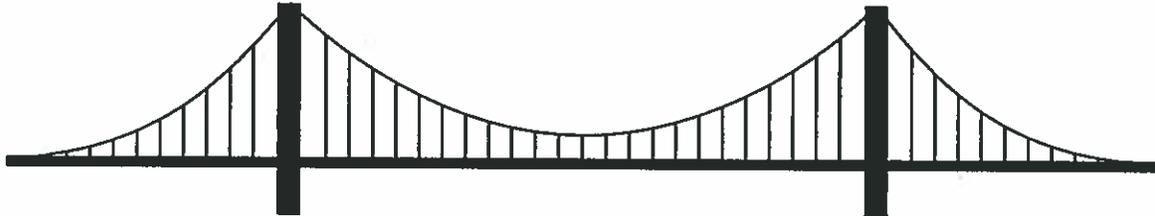


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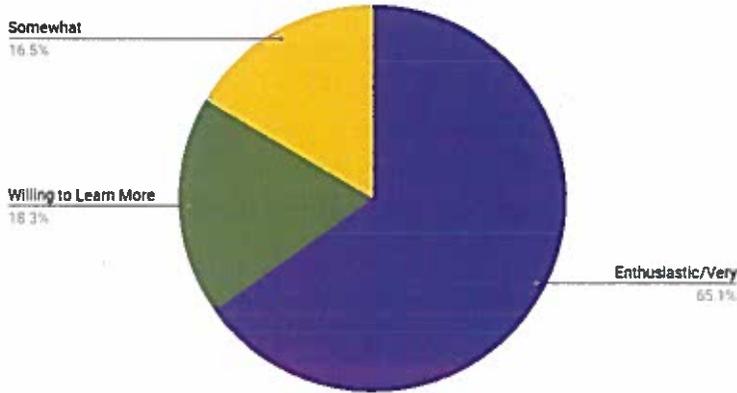
"The Woodside Bridge Program will promote future success in the whole child by connecting the development of academic skills with social consciousness and responsibility.

Feedback Highlights

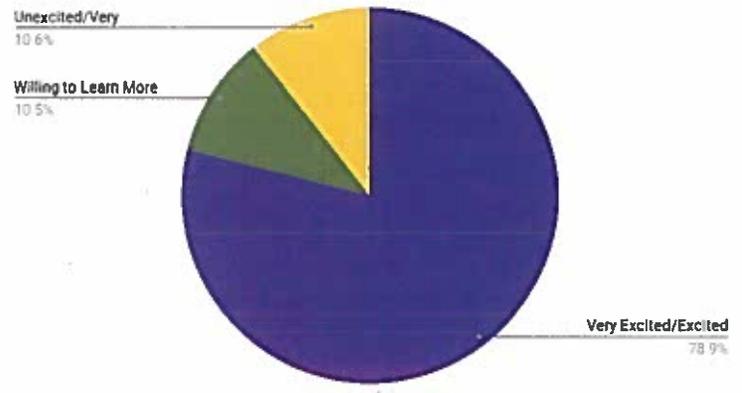
Inaugural Crowning Ceremony, Family Grouping Ceremony, and Bridge Group Meetings

| <i>Based on the Inaugural Bridge Group experience, what are you most looking forward to in the coming meetings?</i> | % Top Enthusiasm Ranking (of 11 total) |
|---|--|
| Getting help with my organization, planning, or other life skills | 48.5% |
| Spending time with people I wouldn't normally spend time with | 46.5% |
| Building my student (executive functioning) skills | 39.5% |
| Building traditions with my group | 38.4% |
| Getting to know my mentor better | 34.3% |

How excited are you for your next Bridge Group meeting?



How excited are you for your next Family Group event?



The Day in Photos

Inaugural Crowning Ceremony, Family Grouping Ceremony, and Bridge Group Meetings

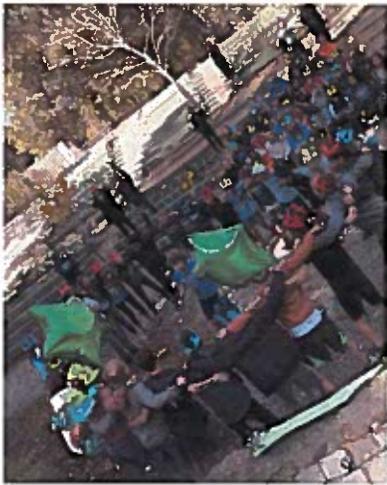
Student Council Planned & Prepared the Ceremonies

The Family Group Celebration was Held in the Amphitheater

Teachers Held Bridge Groups After the Crowning Ceremony



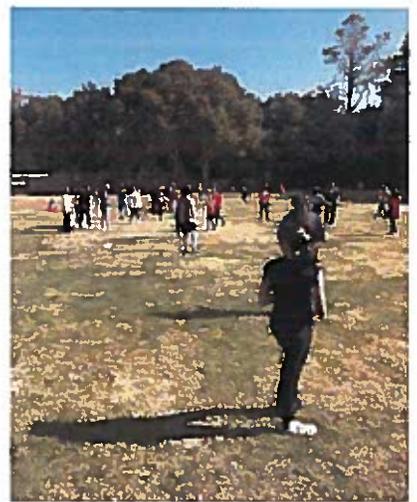
The Family Group Cheers were Very Impressive



A Huge "Gracias" to our Amazing Faculty Supports



Family Groups Ended with Capture the Flag

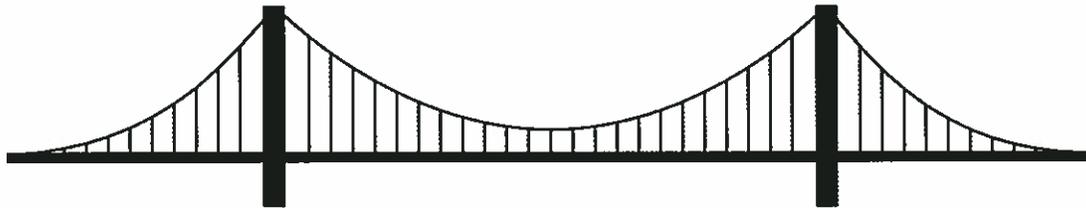


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Bridge Group Schedule:

A-Week Thursdays & Fridays (2 A-weeks are followed by a B or C-Week): a standard block schedule from the 2018 - 19 school year.

B-Week Thursdays (1 every 6 weeks):

Bridge Groups meet during one block on a rotating basis (Example: B3 = B week, 3rd period).

C-Week Fridays (1 every 6 weeks): Bridge Groups meet during one block on a rotating basis (Example: C6 = C week, 6th period).

Sample C Week, Friday 6th Period (C6) Schedule:

8:25 - 9:51 - Block 2

9:51 - 10:11 - recess

10:11 - 11:37 - Block 4

11:37 - 12:20 - Block 6.1: Bridge Group!

12:20 - 1:00 - lunch

1:00 - 1:43 - Block 6.2

1:43 - 3:10 - Block 8

Bridge Group Roles:

Bridge Groups: a single grade level cohort of students who develop academic skills with one another and the same teacher *support* (see description) throughout their middle school experience.

Houses: A team of 3 - 4 mixed grade-level, annually reapportioned Bridge groups that meet bi-monthly to build social consciousness and school culture.

Supports: teachers, parents, and community members. Adults will support students in building the necessary professional and interpersonal skills required in high school, college, and the working world.

Girders: inter grade level pairs of students within the *houses*. Students will provide additional support and accountability with inter-grade level partnerships within the Bridge Groups themselves.

Sample Bridge Group Lesson Plan

Lesson Topic: Organizing Documents in Google Drive

15 minutes: Group-building activity. Woodside Scattergories. Divide group into 3 teams that include at least 1 student of each grade level. For information on the rules, [see this link](#). Place the list of 10 categories on the screen and pick a letter using the generator. Students have 3 minutes to write their answers, then have the groups share out each question 1:1 to assign points.

3 minutes: Warm-up - with a partner, write 2 - 3 reasons a person might choose to organize a Google Drive at the end of a school year for a class they won't be taking the following year.

3 minutes: share out ideas as a group, identifying common themes and language. Possibilities include: they will need to access the documents in the future, it is a good review of the course's content, there is the opportunity to clean out clutter, it's a good practice in general.

5 minutes: case studies. Teacher visits sample student Drive with the group. Teacher asks on Slide #1: What might be a logical way to organize these files?

- Slide #2: shows effect of renaming documents by year_month_day_type_topic
- Slide #3: provides sample folder names, as well as a view of a sample folder's contents

9 minutes: students organize one Google Drive folder for one course. Guiding questions may include:

- What organizational structure would make finding a document in the future quick and easy?
- Will this document be useful to me in the future?
- Is there a nomenclature (naming system) that would make organizing and finding documents easier for me in the future? Example: year_month_day_subject_assignment

5 minutes: wrap up - Exit ticket: Write: 3 takeaways from this lesson, 2 new structures you'll be using, and 1 area in which you'd like additional assistance. *Teacher checks in with individuals and partners during this time.*

How the Bridge Program will both support students *and* enhance school culture

Building school culture

Providing academic support

Enriching school curriculum

Providing continuing education

Developing interpersonal skills

| Content Objectives / Standards | Guiding questions |
|---|--|
| <ol style="list-style-type: none"> 1. Bridge Group will have fun and start the process of bonding. 2. Students will be able to explain why effective reflection requires different levels of depth. 3. Students will be able to create effective S.M.A.R.T. goals. | What is my Bridge Group like? How do I set myself up for success in trimester 2? |
| Assessment/s | Key Vocabulary |
| <ol style="list-style-type: none"> 1. Formative assessment: the answers students share during the Reflection segment 2. Formative assessment: the answers students share during the Goal Setting segment 3. Formative assessment: the survey | <ul style="list-style-type: none"> - reflection - taxonomy - S.M.A.R.T. goals |
| Homework Due | Handouts & Supplementary Materials |
| none | <ul style="list-style-type: none"> - PowerPoint Presentation - Linked survey - triptych (paper) |

| Time | Activity |
|---------------|--|
| 10:35 - 10:42 | Warm-up/Welcome: Welcome to the first meeting with your Bridgeys! Project the first slide on the board and students may either write or think about their answer. Have the kids popcorn share their responses. Share yours at the end as well! |
| 10:43 - 10:46 | Group Norming Brainstorm: Start the group norming process. We only budgeted 4 minutes for this because the group hasn't met often and it will take time to fully flesh this out. The easiest would be to have the kids write their ideas on post-its and stick them in the appropriate section on either the screen or a whiteboard. |
| 10:47 - 10:53 | Reflection: Have students read the slide while you pass out the trifold triptychs. Have the students answer the questions on the board verbally, then jot down their ideas. Students should not share out, but please do circulate and look over students' responses. Please intervene as needed. |
| 10:54 - 11:02 | Goal Setting: Spend 3 - 4 minutes reviewing the Goal Setting slides in the presentation with your Bridgeys. Students should be familiar with S.M.A.R.T. goals, so feel free to move at a pace that is appropriate for your students. They will complete sections 2 & 3 of the triptych, then hand it in to you. Please keep these in a safe place because you will be assessing their efficacy periodically throughout the trimester. |
| 11:03 - 11:10 | Name that Song: Having completed the goal setting, split your Bridge Group into 2 to 3 groups. Please do the grouping for the students! If you need an idea, sort the kids by shirt color or theme. |

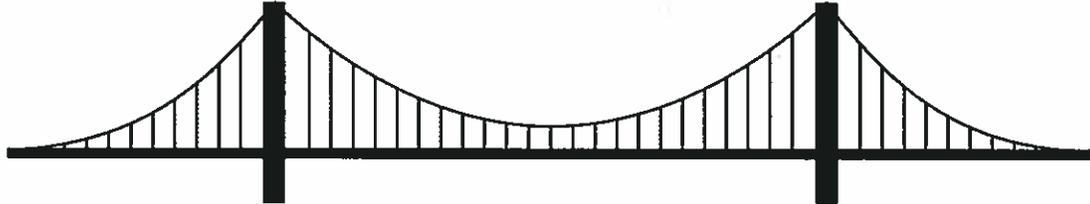
| | |
|---------------|--|
| 11:11 - 11:15 | <p>Once in their groups, students should write their names at the top of the paper and write #1 - 7. There is also a bonus question as needed. You will need to turn off the screen as the music is attached in music video form. Play the first 10 seconds of the first song twice. Students need to write down the name of the song and of the artist. Play ONLY the first 10 seconds of the song as the language can get colorful. Then, repeat the process with the remaining 7 songs. After the 2nd play of song #7, ask students if they'd like to hear any of the songs again. When finished, share out the answers. If there's a tie, play the tiebreaker song.</p> <p>Wrap-up: Students will need to log into their Chromebooks and complete the survey. When your whole group is finished, head down to the amphitheater for the House Building!!!</p> |
|---------------|--|

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Thursday, October 31st

MS Schedule

Agenda:

| Time | Place | Activity | Notes |
|--------------|-------------------------------------|-----------------------|---|
| 8:25 - 9:51 | Regular 1st & 2nd Period Classrooms | Teacher Discretion | These will be regular class periods, so do with them what you would like! |
| 9:51 - 10:11 | Field | Recess | |
| 10:11 | Sellman | Bridge Program Launch | All MS students and faculty report to Sellman to begin Bridge Program launch festivities |
| 10:20 | Sellman | "Hatting Ceremony" | Each grade level will be invited to the front to be "hatted," starting with the 8th Grade. Grade-level Bridge Group faculty will also head to the front with their groups "hats". Each student's name will be read, and the teacher who has them in their |

| | | | |
|-------|---|--|---|
| | | | bridge group will "hat" them. We hope to do this in 3-5 minutes per grade level. |
| 10:35 | Faculty Classrooms | Inaugural Bridge Groups | Teachers complete 43 minute Bridge Group lesson plan with their groups. |
| 11:15 | <p>Amphitheater</p> <ul style="list-style-type: none"> ● Purple Tigers: Card, Haddon/Lacroese, Valentine ● Blue Panthers: Wickstrom, Borges, McManis ● Green Mountain Lions: Schneider, Bowdoin, Liu/Piedra ● Yellow Cheetahs: Parker, Hoss/Iverson, Mull | House Sorting | Students will report to the amphitheater and teachers will receive bags of single-colored colored jelly beans. There will be 4 colored sections in the amphitheater. Students should report to the section that matches their jelly beans. These are their houses. |
| 11:20 | <ul style="list-style-type: none"> ● Purple Tigers:: Kinder field ● Blue Panthers: library ● Green Mountain Lions: Turf ● Yellow Cheetahs: Baseball field | House Building | <p>As a house, students will create house traditions. Student Council requested:</p> <ul style="list-style-type: none"> - Cheer - Dance <p>Other ideas:</p> <ul style="list-style-type: none"> - Handshake - Symbol |
| 11:45 | Amphitheater | Family Groups present cheers and dances. | Family groups should sit in the section that matches their family group color. |

| | | | |
|-------|---|------------------|--|
| 11:55 | Purple & Yellow: Turf Blue & Green: baseball field | Capture the Flag | Family Groups engage in their first friendly competition. |
| 12:15 | MS Courtyard | Wrap-up | Family groups will be responsible for cleaning up after Capture the Flag and then head back for lunch. |

Note: If air quality deteriorates prior to the start of the Family Grouping Ceremony, it will be held in Sellman instead of in the Amphitheater. After the Grouping Ceremony, two groups will report to Sellman and two groups will go to the Big Gym. All previously scheduled activities will resume at that time. The groups going to **SELLMAN** are the **CHEETAHS** and **TIGERS**. The groups reporting to the **BIG GYM** are the **PANTHERS** and **MOUNTAIN LIONS**.

Reflection on Trimester 1

#1. What has made you feel successful or gone well for you? *Please write down specific successes or moments that made you proud.*

#2. In what areas do you feel like you would like to improve? *These could be things where you need to make more of an effort or where you need more support*

How could you get there?

Brainstorm some ideas to continue your current success

Brainstorm some ideas to support yourself in improving.

Looking forward to Trimester 2

#3. What do you hope to carry forward into trimester 2/the rest of the year?

#4. What are some reasonable expectations for improvements or additional successes moving forward?

Name:

Date:



Developing Mentorship Proficiency

Before We Start

Before we start today, please fill out the following Google Form that will assess your needs as a soon to be mentor:

<http://bit.ly/BridgeProgramQuestions>



Objectives

- Come to a collective understanding of the roles and responsibilities of mentors
- Build faculty mentoring capacity
- Utilize social-emotional learning to process through feelings associated with mentoring.

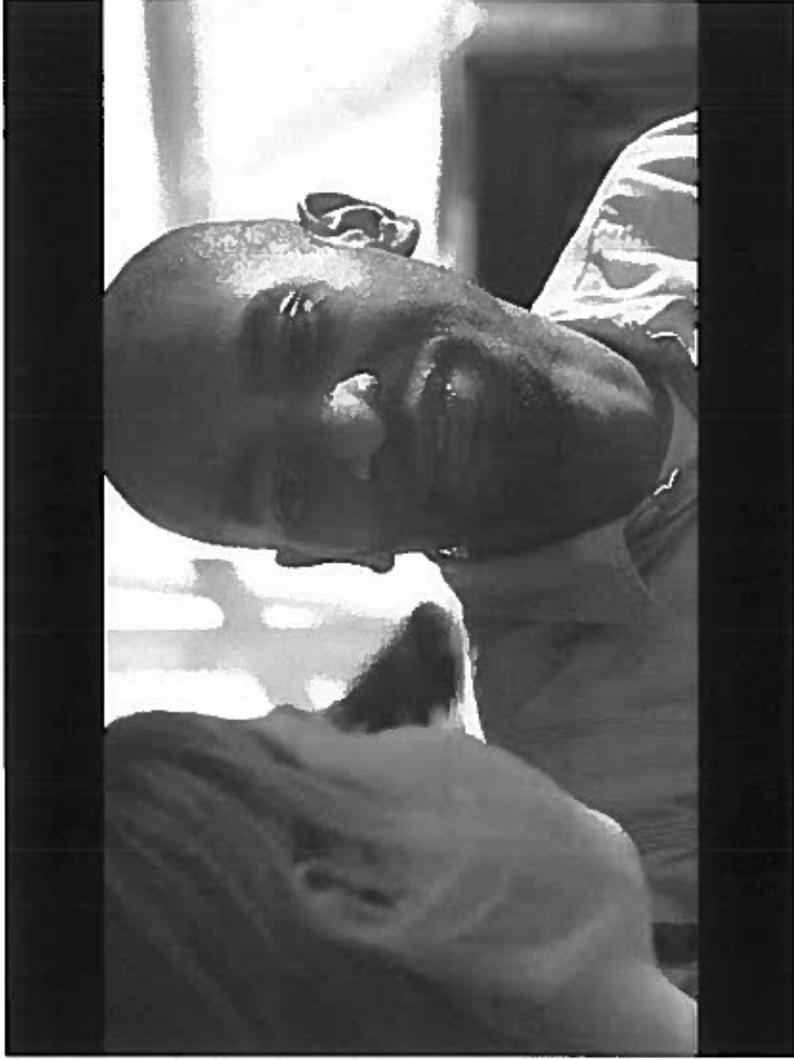


Experiences Group Discussions

- What does the word “mentor” mean to you? What personal experiences drive this definition?
- If you have personal experience mentoring, what do you recommend new mentors do? If not, what would you want experienced mentors to share with you?



Modeling Mentorship



Describe 1st & Last Day as a Mentor

- Describe your mentor persona. What do you do? What do you believe?
- Describe what you want your mentees to be like when they leave your group
- What structures, traditions, or protocols do you think will help your mentees achieve this?



Create First Bridge Program Lesson Plan

- Introduction the triptych
- Brainstorm SEL activities
- Set the tone for your
Bridge Group



Guided Planning Time

Spend time planning your first day as a mentor.

- What do you want to establish?
- What do you want your students to take away from their Bridge Group Experience?



Exit Ticket

- Which of your instincts on mentoring were reinforced today?
- Has your view of mentoring changed? If so, how?



Welcome to Bridge Group!

Support: Sr. Wickstrom
Grade 6
Rm. 26



10/31 Meeting Agenda

Welcome to Bridge Group!

Bridge Group Norms

Reflection Trifolds

Creating **S.M.A.R.T.** goals

Name That Song!

Wrap-up Survey



What do we want our Bridge Group to look like?

What do we as a Bridge Group want from our Support?

What do I as a Support want from my Bridge Group?

What do we want from one another?

What do I want for my Bridge Group?

Reflection Trifold

Take one of the Reflection handouts from your table.

Fold your Reflection Trifolds along the grey lines. You should now have three separate columns.

Follow along with the instructions on the SmartBoard.

Reflect: Question #1

Question #1 is asking you to remember, the first step in the reflection process.

- Why is remembering an important first step when reflecting?
- Why is it important reflect using other, more complex levels as well?

A Taxonomy of Reflection

Creating: What should I do next?

Evaluating: How well did I do?

Analyzing: Do I see any patterns in what I did?

Applying: Where could I use this again?

Understanding: What was important about it?

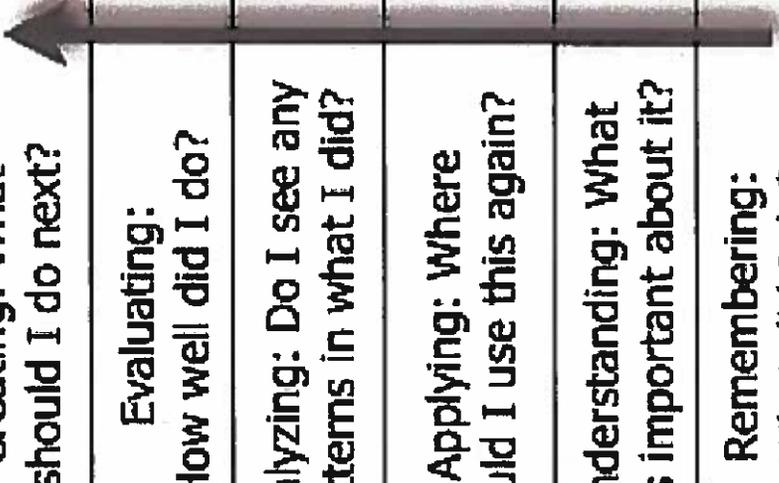
Remembering: What did I do?

Model developed by Peter Pappas

Reflect: Question #2

Discuss:

- Which levels from the list on the right apply to question #2?
- Why is it important to reflect using different levels of reflection?

| A Taxonomy of Reflection | |
|---|--|
| Creating: What should I do next? |  |
| Evaluating: How well did I do? | |
| Analyzing: Do I see any patterns in what I did? | |
| Applying: Where could I use this again? | |
| Understanding: What was important about it? | |
| Remembering: What did I do? | |

Model developed by Peter Peppas

How will you get there?

How can I continue
my current
successes?

- 1.
- 2.
- 3.

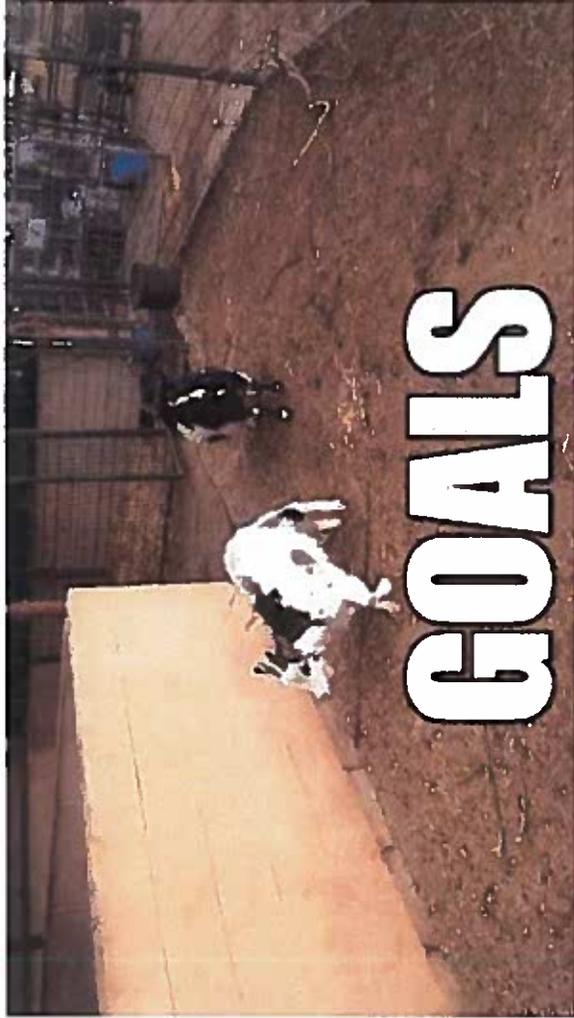
How can I support
myself in improving?

- 1.
- 2.
- 3.

Complete by brainstorming a minimum of 3 different ideas for each prompt.

Goal Setting

How can we set appropriate, realistic goals?



SMART goals!

Writing goals and objectives can be tricky business!

Using the SMART technique can help you create clear, concise, measurable goals that make intervention implementation and data collection a much easier task.

And don't forget to add your level of prompting!

S

Specific!
Goals should be clearly defined. Think, "Who? What? How? and Why?"

M

Measurable!
Goals should reflect a data collection that can track the progress and measure outcomes.

A

Achievable!
Is the goal obtainable? Think about client's current levels of performance and be sure not to aim too high or too low!

R

Relevant!
Is your goal relevant to the clients overall quality of life? This can also mean relevance to parents and teachers!

T

Time Limited!
This is your deadline. This creates and gives you a frame of reference for your treatment timeline.

Example goal:

“I want to decrease my mile
time”



S Specific

What do you want to accomplish? Who needs to be included? When do you want to do this? Why is this a goal?

M Measurable

How can you measure progress and know if you've successfully met your goal?

A Achievable

Do you have the skills required to achieve the goal? If not, can you obtain them? What is the motivation for this goal? Is the amount of effort required on par with what the goal will achieve?

R Relevant

Why am I setting this goal now? Is it aligned with overall objectives?

T Time-bound

What's the deadline and is it realistic?

New S.M.A.R.T. goal

“I will run the mile in under
7:00 by the end of the first
trimester in order to maintain
an A in PE.”

Generating your own S.M.A.R.T. goals

Objective:

Draft 2 S.M.A.R.T. goals in the 3rd column of your Reflection Trifold (Questions 3-4)

One **Successes** goal: *What do you hope to carry forward into Trimester 2 / the rest of the year?*

One **Growth/Improvement** goal: *What are some reasonable expectations for improvements or additional successes moving forward?*

Name that Song!

On the blank side of your Reflection Trifold, number 1-7 vertically. Leave space at the bottom for a "Tie-breaker" answer.

Each answer is worth 2 points

- 1 pt for Song Title
- 1 pt for Artist Name

| | |
|----|-----------------------|
| | <u>Name That Song</u> |
| 1) | _____ |
| 2) | _____ |
| 3) | _____ |
| 4) | _____ |
| 5) | _____ |
| 6) | _____ |
| 7) | _____ |
| | Tie-breaker: _____ |

Post-Meeting Survey

There is a survey about Bridge Group available in your email. Please complete and submit this survey before you head down to the

Amphitheater:

<http://bit.ly/bridgeprogram19201>

- Once you have submitted your survey, please hand in your completed Reflection Trifold to Mr. Schneider.

