



BRIDGE NETWORK OUTREACH SCHOOL
2019-2020 Results Summary and 2020-2021 School Plan
School Principal: Ken Dunfield
9625 Prairie Road Grande Prairie AB T8V 6G5, 780-539-0950
<https://www.gppsd.ab.ca/school/bridgenetwork>



OVERVIEW

Bridge Network Outreach School provides an alternative choice for students grades 10-12, who are needing a non-traditional environment to continue their education or are seeking an opportunity to complete their High School Diploma and/or earn high school course credits.

Our independent learning model allows students to set and meet achievable academic goals by providing flexible hours and days of attendance, manageable course work loads, credit recovery opportunities, academic upgrading as well as course challenges for students who qualify.

The Bridge Network also works closely with the Pregnant and Parenting Teen Society, in order to offer pregnant and/or parenting teens an opportunity to achieve their High School Diploma in an alternative school setting.

Other Programs within Bridge Network:

Middle Years Outreach ISC Program— Is a referral-based program supporting grades 7-9 students that attend GPPSD schools. Ideal for students struggling with social and emotional pressure of a conventional school.

Student Success Program – Supports the career goals of students who have completed three years of high school and wish to continue their education in order to earn a High School Diploma.

Adult Upgrading – We also offer courses for adults wishing to upgrade and/or work towards a High School Diploma.

Concurrent enrolment – students attending Charles Spencer High School or the Composite High school are able to register in courses at the Bridge as long as it fits their schedule and is approved by both school administrations.

SCHOOL MISSION AND VISION

The Bridge Network Outreach School supports students to become actively engaged and committed to their education while providing an alternative, flexible and personalized learning environment.

PLANNING AND ASSURANCE at Bridge Network

Bridge Network Outreach School priorities were determined by reviewing the following documents as a staff:

- Parent Satisfaction Survey
- Staff Satisfaction Survey
- Our School Survey (Tell Them from Me)
- APORI Reports
- Diploma Exam Reports
- Attendance Records
- Credit Completion
- Graduation Completion

2019-2020 SCHOOL RESULTS SUMMARY

2019-2020 SCHOOL PRIORITIES

2019-2020 School Priority

- Our focused Priority for the 2019-2020 School year was to actively engage students in our building with the goal of increased productivity and credit attainment.
- This priority is important in our school because student attendance is flexible and can be sporadic due to complex individual and family situations. Our hope is to maximize student time while they are in our building.
- The desired outcome for focusing on this priority was to increase our overall credit count and student course completion numbers.
- Strategies used to support this priority were:
 - Encourage less cell phone use with friendly reminders and posters
 - Increase nutritional options to support healthy minds at work through the Snack Program
 - Timely Feedback – 2 to 3 day max turnaround for completed assignments
 - Deadlines set for student completion of assignments
 - Introduction of a “Stalled” policy where students are contacted if no work has been handed in over a set period. Students must have a re-intake before proceeding with the course.
 - Ongoing calls and emails to students and parents, when appropriate, detailing specific concerns, Due dates and reminders of attendance commitments
 - Weekly staff meetings to review Data Wall and identify students who have “stalled”
 - Various course audits to identify and remove redundancies to better streamline courses
- Evidence that will be reviewed to assess success are:
 - Attendance is maintained or slightly increased by 0-2%
Actual is +4.1%
 - Overall Credits earned improves by 2-5%
Actual is +6.3%
 - Overall number of completed courses improves by 2-5%
Actual is -15.6%
With further inquiry as to how our completed courses dropped yet our overall credits increased, we determined that this decrease was caused by a decrease in one credit course completions while we had an increase in 3 and 5 credit course completions which improved our overall credits as shown above.
 - Graduation numbers are maintained or slightly increased by 0-5%
Actual is +11.1%
 - APORI results in key areas are maintained within a range of +/- 0-2%

Actuals:	Safe & Caring 97.2%	= +3.4%
	Program of Studies 80.4%	= +24.6%
	Education Quality 96.3%	= +2.6%
	School Improvement 96.5%	= +5.2%

*please see next page for full year to year comparisons

Bridge Network Outreach School

May 2020 APORI Results and Year to Year Comparison



Accountability Pillar Overall Summary
3-Year Plan - May 2020
School: 1153 Bridge Network

Measure Category	Measure	Bridge Network			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	97.2	93.8	93.7	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	80.4	55.8	57.1	82.4	82.2	82.0	High	Improved Significantly	Good
	Education Quality	96.3	93.7	92.4	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	16.3	27.5	17.3	2.7	2.6	2.7	Very Low	n/a	n/a
	High School Completion Rate (3 yr)	14.1	0.0	4.3	79.7	79.1	78.4	Very Low	Improved	Issue
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.8	73.6	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	20.6	19.9	19.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	59.5	73.2	65.9	83.6	83.7	83.1	Very Low	Maintained	Concern
	Diploma: Excellence	9.5	4.9	5.0	24.0	24.2	22.5	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	0.0	0.0	0.0	56.4	56.3	55.6	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	27.8	26.4	27.1	66.6	64.8	63.5	Very Low	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	8.6	19.3	11.2	60.1	59.0	58.5	Very Low	Maintained	Concern
	Work Preparation	100.0	100.0	100.0	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	88.4	82.0	80.0	83.3	82.9	83.2	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	100.0	100.0	98.7	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	96.5	91.7	91.8	81.5	81.0	80.9	Very High	Improved	Excellent

Accountability Pillar									
Bridge Network Outreach School Results									
Multi Year Summary		2020	2019	2018	2017	2016	2015	2014	2013
Measures		BN	BN	BN	BN	BN	BN	BN	BN
Safe & Caring Schools		97.2	93.8	98.6	88.8	92.8	93	79.2	n/a
Student Learning Opportunities	Program of Study	80.4	55.8	71.8	43.8	45.2	42.9	34.7	n/a
	Education Quality	96.3	93.7	96.2	87.2	94.2	89.8	76.4	n/a
	Drop Out Rate	16.3	27.5	8.1	16.2	19.2	6.9	28.7	26.4
	HS Completion Rate	14.1	0	6.7	6.3	14.6	0	9	3.2
Student Learning Achievement (K-9)	PAT Accept.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	PAT Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Achievement (10-12)	Diploma Accept.		59.5	73.2	64.7	60	81	60	66.7
	Diploma Excellence		9.5	4.9	8.8	1.5	14.3	5.7	11.1
	Diploma Part. Rate (4+ exams)		0	0	0	0	0	4.5	0
	Rutherford Eligibility	27.8	26.4	22.4	32.6	32.5	33.3	31.2	37.5
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate	8.6	19.3	6.3	8.1	13.4	4.2	14.5	4.9
	Work Preparation	100	100	100	n/a	87.5	100	n/a	n/a
	Citizenship	88.4	82	89.1	69	79.2	72.5	56.9	n/a
Parental Involvement		100	100	97.4	n/a	82.9	82.5	n/a	n/a
Continuous Improvement	School Improvement	96.5	91.7	96.6	87.2	93	96.7	73.7	n/a

* Data has been suppressed due to less than 6 respondents/students.

2020-2021 SCHOOL PRIORITIES

2020-2021 School Priority

- Our Priority for the 2020-2021 school year is to continue to actively engage students in our building leading to increased work completion and credit attainment.
- This priority is crucial to student success as we need to engage with students and maximize their focus and time while they are in the building as well as provide the direction and support when they are not. Student attendance at the Bridge can be sporadic due to complex individual and family situations as well as student choice.
- The desired outcome for focusing on this priority is to increase student overall credit attainment.
- Strategies that will be used to support this priority are:
 - Deadlines set for student completion of assignments & overall courses upon enrolment.
 - Seating is selected for the students to encourage closer proximity to the teacher for support.
 - Teachers actively and frequently approach students at their seats, especially if students are not checking in with teachers while they are in attendance. This will also help build relationships and trust which is key for student success.
 - Lunch/Nutrition program offers a “Food for Thought” cart delivery model where staff bring the snack options directly to the student’s desk. Early evidence is showing an increased number of students accessing snack options.
 - Encourage less cell phone use with friendly reminders.
 - Timely Feedback – 2-3 day max turnaround for completed assignments.
 - Introduction of a “Stalled” policy where students are contacted if no work has been handed in over a set period. Students must have a re-intake before proceeding with the course.
 - Ongoing calls and emails to students and parents, when appropriate, detailing specific concerns, deadlines and reminders of attendance commitments.
 - Weekly case management meetings after school to review Data Wall and identify students who have “stalled” and/or are at risk.
 - Various course audits to identify and remove redundancies to better streamline English and Social Studies courses.
- Evidence that will be reviewed to assess success are:
 - Overall credits earned improves by 2-5%
 - Graduation numbers are maintained or slightly increased by 0-5%
 - APORI results overall maintained within a range of +/- 0-2%