

Garfield High School Summer Bridge 2009 Report

This summer, Garfield High School hosted its first Summer Bridge Program open to all incoming freshmen. This opportunity allowed students to become connected with GHS in order to ease the transition into 9th grade. This five week program introduced incoming freshmen to vital skills and aspects of Garfield's school culture that will make their freshmen year much easier. Taught by Garfield's Master Teachers, students took Math, Science, Language Arts, History, Technology and Advisory. Through a partnership with the University of Washington Teacher Education Program, UW Teacher Candidates served as mentors and provided classroom support. Each UW student was given a GHS student who received 1:1 mentoring and academic support throughout the entire program. On Fridays, students participated in enrichment activities such as school spirit-building activities, community service, and college visits. Students will receive .5 credits for attending the Summer Bridge Program giving them a head start on credits needed for graduation and college! This program was designed to be a fun and supportive transition for freshmen to become comfortable with Garfield High School, meet teachers, other incoming freshmen and upperclassmen, build school spirit, and be introduced to important academic skills that will make their transition from middle school to high school more successful. In total, 91 students, 10 teachers, and 70 UW teacher candidates participated in the program.

News Clip: <http://www.king5.com/news/local/60025107.html>

Feedback

Summer Bridge:

- "At first I was extremely apprehensive about freshmen year at Garfield but now that I'm used to the school and have some friends I'm not so nervous. It's a lot easier for me to see myself going to school here without problems."
- "All in all I had a fun experience with Summer Bridge and I hope to do it again."
- "What summer bridge has helped me with these past weeks since participating in the program are the skills I need to be prepared for high school. Now that I have been here for 5 weeks, I'm more comfortable and I now know where everything is so I won't get lost the first couple days of school."
- "I learned that you need to be yourself to fit in and people will like you for who you are. If they don't, then don't be friends with them because they can't accept you for who you are."
- "I learned that this school really is welcoming and they actually care about my education and want all of us to succeed in life. This may sound corny, but I know that I'm going to love this school and never want to leave."
- "I think the Bridge program really made the transition calmer and I feel more confident. I'll come into school the 1st day of high school ready to start working."
- "Thank you so much for allowing me to be part of this wonderful program. I had a great time."

Advisory:

- "...it is helpful to know where the hotspots (places to avoid/be alert around) are because that way I know that if I ever go to those places its always best to go in a group or not at all."
- "Advisory was a life changing experience for me. Mr. Amen was real with what he said and I can relate to him in a lot of ways. We learned strategies for projects like asking for a rubric and always doing your work before anything else."
- "Mr. Amen told us, 'if you fail to plan, then you plan to fail.'"

- "One thing I learned in advisory class was that you need to have good study habits to be successful. That can be keeping a planner so you can keep track of all your homework or whatever helps you...ask for help when I don't understand and study before a test."
- "An important thing I learned in advisory class was that your assumptions and stereotypes of a person are usually wrong. In class, we made assumptions about our classmates. Then they told their story and it turned out that almost all of the stereotypes I made were untrue. I then felt bad of all the stereotypes I made of that person. You can't tell anybody by looking at a person."
- "The one principal I found the most important was to try honestly to see things from another person's point of view. This is true because you can develop healthy relationships with other people. If you're in someone's shoes, you can see how their life is and then you gain more respect for that person."
- "... stereotyping. In class we would write down any stereotypes that we thought about a person and then they would say things about themselves. Most of my stereotypes were wrong. I noticed that most stereotypes were the same for the white kids, black kids, Hispanic kids, etc. I thought this was because we think that all people in a race act the same. Doing that activity really showed me that there are some really wrong stereotypes."

Tech:

- "The teacher is super alive and actually made me want to learn about stuff that I wouldn't want to learn about."
- "In technology I learned PowerPoint, new websites, and explored the insides of a computer."
- "The most important thing I learned in technology was how to use the online resources."

Science:

- "The most important thing I learned in science that will help me with freshmen year is when you're reading a text, stop to ask questions when you don't understand something. Also make hypothesis, make clarifications or relate the text to what you know."
- "In Science I learned experiments, journaling, and how to research information on the web."
- "We learned how to take notes in a way where there is cues and fact column. This was very useful way of taking notes because it helped me memorize things better."
- "One thing I learned in Science class was the Cornell notes. I had never taken those before. It was really helpful because I usually wrote everything down and my notes were never organized. This made taking notes easier."

Math:

- "One thing I learned in this class was how to work in groups. We all had our roles which made everything more organized and less confusing. I learned that everyone has to participate in math and all the roles are important. Group work got things done faster and more ideas were shared."
- "I learned that at Garfield a lot of the math class problems we work on in groups, which is a good thing because we can put all our brains together instead of individual work where if you get confused, you quit because everybody knows they don't like putting themselves out and asking questions."

Language Arts:

- "Since people are different and we all have our own interpretations of words, the solution is to be detailed, vivid and clear and not to be afraid to express what you mean...find the message behind what we read and let it sink into our minds."
- "In language arts we focused on poems and imagery and what TS, CD, CM, CM, CS means."
- "The thing I learned in language arts class was how to use imager to better describe your poem."
- "We talked about how to skim the writing and highlight effectively. It was good to talk about that because I often over highlight or add too many notes."
- "In this class, I learned how to analyze texts. To do this, we come up with topic sentence, concrete detail, two commentary sentences, and a concluding sentence. The concluding sentence would always be a more detailed sentence compared to the topic sentence."

History:

- "It was so funny how Mr. Mandelman can get so pulled into a topic with a room filled with incoming high school students and UW students on gas and oil."
- "The most important thing I learned in this class was Cornell notes and that when you take notes, you have to have your "ears open and pen in hand, listening and writing. It was a very useful note taking method and I learned how to use a composition notebook more productively and how to organize it neater so it would be much easier to use."
- "The most important thing I learned was when reading long documents with hard words, break down the document sentence by sentence into something you understand. Use shorter and easier words."
- "I liked how much time we had to talk about the questions we had."
- "Another great thing about Cornell notes is that when you need to study you can cover one column and review the other or test yourself on the covered side. I think that this note style will really help me in High school because it's an organized way to take notes and it's easy to find parts of your notes that you need."

Mentors:

- "Having the mentors helped a lot it gave me more confidence in the fact that I'm capable of making good friends. I also gained knowledge about how I could deal with the problems that may come my way next year."
- "They were very helpful because whenever I needed help they would come over and help. Also they were fun to hang out with especially in class."
- "I enjoyed having a UW mentor because my mentor and I became close friends. They also have good advice for you sine they've been through lots of experiences that we are going to go through. It was helpful because when you need help or have a question, you can ask them instead of asking the teacher because the teachers are always busy."
- "My UW mentor Mr. Burmark was extremely helpful to me because he was going into science too and shared his knowledge and excitement with me."
- "My mentor, aka Broccoli Buddy, supported me in Language Arts by encouraging me to read what I could and assisted me with the more difficult words. This dyslexia really gets in my way because I really have all the knowledge within me, but it comes mixed up unless I have a scribe or editor."
- "...she was awesome because she gave me a Sherlock Holmes book for my birthday."
- "The thing I have enjoyed the most was my mentor. My mentor Amy was very helpful and supportive. I was able to ask her about her high school days and how she felt about her first

day of school. I enjoyed her company and she made me feel more comfortable around the new building."

- "I really loved having a mentor and I felt like she helped me understand the classes much more."
- "She (mentor) helped me study for the vocabulary tests and that was really great."
- "I definitely enjoyed having my UW mentor, David. It really helped me because I got more attention by having him than if it was just one teacher in the room. It showed me what it was like to connect and have a strong relationship with a teacher."

Parent Feedback:

- "thank you...You did a fabulous job running this program."
- "Thank you for the wonderful program. Louis enjoyed it."
- "My gal Vava knows she is not getting the credit, but was very glad to spend some time getting to know her new school... I thank you all for your kind attention. Vava really enjoyed the program."
- "Jason and Geramey did really well in the summer program from what I have heard from them :+)"
- "From a parent's perspective this has been a wonderful opportunity. As we all know transitioning from middle school to high school can be a frightening experience. The Bridge Program has given Ka'La a jump on the 1st day jitters. She will be better prepared for class room setting a teacher's expectations."

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