



**Measure G1
Charter Pilot Grant
Application 2017-18
SUMMER REVISE
Draft Due August 4, 2017**

Please note: This application serves as a proposal for **IF** funds are allocated in 2017-18. This is not a guarantee of funds being distributed in 2017-18. Allocation decisions for 2017-18 will be made by the Measure G1 Commission on August 14, 2017.

School:	KIPP Bridge Academy	Principal	Ms. Lolita Jackson
School Address	1700 Market Street Oakland, CA 94607	Principal Email:	lolita.jackson@kipbridge.org
School Phone	(510) 874-7255	Principal Phone:	(510) 874-7255
2017-18 Enrollment (6-8)	206	Possible Grant Allocation Amounts*	50% Allocation: \$36,230 100% Allocation: \$72,460

*Grants will be distributed based on site projected enrollment at the time that the grant is due. Final distribution of funds will be based on the 6-8 actual enrollment in fall (exact date TBD) and final tax revenue generated in spring 2018. The actual allocation percentage for 2017-18 will be determined at the Measure G1 Commission Meeting, August 14, 2017.

School Demographics

Male	Female	% LCFF	% SPED	% English Learners	% Oakland Residents
122	91	70%	8%	12%	88%

Student Body Ethnic Composition

African-American	American Indian/Alaska Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
138	5	6	51	0	0	12	24

Measure G1 Lead Team (can be a pre-existing team such as Instructional Leadership Team)

Name	Role
Sarah Sanchez	Associate Director of Operations
Anthony Wilson	Associate Director of Community Engagement
Patrice Lindo	KIPP Bridge Middle School Parent
Natasha Fletcher	KIPP Bridge Middle School Parent & KIPP Employee

Samuel Fletcher	KIPP Bridge Middle School Parent & KIPP Employee
Cathy Cowan	Assistant Principal
Cory Harris	Associate Director of Finance
Monica Mata	Accounting Associate

School Vision:

The vision of KIPP Bridge Academy is to provide all students with an outstanding education that emphasizes critical thinking, reading, and writing. This education, along with the promotion of excellent citizenship and the appreciation of diversity, will develop college-bound community leaders.

Middle School Measure G1 Self- Assessment:

Please insert score based on the completed Measure G1 Initial Self-Assessment. Site should engage Site Leadership Team (i.e ILT) and Community (i.e. School Governance Body, PTA/PTSA) in the self-assessment process using the self-assessment rubric and score their school prior to completing the Budget Justification and Narrative Section below.

Music (Rubric Score)		Art (Visual Arts, Theater, and Dance) *	
Access Equitable Opportunity	Basic	Access and Equitable Opportunity	Not currently offered*
Instructional Program	Entry	Instructional Program	Not currently offered*
Staffing	Entry	Staffing	Not currently offered*
Facilities	Basic	Facilities	Not currently offered*
Equipment and Materials	Basic	Equipment and Materials	Not currently offered*
Teacher Professional Learning	Entry	Teacher Professional Learning	Not currently offered*
World Language (Rubric) *			
Content Course Offerings	Not currently offered*		
Communication	Not currently offered*		
Real world learning and Global competence	Not currently offered*		

* KIPP Bridge Academy does not currently offer a scheduled middle school art program or world language program, although other electives such as technology, music and physical education are available to students. We believe that these programs could be valuable to students and may choose to implement classes into our schedule at a later time. However, the biggest need identified through data (student, teacher and families) as well as through community conversations is creating a positive and safe middle school environment.

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (Culture Data/Site Plan Data/Enrollment)		Safe and Positive School Culture	
2016-17 Enrollment Data (projection vs. actual)	Not applicable as a K-8 school	Culture data - Suspension	16-17 SY: 5.8% out of school suspensions
Elementary School (ES) Outreach Strategy Actions	Not applicable as a K-8 school	Culture data - Chronic Absence CDE defined as missing 10% or more of the number of school days offered so far in the school year	16-17 SY: 14.16% chronic absence rate for KIPP middle school students (grades 6-8)
Programs to support ES students transition to MS	Not applicable as a K-8 school	Survey data - families, students, teachers KIPP Bridge Academy collects survey data from students, teachers and families each school year to inform progress and need regarding school culture: <i>Students and Teachers</i> are surveyed annually each spring in our region-wide School Culture Survey. <i>Families and Students</i> are surveyed annually each spring in our national KIPP Foundation Students & Families Survey. This survey is new this spring, so data presented is based on our former Healthy Schools & Regions Survey (HSR).	Data shared below identify areas of growth for our students, teachers and families in building a positive school culture at the middle school grade levels. Specifically, we'd like to focus on safety and continued progress in Restorative Practices/SEL. School Culture Survey (Spring 2017): <i>Students:</i> <ul style="list-style-type: none"> ● Safety & Conflict Resolution category for Bridge Upper Grades = 2.7 / 4.0 ● Restorative Practices & SEL Support Structures category = 2.9 / 4.0 <i>Teachers:</i> <ul style="list-style-type: none"> ● Safety & Conflict Resolution category = 2.6 / 4.0 ● Restorative Practices & SEL Support Structures

			<p>category = 2.2 / 4.0</p> <p>Former HSR Survey (Winter 2016): <i>Families & Students:</i> 85% positive “my child feels safe at school” from families vs. 59% positive “I feel safe at this school” from students</p>
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Please make sure to provide meeting agenda and minutes of the engagement meetings with this application.

KIPP Bay Area School’s ACE (Advocacy and Community Engagement) Team partnered with the KIPP Bridge School team and the ILT team to inform parents and engage with the community on Measure G1. The limited time available to complete this work by the original March 31 deadline made it difficult to collect all resources and materials related to this outreach. Below we have provided the Community Groups and Dates of these events and any supporting documentation that we have available. While we recognize that this may be more limited, we still hold to what the data in our student and teacher school climate survey indicates as a need to focus G1 funds in an area that will have the most impact on student outcomes -- improving the middle school climate and culture.

Community Engagement Meeting(s)	
Community Group	Date
<p>Measure G Tabling at KIPP Bridge December award ceremonies for all students and families. KIPP ACE Team onsite to table and have discussions around measure G with families prior to OUSD December 14th board meeting.</p>	12/8/2016; 12/9/2016; 12/12/2016; 12/13/2016
<p>Attendance at OUSD Board Meeting KIPP Bridge families were in attendance at the 12/14 board meeting, along with members from the ILT to support the G1 measure.</p>	12/14
<p>Measure G Parent Meetings at KIPP Bridge KIPP ACE Team was onsite during the open talks with the principal to discuss the measure G1 with parents. Newsletter dates of principal open talks included.</p>	2/1/2017, 02/08/2017
<p>Measure G1 announcement & tabling at KIPP Bridge Middle School parents were on campus for a 2nd trimester awards ceremony. A member of the G1 Lead Team was onsite to discuss the plan with parents and discuss the needs at the school. Areas of need identified in conversations with middle school parents:</p>	03/23/2017

<ul style="list-style-type: none"> • More parent/teacher/student connection • Building trust helps set clear expectations • Students being help accountable to actions • Re-focus on middle school needs <p>Program included, to show date of attendance.</p>	
<p>School Culture Survey - Students & Parents Students and parents complete this survey annually in the Spring to understand school needs in relation to school culture and climate. Results indicated an opportunity for growth in this key area. See survey results in data analysis above.</p>	03/2017

Staff Engagement Meeting(s)	
Staff Group	Date
<p>Staff Meeting, Upper School</p> <p>Areas of need identified in conversations with middle school teachers:</p> <ul style="list-style-type: none"> • More mentorship opportunities for students • Continue to minimize unwanted behaviors through recognizing positive behavior -- funds for awards or other recognitions • Support for a mindfulness program for students to improve behavior <p>Agenda attached.</p>	03/29/2017
<p>School Culture Survey - Teachers Teachers complete this survey annually in the Spring to understand school needs in relation to school culture and climate. Results indicated an opportunity for growth in this key area. See survey results in data analysis above.</p>	03/2017

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team’s plan to:

1. Identify the team (i.e. ILT function, community; school governance body, PTA) to engage in self-assessments and generate a design plan for electives, 5th - 6th grade retention, and school culture . This Team will create the Implementation Plan to address the following:

The Goals of the Measure

- Increase access to courses in arts, music, and world languages in grades 6-8

- Improve student retention during the transition from elementary to middle school
- Create a more positive and safe middle school learning environment

2. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure G1 Initial Self-assessment and data analysis.
3. Please explain how you plan on using the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.
4. Add additional lines if you would like to add additional budget items.
5. All budget items should total up to the total grant amount based on projected enrollment for 2017-18. *Please list all budget items in order of priority, in the event that a portion of the allocation is approved (as opposed to the full 100%).*

1. Music Program

Programmatic Narrative Based on Rubric		
<p>KIPP Bridge will not be requesting funds towards the middle school music program at this time. The current assessment indicates that there is room for growth and improvement. However the current focus to improve middle school culture, we believe and evidence suggests below, will have more immediate and impactful results on student outcomes. Please see program narrative for section 5.</p>		
Budget	2017-18 Activities	Anticipated Outcome
NA	NA	NA

2. Art Program

Programmatic Narrative Based on Rubric		
<p>KIPP Bridge does not currently offer a scheduled middle school art program, although other electives such as technology, music and physical education are available to students. We believe that an art program could be valuable to students and may choose to implement a class into our schedule at a later time. However, the biggest need identified through data (student, teacher and families) as well as through community conversations is creating a positive and safe middle school environment.</p>		
Budget	2017-18 Activities	Anticipated Outcome
NA	NA	NA

3. World Language Program

Programmatic Narrative Based on Rubric		
<p>KIPP Bridge does not currently offer a scheduled middle school world language program, although other electives such as technology, music and physical education are available to students. We believe that a world</p>		

language program could be valuable to students and may choose to implement a class into our schedule at a later time. However, the biggest need identified through data (student, teacher and families) as well as through community conversations is creating a positive and safe middle school environment.

Budget	2017-18 Activities	Anticipated Outcome
NA	NA	NA

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis		
Not applicable as a K-8 school		
Budget	2017-18 Activity	Anticipated Outcome
NA	NA	NA

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis
<p>KIPP Bridge will be focusing the available funds from Measure G1 on improving school culture and creating a more positive and safe middle school learning environment. KIPP Bridge Academy believes that social & emotional skills can be taught and developed along with strong academic skills. KIPP Bridge Academy believes that holding students accountable when mistakes are made, while recognizing the level of support that is needed to repair harm, is crucial in social and emotional development and helps to create a positive and safe middle school environment.</p> <p>Feedback was gathered during community engagement with families and in conversations with KIPP middle school teachers. This information, along with the data reviewed with the ILT team indicates that KIPP Bridge has made strides but that there are continued areas to seek growth and improvement. A recent and significant shift in facilities (location) and grades levels has highlighted a need to refocus energies on the middle school students that KIPP Bridge has served in the Oakland community for over a decade. We also want to recognize the perspective of the teachers and other specialists that support our students. In order to identify critical areas of need, the KIPP Bridge team has reviewed student, parent, and teacher surveys, attendance data and suspension data to determine that strengthening school culture and safety using evidence-based strategies will work towards positively impacting student outcomes at KIPP Bridge.</p> <p>Reflecting on the data:</p> <p>School Culture Survey, <i>Students & Teachers</i>: We began administering this improved survey last year to more comprehensively assess school culture and measure progress on our restorative practice and SEL initiatives. School leadership teams, and in particular assistant principals in our Culture Community of Practice, use survey results to inform school practices and identify professional development needs and supports for teachers.</p> <p>In reviewing the 2016-2017 survey data, the area of biggest opportunity for KIPP Bridge students is around Safety & Conflict Resolution (domain score of 2.7 / 4.0). This category was also an opportunity area for KIPP Bridge teachers (domain score of 2.2 / 4.0). These questions sought to better understand how our middle school students felt while in school and how they felt supported by the tools to reduce conflict and resolve issues</p>

in a way that felt restorative to all parties involved. For both students and teachers, we would also like track our progress in the domain Restorative Practices & SEL Support Structures, as we believe that continued improvement in our implementation of these practices will positively impact overall school culture. This survey data highlights opportunities for significant growth and improvement that we plan to support with G1 funds.

KIPP Foundation Student & Family Survey: Last year, our student and family surveys (formerly called the HSR survey) showed a disconnect between student and parent feelings on school safety. KIPP Bridge is committed to improving our outreach to families to better understand the variance and also work to ensure that there are clear expectations about what a safe and supportive school environment feels like for all members of our KIPP Bridge community. We are committed to becoming a true community school that is safe and comfortable for all students and families.

The KIPP Bridge Program:

KIPP Bridge will build a strong and supportive middle school environment through both SEL and Restorative Practices. Social Emotional Learning (SEL) is developing social and emotional competence in order to understand, manage, and express the social emotional aspects of one's life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems, and adapting to the complex demands of growth and development. Restorative Practices is a component of our approach to SEL and refers to a behavior management philosophy that seeks to redress the harms created by conflicts by repairing the relationships of those most directly involved. [Second Step curriculum](#) supports our SEL work in the classroom, and [The Complete Restorative Practices Implementation Guidebook](#) has been developed by KIPP's school culture team to guide school leadership. These resources can be made available to OUSD to share best practices with other West Oakland Schools and create useful dialog around this important work.

Implementing and sustaining restorative practices school-wide will happen through the guidance and actions of a leadership team dedicated to this purpose. It is critical to develop a strong team in which members are trained and knowledgeable in restorative practices; are enthusiastic, motivated advocates of this approach, and possess a variety of skills to contribute the team's effectiveness. **Research clearly demonstrates how important administrative support is to the success of restorative practices.** For some teachers, moving to a proactive behavior strategy represents a huge shift in the way they manage challenging behaviors. Administrators can show their commitment to change by identifying restorative practices as one of the top three school priorities with consistent communication on progress (through newsletters, written plans, school goals, etc.), and by acknowledging that it takes committed time and resources.

KIPP Bridge Academy will build a strong and positive school culture through evidence-based strategies that are supported by measurable data, led by the school leadership team, and embraced by the entire KIPP community from the principal to the janitorial staff. KIPP Bridge has committed to hiring an additional middle school assistant principal with these funds to support the school in driving academic and social emotional learning outcomes for students as a key member of the school's leadership team. Assistant Principals are expected to lead school culture, while developing the skills of the school's teachers and emerging leaders, through coaching and professional development as it relates to KIPP's school culture evidence based strategies. The person hired in this position will model strong staff and student culture as well as manage school wide character development and behavior management systems. Their work supports teachers with student behavioral intervention systems to ensure that limited time is spent on reactive student discipline as well as act as the first leadership contact for student intervention and parent engagement for middle school families.

Without the additional assistant principal role for KIPP Bridge middle school, teachers, staff and families would have fewer supports in SEL and restorative practices and fewer opportunities for coaching and professional development in the 2017-2018 SY. Our data indicates that there is need to focus on these outcome for our middle school students. Committing measure G1 funds to this important work will allow for continued improvement in middle school safety and contribute to building a more positive school environment. Providing this safe and welcoming space will lead to lower suspension rates, higher student attendance, and as a result, more positive student outcomes.

Allocation of funding for the 17-18 SY:

As budgeted below, the assistant principal role salary is \$85,000 with an additional \$21,250 for benefits. The estimated measure G1 funding of \$72,460 would fund .68 FTE for this role. The gap in funding for this position will be bridged through fundraising efforts. If G1 funding were reduced or eliminated, the school would be faced with hard choices to cover the funding shortfall either by reducing hours for the assistant principal or fundraising for the shortfall to support the position. The decision to hire an additional assistant principal to support the middle school for KIPP Bridge is a result of the measure G1 funds and initiative to improve middle school culture. We are excited to see the results of this additional position in our middle school student outcomes highlighted in the accountability indicator section below.

Budget	2017-18 Evidence-Based Strategies	Accountability Indicator
<p>\$72,460 (projected G1 funds)</p> <p>Assistant Principal as the lead for school culture work, training/coaching all teachers and staff, engaging with families using restorative practices</p> <p>\$85,000 salary + \$21,250 benefits</p> <p>Gap of approximately \$33,790 funded through fundraising efforts</p>	<p><u>Social Emotional Growth Learning:</u></p> <p>Social Emotional Learning (SEL) is comprised of five competencies: Self- Management, Self-Awareness, Social Awareness, Relationship Skills, and Responsible Decision Making.</p> <p>All scholars need support in social and emotional development. As children grow from year-to-year, they experience new challenges, new emotions, and new situations. Navigating these various experiences is difficult for anyone, and we all must understand that this is process of growing and learning for all children. Like our academic approach, we infuse the bulk of our social emotional support into the general education curriculum through community circles and teaching children how to respond to situations that arise in class. Examples of this in practice at the school:</p> <p>Whole school community meetings to Introducing the values: Transform, Respect, Unify, and Empower, quick mini-lesson on that selected value, connect and model social emotional skills.</p> <p>Morning or community circles to get to know classmates through sharing and greeting, learn and practice Cool Tools (SEL skills) by introducing one cool tool per week, experience stories and lessons related to our values and SEL competencies, share morning message using values language.</p> <p>Dual purpose Instruction where lessons are designed to allow for failure, risk taking, inquiring, developing relationships, enthusiasm, and reflecting.</p> <p>Closing community circles where these is time to show appreciation of teammates through shoutouts and to talk about what they are excited to learn about the next day.</p>	<p>Building a positive middle school culture is aligned around two goals:</p> <p><i>1) We need students to spend more time in school and 2) we need the school environment to be safe and productive so all students can learn.</i></p> <p>To assess our progress in pursuit of these goals, we are utilizing the following metrics annually:</p> <p><i>Attendance data</i></p> <ul style="list-style-type: none"> Reduction in percentage points of chronic student absences for middle school students, 14.16% in 16-17 SY. Specific metrics to be determined when the CA dashboard cutpoints are available but anticipate 1-2% reduction in 17-18 SY. <p><i>Suspension data</i></p> <ul style="list-style-type: none"> Reduction in out-of-school suspension rates, 5.8% in 16-17 SY by .5% in the 17-18 SY and 1% in each subsequent SY. <p><i>Survey data on School Culture</i></p> <ul style="list-style-type: none"> Positive percentage point gains as indicated by the School Culture survey and KIPP Foundation Student & Family surveys, specifically in the areas of: Safety & Conflict Resolution, and Restorative Practices & SEL Support Structures. <p>To assess our progress in pursuit of these these goals over the next three years, we</p>

Restorative Practices

At KIPP Bridge, we recognize that all people make mistakes and that these are actually opportunities to grow and learn. We hold scholars accountable to high expectations and provide a high level support for our scholars to grow. Examples of this in practice at the school:

Logical Consequences and Restorative Practices where consequences are meaningful for children; they cannot be abstract, extrinsic ideas that do not attach to the behavior. Depending on the root of the problem, one or both scholars may write a reflection about what happened and then return to the group after sharing their reflection with their teammate and apologizing, which may include other classmates, family members, coaches, and more, depending on the circumstance and impact.

Restorative chats where staff members at KIPP Bridge use restorative chats to support KIPPsters when harm has been done to a teammate (i.e. saying something mean) or to themselves (i.e. giving up on a task). A restorative chat guides the scholar to repair the harm and better the situation.

Restorative attendance conferences where families are invited to discuss attendance concerns. The goals of these restorative conferences are to better understand why a student may not be attending school regularly and for the student, family and administrator to produce a plan of action to ensure that the student's attendance is in accordance with school and state requirements.

Teachers modeling healthy responses, the KIPP Bridge staff consistently models healthy interactions and reactions, especially in times when they may be frustrated or tired.

All teachers will receive support in these strategies through both school (assistant principal/leadership led) and regional professional development.

Classroom coaching and supports from the assistant principal will be crucial to the success of the SEL and restorative practices program at the middle school level. The data indicates that this work needs a particular focus for these grade levels. This work will further be supported through classroom [Second Step Curriculum](#), and [The Complete Restorative Practices Implementation Guidebook](#).

will also be utilizing the following metrics. Assistant principals will be reviewing this data in school culture communities of practice:

- Continued reflection on attendance, suspension at survey data (above)
- Reduction in referrals to the office
- Increase in academic outcomes for students
- Increased opportunities for 1-to-1 mentoring for students

	<p><i>Zappa, R. (2016) The Complete Restorative Practices Whole-School Implementation Guidebook</i></p> <p><i>Schoolwide Gains in SEL</i> A meta-analysis of 213 school-based, universal social-emotional learning (SEL) programs was conducted. Compared to controls, SEL participants demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile-point gain in achievement.</p> <p><i>Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. Child Development, 82(1): 405–432.</i></p>	
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Please submit this application by Friday, August 4 to Mark Triplett, at mark.triplett@ousd.org and Cc Linda Pulido-Esquivel at linda.esquivel@ousd.org.

Document prepared by: Sarah Sanchez | Associate Director of Operations | KIPP Bay Area Schools | sarah.sanchez@kippbayarea.org | Phone: 510.394.4705

In collaboration with: KIPP Bridge Academy Staff, Parents and Community Members.

Ms. Jackson, Founding School Leader TK-8

Administration

Ms. Day, Assistant Principal
Ms. Moore, Assistant Principal
Dr. Reid, Associate Director of SPED
Mr. Chomsky, Operations Associate
Ms. Ronquillo, Executive Assistant

Maintenance

Mr. Fletcher, Maintenance Supervisor/Admin Ambassador
Mrs. Fletcher, Maintenance Support
Mr. Montgomery, Maintenance Support

Grades 5-8 Staff

Mr. Elliott, Grade 5 ELA
Mr. Symonette, Grade 5 Science
Ms. West, Grade 5 Math
Ms. Harris, Grade 6 Social Studies
Ms. Lamberti, Grade 6 Math
Ms. Paredes, Grade 6 ELA
Mr. Brown, Grade 7 Math
Ms. Moser, Grade 7 ELA
Ms. Ingram, Grade 8 ELA
Mr. Mason, Grade 8 Science
Mr. Ofili, Grade 8 Math
Ms. Garcia, Technology
Grade 7 Science Coordinator
Mr. Aton, Music

Resource Specialists

Dr. Reid, Associate Director of SPED
Ms. Dalrymple, Education Specialist
Mr. Williams, Education Specialist
Ms. Henley, Education Specialist

Paraprofessional

Mr. Lyles

After School Programming – ASES

Ms. Tatum



KIPP BRIDGE
ACADEMY

JUSTICE FOR ALL SCHOLARS

Honoring Outstanding Scholars

Trimester II
Awards Ceremony
March 23rd, 2017

Grades 5-8
11:00 AM in the Auditorium



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Ms. Garcia, Technology/Science
Mr. Aton, Music

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Mr. Williams, Education Specialist
Ms. Henley, Education Specialist

Paraprofessional

Mr. Lyles

After School Programming – ASES

Ms. Tatum

Join us as we honor your scholars
in the following categories:

Honors

Cum Laude
Magna Cum Laude
Summa Cum Laude

KIPP Bridge Academy

TRUE Values:

Transform
Respect
Unify
Empower

Most Improved

English Language Arts
Mathematics
Social Studies
Science

Parent Recognition

Grades 5 – 8

CUM LAUDE

5th Grade

Dayana Aguilar
Aisha Ali
Laila Archid
Yonael Atnafu
Jaislin Britton Reese
Shawn Ford
Satise Grimes
Christian Lee
Colin Muneno
Nahom Solomon
Ameyha Thomas

6th Grade

Ammr Algabri
Morwan Fadel
Shani Harris
Elijah Hughes
Perla Martinez
James Michael
Charles Samples
Shaela Vance-Lott
Bria Woodland

7th Grade

Malik Bennett
Deshawn Miller
Konyae Miller
Aishah-Ali Muhammad
Maryely Romero
Alex Trotter
Kimberly Zavala-Otero

8th Grade

Jermaine Ashley
Ishmael Briceno
Kweke Garth Jr.
Shannon Harvey
Sa'Niyah Jinks
Demarshay Johnson
Martha Lopez
Lorelei Self-Tyson
Kemonie Taylor
Elizabeth Tejeda
Jazhane Thomas
Alvin Wilson

MAGNA CUM LAUDE

5th Grade

Taylor Adams
Mebaot Atnafu
Jelani Blackmon
Souhil Daouil
Abraham Hall
Taylor Hill
Quincy Lavender
Alexandra Nelson
Basheerah Omar
Alan Romero
Khaled Saeed
Brooklyn Salas

6th Grade

Ahmed Alowmari
Zevin Carroll
Mi'Kayla Charles
Michelle Garcia Govea
Apollo Hasan
Marie Kleit
Kyla Pigford
Zablon Tesfaye

7th Grade

Aelaf Atnafu
Moussa Ndiaye
Brandon Sturdivant Jr.
Jackie Qian
Tsegazeab Yezengaw

8th Grade

Flor Aguilar
DaMaurye Cannegan
Anthony Carlos
Roman Chavez
Denise Cleveland-Jordan
Gabriel Del Valle
Krystal Haynes
Justin Holoman
Natalya Lindo
Ngalifourou Matingou
Tyler Muneno
Guadalupe Nunez-Parra
Giovanni Phillips
Reem Saleh
Dana Saravia
Carmen Shaw
Nyla Williams
Shanice Williams
Shaniah Wilson

SUMMA CUM LAUDE

5th Grade

Fareha Ali
Jae'don Johnson
Zion Taylor
Dina Tesfaye

6th Grade

Kalkidan Mengesha
Audrey Zeng

7th Grade

Amikah Rahman

8th Grade

Diana Linares
Jordanne Lindo
Melissa Mendoza
Mame Sokhna
Siem Tsegay
Ceterra Wilcox
Therese Young



February 3rd, 2017

Latest Updates from Bridge!

Welcome to Ms. Moser and Ms. Harris!

- They joined our staff last week and will teach 7th grade ELA and 6th grade Social Studies. We are pleased to have them, as they have already demonstrated excellence and commitment to our mission and our scholars. Welcome!

New science curriculum for 7th grade!-

- We are excited to announce our new format for the 7th grade science. Students will be using two science-focused programs, with the help of curriculum experts at our regional office.

A night to remember-1st Annual Winter Ball (5th-8th - Sat. Feb 11)

- Red carpet Hollywood affair. Parent volunteers needed! Tickets \$5 in advance, \$10 at the door.

A heart to remember-1st Annual Valentine's Day Affair (TK-4th - Feb 14th)

- Students come in uniform, but can bring change of clothes. Donations and volunteers welcome! From 1:30PM-3:30PM. Tickets \$3.

Promotion fees! (8th grade)-

- Feb 15th - 1st \$75 installment
- April 2nd - 2nd \$75 installment

Progress Reports (Feb 16)-

- Final progress reports before trimester 2 report cards on March 17th. Please check in with your student!

Popcorn Fundraiser (Feb 16)-

- Deadline for submission is Feb 16. Remember, MONEY ORDERS (to KIPP Bridge) and CASH only.

Valentine Candy Grams!-

- Purchase them in the office. All the proceeds will go to fund 8th grade activities.

AfterSchool reminders-

- Please pick students up by 6:00 PM!

February Break 20th-24th - Enjoy!

- School is closed.

Boots!-

Shout Outs! - 

- Students may wear boots to school, but **not** rain boots.

Patches!-

- Parents may purchase navy cardigans and blazers and purchase KIPP Patches from us in order to be in uniform.

Discounted BART tickets for sale! -

- For students 13 and older. Please check in the main office for more info.

School Reminders

Uniforms -

• Undershirts should be black, white or grey. We encourage students to use them due to the cold!

- NO DESIGNS IN HAIR.
- NO SHORTS UNTIL APRIL

Early Release -

• No early releases are allowed 30 minutes before dismissal unless prior arrangement

Please write your child's name on their cardigan and blazer! -



Upcoming Dates

Feb 1st - Principal's Open Talk [TK-4]: 6:00 PM-7:00 PM

Feb 8th - Principal's Open Talk [5-8]: 8:05 AM-9:00 AM

Feb 11th - 5th-8th Winter Ball

Feb 14th - TK-4th Valentine's Day Affair

Feb 15th - 1st \$75 8th grade promotion

Feb 16th- Progress reports

Deadline for popcorn fundraiser!

Feb 20-24 - School closed for President's Day/February Break

Opportunities

529 Accounts -

Never too early to start saving for college! Stop by the front office to find out more

To Ms. Tatum for wearing so many hats, so fashionably, at Bridge! She can handle the front office, cover classes, run the after school program and so much more. Thanks for all you do, so excellently!



3 de febrero del 2017

Noticias Escolares

Bienvenidas Ms. Moser y Ms. Harris!

- Se unieron a nuestro equipo la semana pasada y darán la clase de ELA de 7mo grado y estudios sociales de 6to, respectivamente. Ya han demostrado la excelencia y el compromiso necesario para trabajar con nuestros estudiantes.

Nuevo currículum de ciencias para 7mo grado-

- Estamos entusiasmados por anunciar el nuevo formato de la clase de ciencia de 7mo grado. Los estudiantes estarán usando dos programas de computadora. Nos prestarán apoyo maestros entrenados en estos programas y también los líderes regionales de STEM y literatura.

Una noche para recordar-Baile invernal

(5to-8vo - Sabado 11 Feb)

- Un evento de alfombra roja estilo Hollywood. Se necesitan voluntarios. Boletos \$5 por adelantado y \$10 en la puerta.

Un corazón para recordar-1er evento de San Valentín.

(TK-4to - 14 Feb)

- Los estudiantes vendrán en su uniforme, pero pueden traer ropa normal para cambiarse. Se necesitan donaciones y voluntarios! 1:30PM-3:30PM. Boletos \$3.

Cuotas de graduación 8vo grado!-

- Feb 15 - 1ro pago \$75
- Abril- 2do \$75

Boletas inter-trimestrales (Feb 16)-

- Ultimas boletas antes de las de trimestre 2, que salen el 17 de marzo. Monitoree a su estudiante!

Recaudación de fondos de Palomitas! (Feb 16)-

- El ultimo día para entregar el dinero es el 16 de febrero. Solo Efectivo o Money Orders (a KIPP Bridge)

Vacaciones de febrero 20-24-

- Disfrute!

8vo grado venderá dulces!-

- Todas las ganancias se usarán para financiar las actividades del 8vo grado.

Reconocimientos!



A Ms. Tatum, por todos los diferentes oficios que realiza aquí en la escuela, de manera tan excelente. Puede lidiar con la oficina principal, cubrir una clase, atender personalmente a un estudiante y coordinar el programa después de escuela. Gracias!!

Recordatorios del programa después de escuela-

- Por favor recoja a sus hijos antes de las 6:00PM
- Felicidades a Mr. Fletcher por su clase de poesía y la nueva clase de cocina! (Empezará el miercoles)



Botas!-

- Los estudiantes pueden usar botas, pero no pueden usar botas de goma altas.

Parches!-

- Los padres pueden comprar cardingas y blazers que sean del mismo color y modelo que los de KIPP, y nosotros venderemos parches KIPP.

Boletos de BART descontados!-

- Pregunte en la oficina!

Recordatorios

Uniformes -

- Las playeras térmicas deben ser de color blanco, negro o gris. Por favor úsenlas para protegerse del frío
- LOS CORTES DE CABELLO SIN DISEÑOS
- NO SE PERMITEN SHORTS

Recoger a sus hijo/as temprano-

- Por favor avísenos un con un día de anticipación si va a recoger a su hijo/a 30 minutos antes de la salida

Escriba el nombre de su hijo/a en su uniforme!-

Fechas importantes

Feb 1st - Charla de la directora [TK-4]: 6:00 PM-7:00 PM

Feb 8th - Charla de la directora [5-8]: 8:05 AM-9:00 AM

Feb 11th - 5th-8th Baile Invernal

Feb 14th - TK-4th Valentine's Day Affair

Feb 15th - 1eros \$75 para la graduación de 8vo

Feb 16th- Boletas inter-trimestrales

Dinero de recaudación de fondos de Palomitas

Feb 20-24 - No hay clases. La escuela cerrará.

Oportunidades

Cuentas bancarias 529 -Nunca es demasiado temprano para empezar a ahorrar para la universidad.

Staff Meeting

March 29, 2017



CHECK IN:

— Please share your answer to 1 of the following questions with a partner:

1. What is your favorite part about Oakland?
2. What is your favorite thing to do in Oakland?
3. Where do you like to hang out/favorite place to visit?



Agenda

- ★ AR/RTI update
- ★ Jeans Passes
- ★ Morning Duties
- ★ G-1 Measure
- ★ Shout Outs
- ★ Grade Level Team Time

AR/RTI Update

RTI Shout Outs!

- ★ Mr. Symonette-Students were reading and focused using reading logs.
- ★ Mr. Aton- Students were silent and respecting the space.

- ★ Please make sure that students are reading a text on their reading level and/or on Lexia & AR (only websites allowed during this time)
- ★ Students should not have their heads down or sleep during this time
- ★ Please allow students to pick out books/texts during homeroom
- ★ Students should record in Reading log during RTI

AR Data: As of last week...

5th Grade	6th Grade	7th Grade	8th Grade
students	student	students	students
% passed AR quiz	% passed AR quiz	% passed AR quiz	% passed AR quiz

JEANS PASSES:

We will give you jean passes that you can distribute to students who earned it.
Please message to students on Thursday!

Weekly Criteria

- Perfect attendance
- No referrals
- Uniform all week

Jeans Criteria

No holes, no skin tight jeans, must be blue denim



****Students must bring uniform in their backpacks****

Morning Duties

- ★ All staff should be in the hallway/at the doorway greeting scholars between 7:30 am and 7:40 am (7:50 am for Enrichment teachers/APS)
- ★ Students need a tardy pass if they arrive to your classroom after 7:50 am
- ★ Doors are closed at 7:50 am
- ★ Attendance is taken by 8:00 am



Measure G1

Measure G1, the ballot measure passed in November, provides support to Oakland middle schools. Measure G1 will provide about \$12 million dollars annually to Oakland schools and Bridge is eligible for some of that funding. We do plan to spend this money towards improving school culture at the Middle School level. The plan will address supporting social and emotional learning outcomes as well as improving school culture for students and staff. We are soliciting information and feedback about this important work, and how we can focus this funding. How might you improve school culture at Bridge?

SHOUT OUTS



GRADE LEVEL TIME



1. Complete MAP analysis for Math and ELA + creatively post data in classrooms
 - a. 5th grade data (See Winter 2 2017 Grade 5 Map Results)
 - b. 6th grade data (See Winter 2 2017 Grade 6 Map Results)
 - c. 7th grade data (See Winter 2 2017 Grade 7 Map Results)
 - d. 8th grade data (See Winter 2 2017 Grade 8 Map Results)

2. Nominate a colleague by Friday for the Team & family Awards (5/5/17)

Measure G1 Commission Middle School Proposal Rubric



School Name:

Commissioner:

	Area of Focus	Score	Notes
1.	Proposal keeps equity at the forefront		
2.	Includes all required components		
3.	Proposed use of funds is aligned to the intent of the measure		
4.	Supplementing existing program, not supplanting		
5.	Proposal accurately assesses strengths and growth areas in the domains		
6.	Clear alignment between self-assessments and proposed actions		
7.	Clear, measurable outcomes are articulated for each use of funds		
8.	Clear documentation of staff engagement in the planning process (agenda & notes from meetings)		
9.	Clear documentation of community engagement in the planning process (agenda & notes from community meetings)		
<i>For the five lines below, only score the components that apply to a given proposal.</i>			
10.	Plan for providing quality art programming is clearly articulated		
11.	Plan for providing quality music programming to students is clearly articulated.		
12.	Plan for providing quality world language programming is clearly articulated.		
13.	Plan for supporting 5th to 6th grade recruitment and retention of students is clearly articulated		
14.	Plan for promoting positive school culture and safety is clearly articulated		
	Final Score (sum total /number of scored line items)		

1= Far below the requirement, 2=Did not meet requirement, 3= Nearly met requirement, 4= Met requirement, 5= Exceeded requirement