



**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



- ∞ *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



**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



# 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)  
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