, Math 6. Elementary School: Review of Mathematics Periodic Assessment 7. Middle School: Review of Periodic Assessments, ELA	4. PLC's will ensure key standards are covered prior to taking the assessment 5. PLC's will ensure key standards are covered prior to taking the assessment 6. PLC's will review assessments to re-teach key standards. 7. PLC's will review assessments to re-teach key standards.	
6 (Jan)	1. Units of Study for Writing/ Leveled Reading System 2. Development of Common Assessments (includes standards review) 3. Key Standards Review using CST Blueprint 4. 4 <sup>th</sup> & 7 <sup>th</sup> Grades Review of CST Writing Assessment and planning 5. Access Strategies for ELLs (Instructional Conversations)	1. Writing (responding to what we read) and Guided Reading Groups (Comprehension Strategies & Skills) 2. Development of common grade level assessments for language arts and mathematics 3. Focusing instruction on essential skills and to continue to incorporate the language of the CST into everyday instruction. 4. Planning instruction around specific genres and guiding students to understand the criteria to be successful in each type of genre in writing. 5. Ensuring comprehensibility of core instruction for ELLs and observational assessment tool for teachers.	∞Core Instructional Team ∞Grade Level/ Department Teams ∞Banked Time Professional Development
	6. Examine Writing Samples 7. Middle School: Review of Periodic Assessments, ELA 8. Middle School: Review of Periodic Assessments, Math 9. Middle School: Review of Periodic Assessments, Science, Grade 6/7 10. Teachers develop differentiated instructional strategies to support learners.	6. PLC's will establish common definitions of High Quality. Evaluate current student work for instructional alignment. 7. PLC's will review assessments to re-teach key standards. 8. PLC's will review assessments to re-teach key standards. 9. PLC's will review assessments to re-teach key standards. 10. Teachers will develop strategies for targeted instruction based on student achievement data.	



# HARRY BRIDGES SCHOOL

## Public School Choice 3.0

Month	Topic of PD	Rationale and Purpose of PD	Forum (e.g., course/dept PLC, SLC, school-wide, etc.)
7(Feb)	1. Units of Study for Writing/ Leveled Reading System 2. Development of Common Assessments for ELA & Math (include standards review) 3. Access Strategies for ELLs (Instructional Conversations) 4. Analysis of RtI <sub>2</sub> Interventions	1. Writing (responding to what we read) & Guided Reading Groups (Comprehension Strategies & Skills) 2. Development of common grade level assessments for language arts and mathematics 3. Ensuring comprehensibility of core instruction for ELLs and observational assessment tool for teachers 4. Cycle of Inquiry for student interventions	∞Core Instructional Team ∞Grade Level/ Department Teams ∞Banked Time Professional Development
	(Instructional Conversations)		
	5. Elementary School: Pre-view of Literacy Periodic Assessment 6. Elementary School: Pre-view of Mathematics Periodic Assessment 7. Middle School: Pre-view of Periodic Assessment, Science, Grade 6	5. PLC's will ensure key standards are covered prior to taking the assessment 6. PLC's will ensure key standards are covered prior to taking the assessment 7. PLC's will ensure key standards are covered prior to taking the assessment	
8 (Mar)	1. Units of Study for Writing/ Leveled Reading System 2. Development of Common Assessments (includes standards review) 3. Access Strategies for ELLs	1. Writing (non-fiction) & Guided Reading Groups (Comprehension Strategies & Skills) 2. Ensuring comprehensibility of core instruction for ELLs and observational assessment tool for teachers 3. Ensuring comprehensibility of core instruction for ELLs and observational assessment tool for teachers	∞Core Instructional Team ∞Grade Level/ Department Teams ∞Banked Time Professional Development
	(Instructional Conversations)		
	4. Examine Writing Samples 5. Elementary School: Review of Literacy Periodic Assessment 6. Elementary School: Review of Mathematics Periodic Assessment 7. Middle School: Pre-view of Periodic Assessments, ELA 8. Middle School: Pre-view of Periodic Assessments, Math 9. Middle School: Review of Periodic Assessments, Science, Grade 6/7	4. PLC's will establish common definitions of High Quality. Evaluate current student work for instructional alignment. 5. PLC's will review assessments to re-teach key standards. 6. PLC's will review assessments to re-teach key standards. 7. PLC's will ensure key standards are covered prior to taking the assessment 8. PLC's will ensure key standards are covered prior to taking the assessment 9. PLC's will review assessments to re-teach key standards.	



# HARRY BRIDGES SCHOOL

## Public School Choice 3.0

Month	Topic of PD	Rationale and Purpose of PD	Forum (e.g., course/dept PLC, SLC, school-wide, etc.)
9 (Apr)	1. Analysis of RtI <sub>2</sub> Interventions 2. Reflection on Professional Development 3. Culminating Port Project  4. Examine Writing Samples	1. Cycle of Inquiry for student interventions, determine intervention needs for the next school year 2. Strengths, flaws, needs for all grade-levels throughout all departments 3. School-wide understanding of what will be expected of 8 <sup>th</sup> grade final project balancing economics, environment and labor. 4. PLC's will establish common definitions of High Quality. Evaluate current student work for instructional alignment.	∞Core Instructional Team ∞Grade Level/ Department Teams ∞Banked Time Professional Development
	(Instructional Conversations)		
	5. Elementary School: Pre-view of Mathematics Periodic Assessment 6. Middle School: Review of Periodic Assessments, ELA 7. Middle School: Review of Periodic Assessments, Math	5. PLC's will ensure key standards are covered prior to taking the assessment  6. PLC's will review assessments to re-teach key standards.  7. PLC's will review assessments to re-teach key standards.	
10 (May)	1. CST Preparation  2. Examine Writing Samples  3. Elementary School: Pre-view of Literacy Periodic Assessment 4. Elementary School: Review of Mathematics Periodic Assessment 5. Middle School: Pre-view of Science, Grade 6/7 6. Middle School: Review of Periodic Assessment, Science, Grade 7 Planning for Next Year	1. Training of all staff on How-To  2. PLC's will establish common definitions of High Quality. Evaluate current student work for instructional alignment. 3. PLC's will ensure key standards are covered prior to taking the assessment  4. PLC's will review assessments to re-teach key standards.  5. PLC's will ensure key standards are covered prior to taking the assessment 6. PLC's will review assessments to re-teach key standards.	∞School-wide ∞Grade Level/ Department Teams
11 (June)	1. Elementary School: Review of Literacy Periodic Assessment 2. Middle School: Review of Periodic Assessment, Science, Grade 6 3. Vertical Articulation  Preparation for next year	1. PLC's will review assessments to re-teach key standards.  2. PLC's will review assessments to re-teach key standards.  3. Assessment and planning for next school year, teaming lessons, reflection: What can we do better next year and how can we improve?	∞School-Wide ∞Grade Level/ Department Teams





# HARRY BRIDGES SCHOOL

## Public School Choice 3.0

### Appendix H

#### PUBLIC SCHOOL CHOICE 3.0: REQUEST FOR PROPOSALS

### CURRICULUM IMPLEMENTATION PLAN

PROPOSAL ELEMENT <i>What element of your proposal program will be implemented?</i>	TIMELINE <i>In what year will you implement this element of your proposal?</i>	RESPONSIBILITY <i>Who will lead the implementation of this element?</i>	RESOURCES <i>What resources are needed for a successful implementation?</i>	EVIDENCE OF SUCCESS <i>How will you know you are making progress post-implementation?</i>	EVALUATION PROCESS <i>What mechanisms will you use to measure progress?</i>
Implement weekly Advisory Period	Year 1	Administrators Lead Teachers Professional Learning Communities Psychiatric Social Worker Providence Little Company of Mary	Proven Advisory curriculum from Little Company of Mary, Valor Academy Charter and Rancho Dominguez Span School (6-12) Time to review and revise it Training for staff Money for reproduction Safe and Civil School Curriculum	Student, parent surveys Teacher surveys and structured feedback Referral and suspension rates lower than relieved schools Improved attendance and	Quarterly review of data by SLC to progress-monitor Classroom observation and student work data measuring transference of skills taught in Advisory Review of Goal Setting from students Reducing FBB and BB students by 6%, Increasing A and P by 7% on the California Standards Test
Develop Harry Bridges Advisory Curriculum	Year 2 Year 3	Administrators Lead Teachers Professional Learning Communities Psychiatric Social Worker Providence Little Company of Mary	Time set aside in after school meetings, money for reproduction Copies of "Seven Habits of Highly Effective Teens" for all students.	Survey Student, Teacher satisfaction Student Work Product for 8 <sup>th</sup> Grade Culminating Project Improved attendance and lowered referral/suspension rates	Quarterly review of data by SLC to progress-monitor Classroom observation and student work data measuring transference of skills taught in Advisory Review of data and process by the School Leadership Team Review of Goal Setting from Students Evaluation of previous years' plan.



# HARRY BRIDGES SCHOOL

## Public School Choice 3.0

### PUBLIC SCHOOL CHOICE 3.0: REQUEST FOR PROPOSALS

#### Appendix H

### CURRICULUM IMPLEMENTATION PLAN

<b>PROPOSAL ELEMENT</b> <i>What element of your proposal program will be implemented?</i>	<b>TIMELINE</b> <i>In what year will you implement this element of your proposal?</i>	<b>RESPONSIBILITY</b> <i>Who will lead the implementation of this element?</i>	<b>RESOURCES</b> <i>What resources are needed for a successful implementation?</i>	<b>EVIDENCE OF SUCCESS</b> <i>How will you know you are making progress post-implementation?</i>	<b>EVALUATION PROCESS</b> <i>What mechanisms will you use to measure progress?</i>
Implement weekly Advisory Period	Year 1	Administrators Lead Teachers Professional Learning Communities Psychiatric Social Worker Providence Little Company of Mary	Proven Advisory curriculum from Little Company of Mary, Valor Academy Charter and Rancho Dominguez Span School (6-12) Time to review and revise it Training for staff Money for reproduction Safe and Civil School Curriculum	Student, parent surveys Teacher surveys and structured feedback Referral and suspension rates lower than relieved schools Improved attendance and	Quarterly review of data by SLC to progress-monitor Classroom observation and student work data measuring transference of skills taught in Advisory Review of Goal Setting from students Reducing FBB and BB students by 6%, Increasing A and P by 7% on the California Standards Test
Develop Harry Bridges Advisory Curriculum	Year 2 Year 3	Administrators Lead Teachers Professional Learning Communities Psychiatric Social Worker Providence Little Company of Mary	Time set aside in after school meetings, money for reproduction Copies of "Seven Habits of Highly Effective Teens" for all students.	Survey Student, Teacher satisfaction Student Work Product for 8 <sup>th</sup> Grade Culminating Project Improved attendance and lowered referral/suspension rates	Quarterly review of data by SLC to progress-monitor Classroom observation and student work data measuring transference of skills taught in Advisory Review of data and process by the School Leadership Team Review of Goal Setting from Students Evaluation of previous years' plan.



# HARRY BRIDGES SCHOOL

## Public School Choice 3.0

### Appendix H

#### PUBLIC SCHOOL CHOICE 3.0: REQUEST FOR PROPOSALS

<b>PROPOSAL ELEMENT</b> <i>What element of your proposal program will be implemented?</i>	<b>TIMELINE</b> <i>In what year will you implement this element of your proposal?</i>	<b>RESPONSIBILITY</b> <i>Who will lead the implementation of this element?</i>	<b>RESOURCES</b> <i>What resources are needed for a successful implementation?</i>	<b>EVIDENCE OF SUCCESS</b> <i>How will you know you are making progress post-implementation?</i>	<b>EVALUATION PROCESS</b> <i>What mechanisms will you use to measure progress?</i>
Global Studies Field Based Activities	Year 1	Administrators Grade Level Chairs School Leadership Team Port of Los Angeles Representatives	Time set aside in after school meetings and training, money for reproduction. Port of Los Angeles resources to access shipping companies, train junctions, etc. related to global trade. International Trade Academy (Banning HS) Port of Long Beach Curriculum	Review of Student Writing Samples Project Based Work Review of 8 <sup>th</sup> Grade Projects Faculty Feedback Survey	Student Projects and discussion through observations and assessment of student projects and their relation to content standards-mastery Port of Los Angeles Representatives
Global Studies Field Based Activities	Year 2	Administrators Grade Level Chairs School Leadership Team Port of Los Angeles Representatives	Time set aside in after school meetings and training, money for reproduction. Port of Los Angeles resources to access shipping companies, train junctions, etc. related to global trade. International Trade Academy (Banning HS) Port of Long Beach Curriculum	Review of Student Writing Samples Project Based Work Review of 8 <sup>th</sup> Grade Projects Faculty Feedback Survey	Student Survey Teacher Observation SLC will monitor implementation of Global Studies Field Project through observations and assessment of student projects and their relation to content standards-mastery Port of Los Angeles Representatives Feedback
Global Studies Field Based Activities	Year 3	Administrators Grade Level Chairs School Leadership Team Port of Los Angeles	Time set aside in after school meetings and training, money for reproduction. Port of Los Angeles resources	Review of Student Work, including Presentations and Data from Assessments	Student Survey Teacher Observation SLC will monitor implementation of Global Studies Field Project





# HARRY BRIDGES SCHOOL

## Public School Choice 3.0

### Appendix H

#### PUBLIC SCHOOL CHOICE 3.0: REQUEST FOR PROPOSALS

<b>PROPOSAL ELEMENT</b> <i>What element of your proposal program will be implemented?</i>	<b>TIMELINE</b> <i>In what year will you implement this element of your proposal?</i>	<b>RESPONSIBILITY</b> <i>Who will lead the implementation of this element?</i>	<b>RESOURCES</b> <i>What resources are needed for a successful implementation?</i>	<b>EVIDENCE OF SUCCESS</b> <i>How will you know you are making progress post-implementation?</i>	<b>EVALUATION PROCESS</b> <i>What mechanisms will you use to measure progress?</i>
		Representatives	to access shipping companies, train junctions, etc. related to global trade. International Trade Academy (Banning HS) Port of Long Beach Curriculum		through observations and assessment of student projects and their relation to content standards-mastery Port of Los Angeles Representatives Additional experiences related to culminating 8 <sup>th</sup> grade project at each grade level (i.e. Increased Field Trips to Shipping Terminals, guest speakers from port, etc.)
Response to Instruction and Intervention	Year 1	Administrators Grade Level Chairs School Leadership Team Local District 8 RTI Team	Time set aside in after school meetings and training, money for reproduction Local District 8 RTI Team	Students experiencing greater classroom success Fewer referrals/suspensions Improved attendance Improved CST quintile scores	Reducing FBB and BB students by 6%, Increasing A and P by 7% on the California Standards Test
Response to Instruction and Intervention	Year 2 Year 3	Administrators Grade Level Chairs School Leadership Team Local District 8 RTI Team	Time set aside in after school meetings, money for reproduction Local District 8 RTI Team	Students experiencing greater classroom success Fewer referrals/suspensions Improved attendance Improved SRI Lexile /Leveled Reading Levels	Reducing FBB and BB students by 6%, Increasing A and P by 7% on the California Standards Test



# HARRY BRIDGES SCHOOL

## Public School Choice 3.0

### Appendix H

#### PUBLIC SCHOOL CHOICE 3.0: REQUEST FOR PROPOSALS

<b>PROPOSAL ELEMENT</b> <i>What element of your proposal program will be implemented?</i>	<b>TIMELINE</b> <i>In what year will you implement this element of your proposal?</i>	<b>RESPONSIBILITY</b> <i>Who will lead the implementation of this element?</i>	<b>RESOURCES</b> <i>What resources are needed for a successful implementation?</i>	<b>EVIDENCE OF SUCCESS</b> <i>How will you know you are making progress post-implementation?</i>	<b>EVALUATION PROCESS</b> <i>What mechanisms will you use to measure progress?</i>
SDAIE Training	Year 1	Administrators Grade Level Chairs School Leadership Team Intervention Coordinators English Language Learner Coordinator	Access to Core coach and Local District trainers Time for training	SDAIE and Access Strategies implemented school-wide Performance Plan Goal achieved for Reclassification	Quarterly review by SLC of classroom observation data, grades of EL students, Performance Plan Goal for CELDT Reducing FBB and BB students by 6%, Increasing A and P by 7% on the California Standards Test
GLAD Training	Year 2	Administrators Grade Level Chairs School Leadership Team Intervention Coordinators English Language Learner Coordinator	Funding for teacher participant fee	SDAIE and Access Strategies implemented school-wide Performance Plan Goal achieved for Reclassification	Quarterly review by SLC of classroom observation data, grades of EL students, Performance Plan Goal for CELDT Performance Plan Goal for Reclassification Reducing FBB and BB students by 6%, Increasing A and P by 7% on the California Standards Test
Establish Safe and Civil Schools Team	Year 1	Principal Grade Level Chairs School Leadership Team Intervention Coordinators	Time set aside in after school meetings, Safe and Civil Schools Curriculum, money for reproduction	Regular data reviews are occurring and evidence of improved student data	Reduced office referrals for incidents in classroom/Yard Reduced suspensions Increase in students positively responding to survey question "I feel safe on campus."



# HARRY BRIDGES SCHOOL

## Public School Choice 3.0

### Appendix H

#### PUBLIC SCHOOL CHOICE 3.0: REQUEST FOR PROPOSALS

<b>PROPOSAL ELEMENT</b> <i>What element of your proposal program will be implemented?</i>	<b>TIMELINE</b> <i>In what year will you implement this element of your proposal?</i>	<b>RESPONSIBILITY</b> <i>Who will lead the implementation of this element?</i>	<b>RESOURCES</b> <i>What resources are needed for a successful implementation?</i>	<b>EVIDENCE OF SUCCESS</b> <i>How will you know you are making progress post-implementation?</i>	<b>EVALUATION PROCESS</b> <i>What mechanisms will you use to measure progress?</i>
Instructional Rounds	Year 1	Principal Grade Level Chairs School Leadership Team Intervention Coordinators	Time set aside in after school meetings, money for reproduction Instructional Rounds Texts for all teachers	Students experiencing greater classroom success Data gathered from rounds informs professional development Increased student engagement	Reducing FBB and BB students by 6%, Increasing A and P by 7% on the California Standards Test Teacher Survey Student Survey
Peer Observations	Year 1	Principal Grade Level Chairs School Leadership Team Intervention Coordinators	Time set aside in after school meetings, money for reproduction	Agenda Sign In Sheets Pre, Post Surveys Completion of observation documentation by teachers	Reducing FBB and BB students by 6%, Increasing A and P by 7% on the California Standards Test Teacher Survey
Implement Commit to Work Agreement	Year 1	Principal Design Team Teachers	Copies of the Commit to Work Agreement Willing Staff	Teachers willing to sign and evidence they adhere to the document throughout the school year.	Teachers voting to keep Commit to Work Agreement for Year 2
Implement Families in Schools "Reading Roads" and "Read with Me" Program	Year 1	Principal Categorical Program Adviser Community Rep Parents	Funding for Families in Schools Fee (Collaborate with United Way for Year 1)	Agenda Sign In Sheets Pre, Post Surveys	Reducing FBB and BB students by 6%, Increasing A and P by 7% on the California Standards Test Parent Survey
Implement Families in Schools Power of Teacher and Parent Partnerships	Year 2	Principal Categorical Program Adviser Community Rep Parents	Funding for Families in Schools Fee (Potential for collaboration with United Way for Year)	Agenda Sign In Sheets Pre, Post Surveys	Reducing FBB and BB students by 6%, Increasing A and P by 7% on the California Standards Test Parent Survey





# HARRY BRIDGES SCHOOL

## Public School Choice 3.0

### Appendix H

#### PUBLIC SCHOOL CHOICE 3.0: REQUEST FOR PROPOSALS

<b>PROPOSAL ELEMENT</b> <i>What element of your proposal program will be implemented?</i>	<b>TIMELINE</b> <i>In what year will you implement this element of your proposal?</i>	<b>RESPONSIBILITY</b> <i>Who will lead the implementation of this element?</i>	<b>RESOURCES</b> <i>What resources are needed for a successful implementation?</i>	<b>EVIDENCE OF SUCCESS</b> <i>How will you know you are making progress post-implementation?</i>	<b>EVALUATION PROCESS</b> <i>What mechanisms will you use to measure progress?</i>
ESBMM Training	Spring-Summer 2012	Principal UTLA Rep	UTLA trainers Rancho Dominguez ESBMM members	ESBMM-SLC Protocols Agendas, minutes Progress monitoring of PSC goals	End-of-year Reflection/Survey Student academic success
Professional Learning Communities training	Spring-Summer 2012	Principal Grade Level and Content Level Chairs	Norms of Collaboration Protocols Dufour training materials	Target goals for student achievement are met Teacher feedback	End of year Reflection/Survey Student academic success



# HARRY BRIDGES SCHOOL

## Public School Choice 3.0

### Appendix I

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Harry Bridges Span School																Attachment I															
School Year 2012-2013																															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
July				H																											
August																															
September			H																												NA
October																															
November												H																			NA
December																	H	H	H	H	H			H	H	H	H	H			H
January	H	H	H	H																H											
February																		H										NA	NA	NA	NA
March																									H	H	H	H	H		
April																															NA
May																											H				
June																															NA

First Day of School: August 14, 2012  
 Number of Instructional Days: 180  
 Number of Holidays: 28  
 Number of PD Days: 27



# **HARRY BRIDGES SCHOOL**

## **Public School Choice 3.0**

### Appendix J

#### **Harry Bridges Span School Elementary School Bell Schedule 2011-2012**

##### **Regular Bell Schedule**

<b>Instructional Block</b>	<b>Start</b>	<b>End</b>
<b>One</b>	<b>8:00 a.m.</b>	<b>10:00 a.m.</b>
<b>Recess</b>	<b>10:00 a.m.</b>	<b>10:20 a.m.</b>
<b>Two</b>	<b>10:20 a.m.</b>	<b>12:20 p.m.</b>
<b>Lunch</b>	<b>12:20 p.m.</b>	<b>1:00 p.m.</b>
<b>Three</b>	<b>1:00 p.m.</b>	<b>2:20 p.m.</b>

##### **Shortened Day Bell Schedule**

<b>Instructional Block</b>	<b>Start</b>	<b>End</b>
<b>One</b>	<b>8:00 a.m.</b>	<b>10:00 a.m.</b>
<b>Recess</b>	<b>10:00 a.m.</b>	<b>10:20 a.m.</b>
<b>Two</b>	<b>10:20 a.m.</b>	<b>12:20 p.m.</b>
<b>Lunch</b>	<b>12:20 p.m.</b>	<b>1:00 p.m.</b>
<b>Three</b>	<b>1:00 p.m.</b>	<b>1:45 p.m.</b>

##### **Banked Time Tuesdays**

<b>Instructional Block</b>	<b>Start</b>	<b>End</b>
<b>One</b>	<b>8:00 a.m.</b>	<b>10:00 a.m.</b>
<b>Recess</b>	<b>10:00 a.m.</b>	<b>10:20 a.m.</b>
<b>Two</b>	<b>10:20 a.m.</b>	<b>12:20 p.m.</b>
<b>Lunch</b>	<b>12:20 p.m.</b>	<b>1:00 p.m.</b>
<b>Three</b>	<b>1:00 p.m.</b>	<b>1:20 p.m.</b>

##### **Minimum Day Schedule**

<b>Instructional Block</b>	<b>Start</b>	<b>End</b>
<b>One</b>	<b>8:00 a.m.</b>	<b>10:00 a.m.</b>
<b>Recess</b>	<b>10:00 a.m.</b>	<b>10:20 a.m.</b>
<b>Two</b>	<b>10:20 a.m.</b>	<b>11:20 p.m.</b>
<b>Lunch</b>	<b>11:20 p.m.</b>	<b>12:00 p.m.</b>
<b>Three</b>	<b>12:00 p.m.</b>	<b>12:30 p.m.</b>





# HARRY BRIDGES SCHOOL

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Appendix K

REGULAR SCHEDULE MON, WED, THURS, FRI					Professional Development Tuesday Classes will be condensed								
	20 + 5	46	+5	46	+5	46	+5	46	+5	46	+5	46+5	46
	Per 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7					
Math 6		Math 6(3)	Math 6(2)	ELEC 6(1,2)	ELEC 7(2,3)	Math 6(1)	ELEC 6(4)	Math 6(4)					
ELA 6		ELA 6(1)	ELA 6(1)	CONF	ELA 6(2)	ELA 6(2)	ELA 7(3)	ELA 7(3)					
Sci/Health		SCI 6(2)	SCI 6(3)	SCI 7(2)	CONF	SCI 6(4)	SCI 7(1)	SCI 6(1)					
PE 1/SCI		SCI 7(4)	SCI 7(3)	ELEC 6(2,3)	PE 6(3)	PE 7 (3)	PE 6(1)	PE 7(1)					
					PE 6(4)	PE 7(4)	PE 6(2)	PE 7(2)					
ELA elementary		ELA 6(4)	ELA 6(4)	HSS 6(4)	CONF	HSS 6(3)	ELA 6(3)	ELA 6(3)					
Math 7		Math 7 (3)	Math 7(2)	Math 7(1)	ELEC 7(1,2)	CONF	Math 7(4)	ELEC 7(4)					
ELA 7		ELA 7(1)	ELA 7(1)	ELA 7(4)	ELA 7(4)	ELA 7(2)	ELA 7(2)	CONF					
HSS 6/7		HSS 7(2)	HSS 7(4)	HSS 7(3)	HSS 6(1)	HSS 7(1)	CONF	HSS 6(2)					



# **HARRY BRIDGES SCHOOL**

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### **LOCAL DISTRICT 8 HARRY BRIDGES SPAN SCHOOL PRINCIPAL'S JOB DESCRIPTION**

### **Appendix L**

#### **NATURE AND SCOPE OF JOB:**

The school Principal serves as the instructional leader, responsible for managing the policies, regulations, and procedures to ensure that all students are supervised in a safe learning environment that meets the instructional goals and mission of the school.

Achieving academic excellence requires that the school Principal work collaboratively with all members of the school staff and to communicate effectively with parents. Inherent in the position are the responsibilities for scheduling, curriculum development, extracurricular activities, personnel management, emergency procedures, and facility operations.

#### **JOB FUNCTIONS AND RESPONSIBILITIES:**

The school Principal shall:

1. Establish and promote high standards and expectations for all students and staff for academic performance and responsibility for behavior.
2. Manage, evaluate and supervise effective and clear procedures for the operation and functioning of the school consistent with the philosophy, mission, values and goals of the school including instructional programs, extracurricular activities, discipline systems to ensure a safe and orderly climate, building maintenance, program evaluation, personnel management, office operations, and emergency procedures. Ensure compliance with all laws and board policies.
3. Collaboratively establish the annual master schedule for instructional programs, ensuring sequential learning experiences for students consistent with the school's philosophy, mission statement and instructional goals.
4. Supervise the instructional programs of the school, monitoring lesson plans and observing classes on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning as expressed in the Public School Choice plan.
5. Facilitates collaboration with all stakeholders on identifying goals for student achievement; assesses progress toward meeting the goals; develops the school's Single Plan for Student Achievement and measures the outcomes of these goals.
6. Prepares school budgets and is responsible for the monitoring of expenditures of all school funds in compliance with federal, state and district guidelines.
7. Supervise in a fair and consistent manner effective discipline and attendance systems with high standards, consistent with the philosophy, values, and mission of the school. Ensure a safe, orderly environment that encourages students to take responsibility for behavior and creates high morale among staff and students. File all required reports regarding violence, vandalism, attendance and discipline matters.



## **HARRY BRIDGES SCHOOL**

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8. Establish a professional rapport with students and with staff that has their respect. Display the highest ethical and professional behavior and standards when working with students, parents and school personnel. Serve as a role model for students, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the education profession. Encourage all teachers to do the same.
9. Notify immediately appropriate personnel and agencies when there is evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or students appearing to be under the influence of alcohol or controlled substances.
10. Keep the staff informed and seek ideas for the improvement of the school. Schedule and conduct meetings, as necessary.
11. Establish procedures that create and maintain attractive, organized, functional, healthy, clean, and safe facilities.
12. Assume responsibility for the health, safety, and welfare of students, employees and visitors.
13. Develop clearly understood procedures and provide regular drills for emergencies and disasters.
14. Establish schedules and procedures for the supervision of students in non-classroom areas (including before and after school).
15. Maintain visibility with students, teachers, and parents.
16. Communicate regularly with parents, seeking their support and advice, so as to create a cooperative relationship to support the student in the school.
17. Use effective presentation skills when addressing students, staff, parents, and the community including appropriate vocabulary and examples, clear and legible visuals, and articulate and audible speech.
18. Use excellent written and oral English skills when communicating with students, parents and teachers.
19. Organize and supervise procedures for identifying and addressing special needs of students including health-related concerns, and physical, and socio-emotional needs.
20. Monitor data to ensure academic growth.
21. Develop relationships with community partners for future school resources.





# HARRY BRIDGES SCHOOL

Public School Choice 3.0

## Waiver Identification Form

Appendix M

School Site: Bridges (South Region Span School K-8 # 1)

Proposed School/Design Team Name: Harry Bridges Span School (Local District 8)

**Proposed Governance Model (mark all that apply):**

- |                                      |  |   |
|--------------------------------------|--|---|
| <input type="checkbox"/> Traditional | <input type="checkbox"/> Local Initiative School | <input type="checkbox"/> Expanded School Based Management |
| <input type="checkbox"/> Pilot       | <input type="checkbox"/> Network Partner         |   |

**Waiver Request:**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Methods of improving pedagogy      | <input checked="" type="checkbox"/> Curriculum                               |
| <input checked="" type="checkbox"/> Assessments                        | <input checked="" type="checkbox"/> Scheduling                               |
| <input checked="" type="checkbox"/> Internal organization (e.g., SLCs) | <input checked="" type="checkbox"/> Professional development                 |
| <input checked="" type="checkbox"/> Budgeting control                  | <input checked="" type="checkbox"/> Mutual consent requirement for employees |
| <input type="checkbox"/> Teacher assignments*                          | <input type="checkbox"/> Staff appointments (e.g., department chairs)*       |
| <input checked="" type="checkbox"/> Discipline & codes of conduct      | <input checked="" type="checkbox"/> Other**: <u>Staffing a new school</u>    |
| <input checked="" type="checkbox"/> Health and safety                  |  |

\*If you are applying for a new school, the waivers for teacher assignments and staff appointments are not automatic and are subject to separate approval by UTLA and LAUSD. If you are requesting either or both of these waivers, please complete the *Waiver-Side Letter Request Form* (Attach. 2).

\*\*Both new and focus school applicants selecting "Other" above must provide a rationale for requesting the waiver(s) by completing the *Waiver-Side Letter Request Form* (Attachment 2). "Other" waivers are subject to separate consideration and approval from the District and UTLA before becoming effective.

If you marked any of the other waiver options above, the rationale should be included in the narrative of the application.

**Approval Signature:**

Principal/Administrator:

*Louise Mardesich*

Date:

1/31/12

UTLA Chapter Chair/Rep:

*John F. Giller*

Date:

2/3/12



# HARRY BRIDGES SCHOOL

## Public School Choice 3.0

### LOS ANGELES UNIFIED SCHOOL DISTRICT Office of Staff Relations

Appendix N

#### LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM

Please complete the information below and have the form signed by the appropriate administrator and by the Local District Superintendent/Division Head/Designee. Please complete a separate form for each specific waiver request.

Date: January 27, 2012

School/Office: Harry Bridges Span School (K-8) Local District/Division: Local District 8

**CBA Section:** (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived)

Article XI Transfers

Section 16.0 Staffing a new school

**Waiver Description:** (Describe the actions that require a waiver)

As stated in the LAUSD-UTLA Local School Stabilization and Empowerment Initiative of 2011, the personnel team, with the independent concurrence/consent of the Principal, shall be permitted to select District transfer applicants to fill a number of the new positions so that the total of such selections, when combined with the number of designated members of the Design Team, will constitute up to 50% of the initial full complement of faculty at the new school.

All other initial positions at the school will be filled by interviewing qualified candidates from all schools affected by the relief pattern for Harry Bridges Span School including De La Torre Elementary, Fries Avenue Elementary, Gulf Avenue Elementary, Hawaiian Avenue Elementary, Wilmington Park Elementary, and Wilmington Middle School. If fewer candidates from the relief pattern schools apply and/or are deemed qualified by the personnel team, District transfer applicants may be considered.

**Rationale:** (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement)

The purpose of implementing the interview process for teaching positions at Harry Bridges is to create a dynamic team of like-minded teachers who are dedicated to implementing the Public School Choice Plan as written. In addition, this process establishes equity for all teachers to apply at Bridges who will be affected by the Relief Plan.

Requesting Administrator's Approval:

Principal/Administrator

Local District Supt/Division Head/Designee

1/31/12

Date

1/31/12

Date