

The
Bridge
Program
Wooster School

Wooster School Bridge Program

Wooster School Bridge Program Overview

The Bridge Program is a highly successful, mainstream program for students in grades 5-12 with language-based, executive function, or attention-related learning differences. The program is built around Wooster School's commitment to inclusivity and meeting each student where they are, and helps students build confidence and skills for lifetime learning. Students develop foundational independence and agency, and receive comprehensive preparation for college matriculation. 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 understands that all students have a “jagged” learning profile, complete with their own strengths, weaknesses, and areas for growth in their learning.



Each student has different passions and interests. Each has a slightly different learning trajectory given a particular concept or skill. We acknowledge the neurodiversity within our community. There are no "typical" or “average” students at Wooster School -- each is unique.

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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.

The
Bridge
Program
Wooster School



Our 5th - 10th grade Bridge Program teachers also routinely co-teach in the Humanities and STEM learning environments to support Bridge Program students. All Bridge Program teachers consult and 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. Given that courses are not modified, students in The Bridge Program experience the full independent school curriculum while learning to navigate academics confidently while using their accommodations, building both independence and self-advocacy skills. 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 Structure of the Bridge Program: Early 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
- WIN (What I Need) periods twice a week
- Participation in: Visual and Performing Arts; Technology, Making and Design; Health; Athletics
- World Language waiver



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

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

The Structure of the Bridge Program: Upper School

The Upper School Bridge Program experience includes both the Bridge Support Class and Bridge Learning Lab. The Bridge Support class meets four times per week and is taught by a Bridge teacher. Bridge Learning Lab provides students an additional resource twice a week for targeted content-specific support provided by content area teachers in collaboration with their Bridge teacher colleagues. Attendance and scheduling of Learning Lab periods is designed to be flexible so that Bridge students also have the opportunity to participate in elective offerings. A STEM Learning Facilitator works with Bridge students individually or in small groups during both Bridge Support Class and Learning Lab.

Ninth and Tenth Grade



- Bridge Course: Focuses on Executive Functions, Literacy and STEM support/ remediation, and team-based framework to develop foundational skills for greater academic demands
- Learning Lab: Provides direct content-specific support by designated teachers from each discipline (English, History, Science, and Mathematics)
- 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
- Tutoring sessions balance structured support with opportunities for self-directed problem solving.

The Structure of the Bridge Program: Upper School

The Upper School Bridge Program experience includes both the Bridge Support Class and Bridge Learning Lab. The Bridge Support class meets four times per week and is taught by a Bridge teacher. Bridge Learning Lab provides students an additional resource twice a week for targeted content-specific support provided by content area teachers in collaboration with their Bridge teacher colleagues. Attendance and scheduling of Learning Lab periods is designed to be flexible so that Bridge students also have the opportunity to participate in elective offerings. A STEM Learning Facilitator works with Bridge students individually or in small groups during both Bridge Support Class and Learning Lab.



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, where there is a shift 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: Focuses on Executive Functions, Blended Literacy and STEM support via a Tutorial Model with the objective of increased student agency and skills application across disciplines
- Collaborative consultation and instructional planning with core academic teachers
- Learning Lab: Provides direct content-specific support by designated teachers from each discipline (English, History, Science, and Mathematics)
- Similar course load as peers (Humanities, Science, Math, Art, Makerspace, Health, Deep Learning Initiative)
- Opportunity to enroll in 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 which reflects the type of support available at the Postsecondary level
- Learning Lab: Provides direct content-specific support by designated teachers from each discipline (English, History, Science, and Mathematics)
- Similar course load as peers (Humanities, Science, Math, Art, Makerspace, Health, Deep Learning Initiative)
- Collaborative consultation and instructional planning with core academic teachers
- Opportunity to enroll in 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 a personal transition plan (practicing talking about their learner profile, accommodations, etc.) and aligning their needs with the best fit postsecondary programs and support. The shift from tutorial model to individualized 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, Worcester Polytechnic Institute.



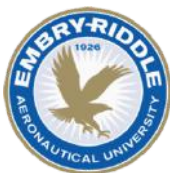
AMERICAN
UNIVERSITY
WASHINGTON, D.C.

Syracuse
University

Kenyon
THE NEW SCHOOL
PARSONS



HOBART AND WILLIAM SMITH
COLLEGES



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An aerial photograph of the Wooster School campus. In the center is a large green soccer field with a red circular logo in the middle. To the right is a large white barn-like building with a dark roof. The background is a dense forest of trees with yellow and green foliage. In the foreground, there is a paved road with a crosswalk and a small utility vehicle. The sky is blue with some clouds.

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