



Continuous School Improvement Plan (CSIP)

Bridges/Original Van Asselt (OVA)

2016 - 2018

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School Overview

Introduction

The Continuous School Improvement Plan, CSIP, is a document that contains our building and District's plan of action for the current school year. More specifically, it identifies the areas our school plans to focus on in the coming school year, the performance goals we want our students to achieve, and how we are going to collaboratively meet these goals. All of our school's goals and efforts have been synthesized into one easy-to-read document that covers all of the different areas on which schools are required to report.

Mission and Vision

Mission

The mission of the BRIDGES program is to provide learning opportunities to build vocational, social, and independent living skills.

Vision

The vision of the BRIDGES program is a world where young adults with significant disabilities are living their adult lives as independent, productive, and engaged community members.

School-Wide Programs/Multi-Tiered System of Support

<p>Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.</p>	<p>In Development - As a newly designated school, we have no historical data from climate surveys or traditional student data pathways. Our BLT is in development of creating tools for data collection.</p> <p>At Focus, PLC, and in our Building Leadership Team (BLT) ; we analyzed student IEP, Progress Report data, and B-PASS data. We also evaluate social emotional data such as attendance, and observations from teachers and job coaches.</p> <p>The Bridges Program supports students who qualify for special education services who are 18-21 and have participated in 4+ years of education at a comprehensive high school. The following tools are currently used by IEP teams to determine student placement in the Bridges Program and baseline data for progress monitoring throughout the year.</p> <ul style="list-style-type: none"> • Bridges Prerequisite Assessment Screening Tool – B-PASS • Bridges Observation Form • Bridges Enrollment Process <p>The Bridges BLT is currently in development of a standards based rubric – focusing on the skill level of student's Employment, Educational, Independent Living goals for post-secondary life.</p> <p>The School-Wide Evaluation Tool (SET-2) designed by Horner, Lewis-Palmer, Sugai, and Todd will be administered in December. (PBIS.org)</p>
<p>We will use research-based strategies that help targeted students.</p>	<ul style="list-style-type: none"> • RULER • SkillStreaming • B-PASS • PBIS.org •
<p>Our school offers professional</p>	<p>Based on staff survey data regarding professional development needs, we have identified the following areas to focus on for professional development – data collection, use of data to inform instruction and social/emotional supports for students. Currently the BLT team is developing a timeline and scope and</p>

development that is high quality and ongoing.	sequence of priorities for the school based on additional staff input. These directly align to the MTSS and PBIS goals of the school.
Our school will increase parent/family engagement.	<p>Case managers and job coaches will work with adult students to maintain open communication with families. Adult students are encouraged to include families in their educational planning and decision making. Quarterly progress reports are sent home with the goal of students lead their annual IEP meetings regarding their own transition plans. Our goal is to increase the number of students leading their annual transition planning meeting.</p> <p>Family engagement and information nights will occur twice a year. Adult students will invite families to learn more about the opportunities within the Bridges school program, DVR (Department of Vocational Rehabilitation), DDS (Department of Developmental Services), and School to Work Programs.</p>
Our staff is involved in decision-making.	As a newly designated school, we have a newly formed BLT consisting of classroom teachers (certificated staff), job coaches (classified staff) and administration. The BLT will be creating the C-SIP and professional development plan. This plan will be communicated to staff via BLT and staff meetings.
We will assist our students to meet standard.	All students in the Bridges school, have IEPs that drive their educational programming. Case managers, job coaches, adult students, and families develop the IEP goals and objectives specific to student need. All IEP goals are in support of post secondary transition to education, employment and independent living.
Retain high quality, highly effective, and highly qualified staff.	The Bridges school currently has 12 high quality teachers who are certified in special education and
How do we support the transitions of new students and families into our school?	All new students meet with their case manager
Our system of support assures our highly qualified staff are support students.	

The following table describes how funds are allocated to support and improve student learning.

Multi-Tiered System of Support Budget				
Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2016-2017	Combined Funds	General Education Dollars		Descriptive Text
2016-2017	Specific Use Funds	Transitional Bilingual		Descriptive Text
2016-2017	Combined Funds	Self Help		
2016-2017	Combined Funds	PTSA Grant		
2016-2017	Combined Funds	Free & Reduced Lunch		
2016-2017	Combined Funds	Learning Assistance Program (LAP)		
2016-2017	Specific Use Funds			
2016-2017	Specific Use Funds			

Building Based Goals We have chosen to focus on the following area(s) over the 2016-17 school year			
Gap Closing Goal(s)			
Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<ul style="list-style-type: none"> Insert the current state of learning (data) 	<ul style="list-style-type: none"> Connected to your Problem of Student Learning, what is your gap-closing goal for a subset of students? What student achievement indicators will you monitor over the year to inform your progress toward meeting your student achievement goals (ex. formative assessments, screeners, observation data, survey data)? 		

Cluster of Teachers/ Grade Level Goal(s)			
Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:

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Whole School Goal			
Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:

School Culture Goal			
Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion: