



2024-25 CSIP Review and Updates

BRIDGES Transition

Purpose

The **CSIP Review and Updates** is part of an annual Multi-Tiered Systems of Support (MTSS) process that makes visible school-based monitoring, adjusting, and updating of the 2023-2026 Continuous Improvement Plan (CSIP).

CSIPs are designed to be working documents, and all schools in Washington are required by WAC 180-16-220 to “include a continuous improvement process for monitoring, adjusting, and updating the plan.”

This template meets the requirements of School-wide Title Programs, Learning Assistance Program (LAP), and OSSI School Improvement Plans.

School Data and Building Leadership Team Members

School Name: BRIDGES Transition

Principal: Rob Vanderstoep

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: BLT - Pamela Davis, Angela Carrion, Rob Vanderstoep, Sheila King, Anne Anderson, Blake Borden, Sophie Nelson, and Chelsea Palmer.

Community Partners (Community Based Organizations): DDA, King County School to Work, Division of Vocational Rehabilitation (DVR), Washington Initiative for Supported Employment (WISE), employment vendors, Washington Initiative for Supported Employment (WISE), Arc of King County, King County METRO, Local businesses hosting BRIDGES student volunteers, and local libraries.

[2023-26 CSIP BRIDGES](#)

[BRIDGES School Report](#)

[BRIDGES School Climate Survey](#)

Summary of Risks and Desired Outcomes

Describe the priority practices, identified in the 2023-26 CSIP, that were implemented during the 2023-24 school year.

We have established a series of leadership teams to enhance both program effectiveness and student outcomes. These include the Building Leadership Team, the Teacher Leader Cadre, and the Race and Equity Team. Each of these teams plays a critical role in driving the strategic direction of our initiatives, fostering collaboration across stakeholders, and ensuring that our efforts align with the goal of promoting educational equity and excellence for all students.

What is at risk with the continued implementation of the 2023-26 CSIP and which student, family and staff groups are most vulnerable to those risks?

As these leadership teams are in the initial phases of development, we continue to face challenges in achieving meaningful engagement in agency linkage with students who are most marginalized and distant from educational justice.

What are short-term and long-term desired outcomes for student, family, and staff groups?

Each leadership team has developed goals aimed at improving agency linkage rates with students who are furthest from educational justice, improve attendance and engagement, and obtaining a diploma. These goals are designed to enhance our overall support for these students, ensuring they receive the resources and opportunities they need to succeed. Each team brings a unique area of expertise, allowing us to approach this challenge from multiple perspectives. By leveraging the strengths and knowledge of our Building Leadership Team, Teacher Leader Cadre, and Race and Equity Team, we are positioning ourselves to address our growth areas in a comprehensive and strategic manner, ultimately driving greater engagement and positive outcomes for our most marginalized students.

Comprehensive Needs Assessment Summary

A comprehensive needs assessment is an annual process used to identify and prioritize the needs of students, families, and school staff. It involves collecting, disaggregating, and analyzing a variety of data by racial categories to expose possible underlying racial inequities, identify needs and understand underlying causes of needs. By determining who has benefited and unintended consequences of the CSIP implementation, school staff will be able to prioritize needs and develop action plans to accelerate growth for students most impacted by racist systems.

The following is a summary of the 2024 Comprehensive Needs Assessment completed by school staff.

Student Groups

Summary of the data illuminating progress toward the priority student academic goal and learning environments that are joyful, safe, and anti-racist:

BRIDGES is a specialized education program designed for adult students aged 18-22 whose IEP teams have identified a need for post-secondary transition services. These services focus on developing independent living skills, vocational skills, and further education and training to support their transition beyond high school.

For many young adults in this age group who receive special education services, continued support is essential to achieving individualized post-secondary goals in the areas of Working, Independent Living, and Learning (WILL).

BRIDGES primarily utilizes community-based instruction to offer real-world experiences and opportunities, empowering students to become productive, independent, and actively engaged members of their communities.

One of the key strategies to achieve our agency linkage goal is to enhance participation in our annual BRIDGES Info Night. This event is designed to engage both current and prospective BRIDGES students and their families by connecting them with adult agency providers. By offering face-to-face interactions, the event provides an invaluable opportunity for families to gain a deeper understanding of the resources available to them.

We have made a concerted effort to increase attendance by improving various aspects of the event, including enhanced advertising, increased participation from community agencies, targeted outreach through the special education department, and refined event materials such as flyers. As a result, this year we saw a notable increase in family participation, particularly from neighborhoods and regions that have traditionally experienced lower levels of engagement, such as the Southeast

region. These improvements represent a significant step forward in our ongoing efforts to foster stronger connections between students, families, and the agencies that can support their success.

Despite our concerted efforts, the Southeast region continues to experience the lowest rates of participation in our initiatives. This ongoing challenge highlights the need for a more targeted approach to effectively engage families in this area. Moving forward, we will continue to rely on the expertise and insights of our leadership teams to collaboratively brainstorm innovative strategies and solutions. By leveraging the diverse perspectives and knowledge within these teams, we aim to identify and implement tailored outreach methods, build stronger community partnerships, and address the unique barriers faced by families in the Southeast region. Our commitment to improving engagement in this area remains a priority as we work toward achieving more equitable outcomes for all students.

Summary of student strengths supported by data:

Through our concerted efforts over the past school year, we have seen a significant and encouraging increase in participation at our annual BRIDGES Information Night. This progress has been made possible through the dedicated support of our leadership teams and program specialists, who have worked collaboratively to implement several key improvements, such as enhanced event advertising, expanded community agency involvement, and more targeted outreach efforts.

We believe that the increased engagement in this event plays a crucial role in fostering greater exposure to—and ultimately, participation in—adult agency linkage opportunities. By connecting families with a wider range of resources and support services, we are better positioned to meet the needs of our students, particularly those who are furthest from educational justice. The positive outcomes from this year's event underscore the importance of these efforts in building stronger connections between families, community partners, and the educational system, and we are committed to continuing and expanding this work in the future.

Identify and prioritize student needs supported by data:

Despite our ongoing efforts to increase engagement, students in the Southeast region continue to have the lowest attendance and participation rates at our BRIDGES Information Night. This trend persists despite our targeted strategies and outreach initiatives. We remain confident that participation in this event plays a critical role in increasing awareness of, and engagement with, adult agency services. Early exposure to these resources is essential, as early planning for adult transition services is key to ensuring successful outcomes for students.

Summary of possible root causes of the priority student need:

Based on our observations and anecdotal evidence, students and families who are most impacted by educational inequities face significant hardships and barriers that hinder their ability to participate in school events and meetings designed to provide vital information about agency resources. These challenges include language barriers, socioeconomic difficulties, caregiving responsibilities for children with disabilities, lack of childcare, transportation issues, limited internet access, time constraints, and more. Despite our continued efforts, these barriers persist and adversely affect student outcomes.

School Staff

Summary of the data illuminating that staff are improving their culturally responsive professional practices:

Our leadership teams collaborate to identify the program's highest priorities to ensure meaningful and relevant professional development opportunities. During the 2023–2024 school year, the Building Leadership Team (BLT) conducted a thorough needs assessment to determine key areas where staff would benefit from additional training.

To foster inclusivity and gather comprehensive input, the team distributed a survey to all staff members, inviting them to share their perspectives and contribute to the decision-making process for professional development. Based on the survey results, the leadership teams identified priority areas and took proactive steps to locate expert speakers and professionals in those fields. These experts were then engaged to deliver targeted training sessions tailored to the identified needs.

We believe involving staff in these decision-making processes not only enhances the relevance and quality of professional development but also boosts morale and encourages active participation. By creating a collaborative and inclusive approach, we aim to build a stronger, more engaged team committed to continuous growth and improvement.

Summary of data proving professional learning is effective in supporting student outcomes:

Our staff has demonstrated measurable improvements in their knowledge of adult agency linkages, available resources for students and families, and the processes required to establish these connections. Leadership has developed and disseminated resources that streamline access to these systems, enhancing usability and efficiency.

Through targeted professional development and the provision of simplified resources, both our staff and high school case managers who work with our incoming riser students have gained a deeper understanding of the importance and rationale behind early resource connections for families. This collaborative approach ensures a more proactive and effective support system for our students and their families.

Professional learning that needs to be strengthened or is no longer being implemented due to minimal impact on student outcomes:

Over the past school year, our leadership teams have made significant strides in working toward our program goals, demonstrating a strong commitment to improving outcomes for our students. Moving forward, we will continue to rely on our leadership teams to collaborate with stakeholders, ensuring that students are better prepared for adult transition services by facilitating earlier access to critical support agencies.

In the upcoming year, we aim to strengthen partnerships with organizations such as the Developmental Disabilities Administration (DDA) and the Division of Vocational Rehabilitation (DVR), as well as with high school teams, to streamline the process of connecting students with these essential services. By prioritizing early accessibility, we can create a more seamless transition for students and empower them to achieve their post-secondary goals with greater confidence and support.

Support Systems

Summary of data proving that sharing power and responsibility with families and developing two-way communication is centering families' voices are various levels:

Families are the most critical stakeholders in shaping a student's journey toward success, as they provide the foundational support system that influences both academic achievement and personal growth. Tailoring support to meet the unique needs of each family is essential in empowering them to nurture their student's development and prepare them for life beyond graduation. Families play a pivotal role in fostering a stable environment, modeling positive values, and encouraging resilience and ambition. By equipping families with resources, strategies, and guidance, educators and communities can strengthen the partnership between home and school, ensuring families are well-prepared to guide their students through educational transitions and into successful, fulfilling futures.

Provide an example of school staff and one partnership/community-based organization assuring continuity of supports for students and how the supports will be strengthened:

We take immense pride in our annual BRIDGES Information Night, which serves as a collaborative platform uniting families, schools, community advocacy groups, and adult service agencies. This

event exemplifies the power of partnership, creating opportunities for meaningful engagement and dialogue among all stakeholders invested in supporting students' transitions and long-term success. By bringing together a diverse network of resources, BRIDGES fosters a holistic approach to education and post-graduation planning, ensuring that families have access to the tools and connections they need to empower their students and navigate the path ahead with confidence.

Priority Area: Learning Environments – Joyful, Safe, Anti-Racist

Measures and Targets

2023-26 Three-year Goal:

Currently 46 of our 120 students have 10 or more absences this year. We will continue to encourage self-advocacy and adult decision making among our student population and understand that this may mean many students have untraditional daily and weekly schedules. We will track our attendance and for every student exceeding 10 absences in a year, we will know the reason and address the need for an alternative schedule if it exists.

2024-25 One-Year Goal:

We will identify each student with over 10 absences and incorporate this into our next IEP discussion.

Action Plan

2024-25 Evidence-based Practice 1:

Student Engagement: MTSS Teams in school buildings will address student absenteeism by tracking daily and class period attendance taken by teachers in classrooms and then determine needed supports.

Student Outcome Data Measures:

School Attendance Dashboard on Atlas

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

Teacher Observational Data for any student support plan (e.g., Care Plans, BIPs, IEPs, Section 504 Plans)

Timeframe for Reviewing Process Data Measures:

Quarterly

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- Case managers
 - Admin registrar
 - Admin, as needed
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Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

90% of student exiting Bridges will exit with a high school diploma in June 2026

2024-25 One-Year Goal:

We will track graduation needs of all students so we can know what each student requires to receive a diploma.

Action Plan

2024-25 Evidence-based Practice 1:

Graduation & Course Data Tracking: Staff regularly review credit-earning, pathway completion, advanced coursework access, and other college and career readiness data (e.g., in Atlas).

Student Outcome Data Measures:

Graduation Credit Tracking in Atlas

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

- Course enrollment data
- IEP goal progress
- BIP's 504's, etc.

Timeframe for Reviewing Process Data Measures:

Quarterly

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

Case managers

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

We will increase participation in our Bridges information night to 100 or more students and families throughout the community.

2024-25 One-Year Goal:

100% of current student and families as well as 12th graders in SPS will know and be invited to our Bridges Information Event.

Action Plan

2024-25 Evidence-based Practice 1:

BRIDGES Info Night attendance data

Student Outcome Data Measures:

Adult agency linkage data

Timeframe for Reviewing Student Outcome Data Measures:

End of Year

Process Data Measures:

Participation/Attendance (e.g., Events, Membership)

Timeframe for Reviewing Process Data Measures:

- End of Year
- Beginning of Year

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- Administrator
- BLT
- Program specialist
- TLC