

Wooster School Bridge Program

Wooster School Bridge Program Overview

The Bridge Program is a highly successful, grades 5-12, mainstream program for students with language-based, executive function, or attention-related learning differences. The program is built around Wooster School's commitment to inclusivity, and gives students the confidence and skills for a lifetime of learning. Students develop foundational independence and agency, and receive comprehensive preparation for college matriculation and a life of learning. Students in The Bridge Program have come to Wooster from The Windward School. The Southport School, Eagle Hill School, and other public and independent school environments. To date, all graduates who have participated in The Bridge Program have been admitted to their best fit colleges or universities.



A Wooster Student In The Bridge Program

It is important to emphasize that students who participate in The Bridge Program are Wooster students first, so all are expected to be active, thoughtful members of our community who have the qualities of kindness, compassion, and resilience that we expect in all of our students. Wooster believes that all students have a "jagged" learning profile, complete with their own strengths, weaknesses, and gaps in their learning. Each student has different passions and interests. Each has a slightly different learning trajectory given a particular concept or skill. There are no "typical" students at Wooster School -- each is unique.



The Profile Of A Bridge Student

While the characteristics of a student in The Bridge Program will vary depending upon age, development, and each student's unique strengths and areas of need, there is a broad profile within which each student functions.

The Structure Of The Bridge Program

The Bridge Program is based upon an approach to teaching and learning that relies upon a "gradual release model," meaning that as students progress through the program, they develop strong self-advocacy, increase student agency, and demonstrate an increased awareness of who they are as learners.



Students partner with their Bridge Program teachers as they frontload, preview, and/or reteach key concepts, ideas, and/or processes via skill-based learning opportunities and executive functioning development - all related to the specific learning goals of their academic disciplines.

Bridge Program teachers also routinely co-teach in the Humanities and STEM learning environments to support Bridge Program students. Bridge Program teachers also collaborate with core academic teachers to ensure that they are aligning their support work with students with what is most important in each core class. Finally, Bridge Program teachers help to manage testing accommodations and are actively involved in the college planning process. At the root of The Bridge Program approach is the building of metacognition and the nurturing of student independence

and agency.



The Bridge Program Leadership

Joulé Bazemore and Barb Coleman were at the helm of The Bridge Program's development beginning in 2014. Joulé is the current Director of The Bridge Program.





The Structure of the Bridge Program: Early Middle School and Upper Middle School

Students in the Early Middle School and Upper Middle School Bridge Program are supported in a variety of ways based on individual and cohort needs. Bridge Program teachers collaborate and consult with grade level instructional teams to plan and implement instruction.

Program supports include:

- Bridge Program support classes that target Literacy/Humanities and STEM
- · Co-taught Math, Science, English, History
- Participation in: Visual and Performing Arts;
 Technology, Making and Design; Health;
 Athletics
- World Language waiver



Remediation: Orton-Gillingham and other structured literacy intervention programs like Wilson Reading available at additional cost via Wooster School Tutoring Center. All such services for Early Middle School Bridge students are included in the program.

Because of scheduling and tutor availability constraints, we cannot guarantee Wilson services during the school day.

The Structure of the Bridge Program: Upper School

Ninth and Tenth Grade

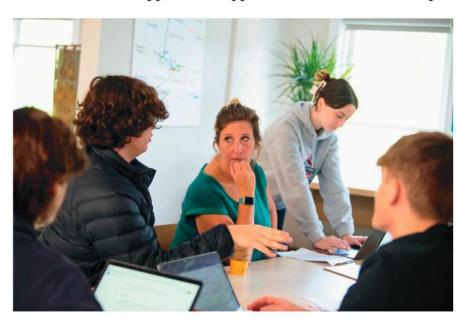
- Bridge Course: Executive Functions, Literacy and STEM support/ remediation, and team-based framework
 - o Objective: Developing foundational skills for greater academic demands
- Similar course load as peers (Humanities, Science, Math, Art, Makerspace, Health)
 - Bridge teachers collaborate directly with content-area teachers in order to align support to specific classroom demands and course objectives
 - Co-taught classes across disciplines
- World Language waiver
- Tutorial sessions balance structured support with opportunities for self-directed problem solving.



The ninth and tenth grade Bridge Program model functions within a whole team-based framework where all teachers on the grade-level team collaborate weekly to align expectations, monitor progress, and coordinate services for each student. This intentional approach provides consistency and the necessary skills that students transfer into their eleventh grade experience which shifts from a collective team planning approach to more individualized teacher collaboration. The Bridge Program synthesizes and applies literacy, STEM, and executive functioning strategies across disciplines, with teachers guiding reflection and refinement.

Eleventh Grade

- Bridge Course: Executive Functions, Blended Literacy and STEM support, and Tutorial Model
 - o Objective: Increase student agency and skills application across disciplines
- Collaborative Consultation and Instructional Planning with core academic teachers
- Similar course load as peers (Humanities, Science, Math, Art, Makerspace, Health, Deep Learning Initiative)
- Open to World Language Course
- Tutorial sessions balance structured support with opportunities for self-directed problem solving.



The Structure of the Bridge Program: Upper School

Twelfth Grade

- Bridge Course: College Transition Model
 - Objective: Reflect the type of support available at the Postsecondary level
- Similar course load as peers (Humanities, Science, Math, Art, Makerspace, Health, Deep Learning Initiative)
- Collaborative Consultation and Instructional Planning with core academic teachers
- Open to World Language Course

The eleventh and twelfth grade Bridge Program focuses on consolidating skills and reflecting on learner growth. The students are actively involved in developing their transition plan (practicing talking about their learner profile, accommodations, etc.) and aligning their needs with the best fit programs and support. The shift from tutorial model to individualize coaching allows students to engage in long-term self-management rather than direct remediation.



College Admissions

Because the ultimate goal of the program is to prepare students for success in college and as lifelong learners, the program includes elements of support through the college admissions process. Below are some of the examples of colleges and universities that our students have chosen to attend: American University, Bard College, Bryant University, Curry College, Drexel University, Embry-Riddle Aeronautical University, Franklin and Marshall College, High Point University, Hobart and William Smith Colleges, Iona College, Kenyon College, Lynn University, University of Maine, University of Maryland, Miami University, University of New England, University of New Hampshire, Parsons School of Design, University of Rhode Island, Roger Williams University, Quinnipiac University, Syracuse University, University of Virginia, Western Connecticut State University, WPI.



















Wooster School • 91 Miry Brook Road • Danbury, CT 06810 woosterschool.org | 203-830-3900

