



Bridge Network Outreach School

Principal: Ken Dunfield

3-Year School Education Plan

2024/2025 – 2026/2027

Year 1 – 2024/2025



**Grande Prairie
Public School
Division**
Every Student Succeeds



<https://bridgenetwork.gpsd.ab.ca/>

   GPPSD2357

Who we are!

Our Mission: Supporting students to become actively engaged and committed to their education while providing an alternative, flexible and personalized learning environment.

Grade 10 - 12



230 Students



6 Staff



At the Bridge Network Outreach School, we help students with....

Diploma Credits

Do you just need a few more credits for your diploma but can't commit to a full semester? We can help with that!

Course Challenges

Do you have your diploma already, or are you 19 years of age before September 1st? Students can challenge courses to meet graduation requirements and upgrade school-based marks. We can help with that!

Credit Recovery

Failed a course at one of our Division High Schools but you don't want to take the entire course again? We can help with that!

Concurrent Enrolment

Can't fit a course into your timetable at one of our Division High Schools? With your school's approval, we can help with that!

Upgrading

Do you need to improve a mark, but don't have time to go to school full-time due to work commitments? We can help with that!

Flexible Hours & Days of Attendance

Do you need to get a course or two for your diploma while working? We can help with that!

Our Education Plan is focused on:

Priority: Teaching and Learning	
<p>Outcome: Creating an optimal learning environment to support individual student needs.</p> <p>Strategies</p> <ul style="list-style-type: none"> • Providing effective/quality resources for teaching and learning – resources should be clear, concise & support independent learning. • Teachers continually review essential learning outcomes and effective resources needed for courses delivered in an outreach setting for student optimum learning. • Teachers continue to review and improve assessments of and for student learning. • Teachers elicit student feedback regarding course material effectiveness and teacher one-on-one strategies of support for student learning through unit/module exit surveys. • Continue to look for and add Indigenous resources to help infuse curricular outcomes with Indigenous content. • Continue to look for additional Moodle Option courses that support credits needed for graduation. 	<p>Evidence</p> <ul style="list-style-type: none"> • Overall credits generated per year • Average number of credits earned per student • Overall average course completion time • Student feedback from unit Exit surveys • Provincial & Division Assurance Survey results • Diploma Exam Results • School-based Survey results • School based course marks from year to year • Diploma marks compared to School based marks • Tracking student credits earned by grade level • Percentage of credits earned at Bridge Network by graduates
<p>Outcome: Effective practices and processes that support student success in an alternative educational environment.</p> <p>Strategies</p> <ul style="list-style-type: none"> • Review, update and improve intake/registration process supporting personalized planning for students. • Teacher inquiry professional growth plans linked to effective teaching and learning. • Continue weekly Case Management meetings identifying “at risk” students and strategies of support. • Continue weekly time set aside for reviewing and implementing needed changes to course material. • Continue setting deadlines and due dates for student course work. • Continue to build & review the “Bridge Way” document that supports student success by establishing effective processes and effective pedagogy in an alternative setting. 	

Priority: Belonging

Outcome: **Creating a safe and welcoming learning environment.**

Strategies

- Creating a welcoming learning environment with aesthetic posters /prints, plants, and overall décor.
- Continue to Indigenize spaces within our school – “Every Child Matters”.
- Providing safe spaces for students struggling emotionally or dealing with heightened anxieties.
- Continue to support food security for students through our- "Daily Nutrition Cart program" & "Student Food Pantry Program".
- Professional Development for staff around Social Emotional Learning.
- Continue to recognize and engage in learning opportunities for students & staff around Indigenous Foundational Knowledge.
- Continue to develop processes to make learning within our space comfortable and as stress free as possible – quiet space, expectations of in-person learning well laid out.

Evidence

- Engagement - In-person attendance numbers/avg per day & month.
- Provincial & Division Assurance survey data
- School based survey data

Outcome: **Creating opportunities for students to feel a sense of belonging.**

Strategies

- Connecting students with at least two adults via our Intake process.
- Students are greeted by an adult each time they enter the school.
- Create a student advisory group that meets twice a month.
- Bridge wear/swag for students via academic incentive draws.
- Bridge wear online store for student purchase & Bridge swag giveaways
- Continue with a student lunch Discussion Club – opportunity for student voice & connection to community organizations of support through presentations.
- School student and staff BBQs & seasonal celebrations.
- Promoting community and social responsibility – monthly calendar of events.
- Shared optional break times added to schedule.
- Continuing with a student lounge/break area.
- Personalized Graduation– solo grads/no cost for students
- Create a digital sign-up form for anxious students needing support from school counselors.
- Create a digital “Suggestion Box” for anonymous student input.