



2023-26 Continuous School Improvement Plan (C-SIP) BRIDGES Transition

Purpose

The Continuous School Improvement Plan (C-SIP) is a product of collaborative inquiry around a comprehensive needs assessment led by school leaders and school staff in collaboration with district staff. The C-SIP provides an overview of district and school priority areas, student outcome goals, measures, strategies, activities and connected resource allocations.

School Data and Building Leadership Team Members and Partners

Current School Year: 2023-24

School Name: BRIDGES Transition (Building Real-life Independent Daily Living and Gainful Employment Skills)

Supervisor: Rob Vander Stoep

Community Partners (Community Based Organizations): DA, King County DDD 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.



[BRIDGES School Report](#)

[BRIDGES School Climate Survey](#)

Program Overview

BRIDGES is a special education program for adult students, ages 18-21, whose IEP teams have determined that they require transition services (independent living skills, vocational skills, further education and training) post high school.

Young adults ages 18-21 who receive special education services often need continued services after high school in order to meet their individualized post-secondary transition goals for Working, Independent Living, and Learning (WILL).

Through most of the off-campus are community-based instruction, BRIDGES provides opportunities for students to become productive, independent, and engaged adults.

Program Focus:

- Personal Life: Social Skills, Self-Advocacy, Executive Functioning
- Employability: Job Awareness, Hard & Soft Skills, Building Stamina
- Daily Living: Time Management, Food Preparation, Self-Care
- Community Living: Transportation, Recreation/Leisure
- Functional Academics: Money Management, Reading and Writing Skills in the Workplace
- Agency Linkages: DDA, King County DDD 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 etc.

Typical Volunteer and Work Experiences:

Data entry, filing, retail, fast food, mail delivery, printer stocking, recycling, linen processing and delivery, warehouse, food prep, mail, copying, packet assembly, sanitizing, kitchen & cafeteria work, childcare, inventory, receiving donations, sorting, greeting, groceries, landscaping, etc.

Daily Living and Recreation and Leisure:

When students leave school, they often do not have enough activities to fill their time, even if they work. One day/week, BRIDGES students visit community sites such as restaurants, stores, swimming pools, zoo, bowling alleys, museums, libraries, sporting events, etc. Students access Specialized Programs through Seattle Parks and Recreation.

Program Locations:

There are numerous classes/programs at multiple sites around the city. Even though some of the BRIDGES programs are 'home-based' at high schools, BRIDGES students are no longer part of daily high school schedules, routines, and events. Most student employment and recreation/leisure activities are off campus. Recreation and leisure activities may involve using METRO as a group to visit restaurants, museums, swimming pools, bowling alleys, libraries, etc. Each site/class is staffed by a Seattle Public Schools certificated special education teacher and at least two instructional assistants.

Community Locations:

Students go into the community at various work, volunteer, & learning sites. Examples include grocery stores, college campuses, libraries, restaurants, hospitals, childcare settings, gardens, & Seattle Public Schools' Skills Center classes.

Seattle Excellence – Culture of Equity and Educational Justice

When we focus on ensuring racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice, and work to undo the legacies of racism in our educational system, then we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

[2019-24 SPS Strategic Plan](#)

Student Outcomes Focused Governance

The district has established Goals and Guardrails aligned to Seattle Excellence that provide a framework for Student Outcomes Focused Governance.

[Student Outcomes Focused Governance](#)

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

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing and cultivating the gifts and strengths of every student and ensuring that we become culturally responsive and anti-racist practitioners. Students deserve learning environments that are welcoming, joyful and safe. *

*[African American Male Achievement 2021 Community Engagement Report](#)

Learning Environments Measures and Targets

Three-year Goal: In Progress

One-year Goal: In Progress

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the focus Learning Environments Goal.

Guardrail 5. The Superintendent will not allow any district department, school building, or classrooms to provide unwelcoming environments. Per Board Policy No. 0030, welcoming environments reflect and support the diversity of the district's student population, their families, and community and promote a sense of belonging.

Evidence of alignment to student outcome focused governance:

As a result of our unique student population, we individualize plans for each student. When students are grouped together, it is because they have both common interests and a common skills level with their peers.

Learning Environments Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Learning Environments Goal:

All of our students will be given opportunities to participate in the survey with staff support during live instruction. Each student will receive accommodations to do so. Our goal this year is to collect as much data about stakeholder concerns as possible in order to make sure that when we connect with families, that we address their concerns efficiently and with respect.

Professional learning plan that will support implementation of the culturally responsive strategies, processes, or procedures: In Progress

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

While BRIDGES is designated Special Education Program and some of the BRIDGES programs are 'home-based' at high schools, BRIDGES students are no longer part of daily high school schedules, routines, and events. Most student employment and recreation/leisure activities are off campus in typical work settings. For example, recreation and leisure activities may involve using METRO as a group to visit restaurants, museums, swimming pools, bowling alleys, libraries, etc. Each site/class is staffed by a Seattle Public Schools certificated special education teacher and at least two instructional assistants.

Components of Multiple Tiered System of Support (MTSS) that meet the social-emotional and behavioral needs of students:

Teaming structures are used to align teaching practices across the special education continuum. There is consistent communication of expectations and instruction for social, emotional, and behavioral learning.

**Priority Area: Classroom Instruction and Academic Success—
Graduation and Advanced Course Completion**

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing that Teaching is intellectually complex, difficult and demanding work, and requires collaborative inquiry – educators working together to examine practice through a cycle of planning, teaching, reflecting and applying to build students' academic mindset since "Intelligence" is not a fixed, inborn trait.

Classroom Instruction and Academic Success Measures and Targets

School Three-year Goal: In Progress

School One-year Goal: In Progress

Use of formative assessments and data to improve instruction and continuous improvement aligned to the three-year and one-year goals: In Progress

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Classroom Instruction and Academic Success Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

Our commitment to these beliefs is the route to institutionalizing racial equity and fostering a context where each child receives what they need to develop to their full academic and social potential, and we make educational equity and justice the cornerstone of our system.

Classroom Instruction and Academics Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Classroom Instruction and Academic Success Goal:

One hundred percent of BRIDGES students are people with disabilities. As a result of our unique student population, we individualize plans for each student. When students are grouped together, it is because they have both common interests and a common skills level with their peers.

There are two priorities for special education services: remediation and compensation. We provide remediation when we stop students' regression, providing a minimum of a year's growth in a year's time.

Compensation helps close the gap between students with disabilities and their nondisabled peers. Our goal is to consistently monitor achievement of students of color furthest from educational justice, particularly African American males, and to ensure that they receive BOTH special education priorities. That is, we want our targeted students to have more than a year's growth in every area, every year that they are in BRIDGES. In this way, the students have more college and career choices open to them, AND the skills to take advantage of those opportunities.

Professional learning that will support implementation of culturally responsive strategies, process, or procedures: In Progress

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

While BRIDGES is designated Special Education Program and some of the BRIDGES programs are 'home-based' at high schools, BRIDGES students are no longer part of daily high school schedules, routines, and events. Most student employment and recreation/leisure activities are off campus in typical work settings. For example, recreation and leisure activities may involve using METRO as a group to visit restaurants, museums, swimming pools, bowling alleys, libraries, etc. Each site/class is staffed by a Seattle Public Schools certificated special education teacher and at least two instructional assistants.

Components of Multiple Tiered System of Support (MTSS) that meet the academic needs of students:

BRIDGES serves students with IEPs and does utilize many of the MTSS structures. For example, we use screening documents and online dashboards to get baseline data on student mastery of education, training, and independent living skills.

We use published criterion-referenced tests to determine student achievement in relation to their IEP goals. Teaming structures are used to align teaching practices across the special education continuum. There is consistent communication of expectations and instruction for social, emotional, and behavioral learning.

All students have access to transition curricula at and just above their independent instructional level. Both formative and summative assessment are conducted regularly, and there are routines and procedures for the collection, interpretation, and dissemination of data. Intervention and support decisions are made using valid and reliable data practices.

Highly Capable Services: In Progress

Expanded Learning opportunities for students through afterschool or summer programs: In Progress

Homework Policy: In Progress

Priority Area: Family and Community Engagement

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include the belief that by collaborating with families in authentic partnerships, we create a path for students to reach their highest potential, engaging with families as the first and lifelong teachers of students.

Family and Community Engagement Measures and Targets

School Three-year Goal: In Progress

School One-year Goal: In Progress

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Family and Community Engagement Goal.

Guardrail 1: The Superintendent will not allow school and district initiatives to go forth without engaging students of color furthers from educational justice and their families, following stakeholder engagement principles that are utilizing current adopted best practices.

Evidence of alignment to student outcome focused governance: In progress

Family and Community Engagement Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Professional learning plan that will support implementation of educator development about the power of parents in transforming and improving teacher-parent communication and opportunities for dialogue and understanding: In Progress

Culturally responsive strategies, processes, and/or procedures that support sharing power with families to support new structures of parent leadership and centering families' voices are various levels:

For students who will need lifelong support at work and at home, we engage with families by calling and emailing frequently, as their parents are their guardians. For students who are more independent, whether they are their own guardians or not, we continue to work with their families with their permission.

That said, in the past we have had trouble communicating regularly with parents who do not speak or read English. We are utilizing TalkingPoints to text parents who speak languages other than English and prefer to use phones, using ASL interpreters for our deaf students, and finding creative ways to communicate with families of color, especially African American families, in ways they feel are respectful.

Priority Area: Culturally Responsive Workforce

Our [Foundational Beliefs for Supporting Students Learning](#) include ensuring that we become culturally responsive and anti-racist practitioners.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Culturally Responsive Workforce Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance: In Progress

Culturally Responsive Workforce Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, and/or procedures that support Belonging and Relationships: In Progress

Culturally responsive strategies, processes, and/or procedures that support a culturally responsive and anti-racist work environment: In Progress

Culturally responsive strategies, processes, and/or procedures that support leadership opportunities: In Progress