

Grapevine-Colleyville ISD

Bridges Alternative

2024-2025 Campus Improvement Plan



Mission Statement

Bridges Accelerated Learning Center believes in the potential within each student to succeed. Our mission is to provide opportunities and support for each student to reach educational, personal and occupational goals.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Federal Four Year Graduation Rates by Accountability Year

Bridges	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	High Focus	EB/EL	Eco Dis	SpEd Current
2022 Baseline	73.2	100	52.0	85.7	-	*	-	*	-	0	64.0	57.0
2023 Results	80.0	75.0	70.4	89.3	-	-	100	-	72.0	57.1	75.0	83.3

School Processes & Programs

School Processes & Programs Summary

College Career and Military Readiness

Bridges	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	High Focus	EB/EL	Eco Dis	SpEd Current	SpEd Former	Continuou Enrolled
2022 Baseline	14	0	18	13	-	*	-	*	-	0	17	57	-	18
2023 Results	28.2	0	25.7	34.4	100	0	100	0	35.9	0	28.1	88.9	-	30.6

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Dyslexia data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-P ESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals





Goal 1: Student Achievement and Post Secondary Readiness

Performance Objective 1: Academic Growth & Development: By 2028, all student groups will meet or exceed the State's rigorous Long Term Closing the Gaps Targets in Reading and Mathematics [TEA HB 3 Board Goals].

HB3 Goal

Evaluation Data Sources: Universal Screeners, STAAR, STAAR EOC, Accelerated Math Student Performance

Strategy 1 Details	Reviews			
Strategy 1: Advisors will monitor advisees' attendance and follow the Bridges attendance protocol by taking the necessary actions to ensure students are in attendance. Actions will include communicating with students and parents by phone and email. Strategy's Expected Result/Impact: Overall student attendance will increase by 5% from 76.63% to 81.63%. student attendance directly correlates with student success. Staff Responsible for Monitoring: Advisors, Attendance Registrar, Attendance Focus Group, Admin	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Students who still have an English or Algebra STAAR test to pass will participate in the STAAR Bootcamps and the required HB1416 hours of accelerated instruction. Strategy's Expected Result/Impact: Teachers will use data to adapt instructional strategies to meet the needs of the students. 100% of students will meet STAAR graduation requirements. Staff Responsible for Monitoring: English Teachers: Penney Huntzinger and Janet Baker, Math Teacher: Christina King, Admin: Jessica Jones	Formative			Summative
	Sept	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will monitor course completion progress throughout the terms. Students who are not on track to complete the coursework will be required to stay late on Fridays from 1:40-3:00 PM. Strategy's Expected Result/Impact: 100% of students who are not on track with their coursework will be provided extra time to complete assigned courses and receive more individualized support. Staff Responsible for Monitoring: Advisors, Admin: Jessica Jones, Student Progress Focus Group	Formative			Summative
	Sept	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: English Language Learning Teachers and general academic instructional leadership and student support will be provided to accelerate learning and continue the recovery from learning loss due to the pandemic [ESSA]. Strategy's Expected Result/Impact: 100% of Bridges teachers will provide tiered learning supports/ELL accommodations for students to succeed academically. Staff Responsible for Monitoring: Admin: Jessica Jones, Bridges teachers	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				





Goal 1: Student Achievement and Post Secondary Readiness

Performance Objective 2: College, Career, and Military Readiness: By 2028, 93% of annual graduates will demonstrate at least one college, career, and military ready criteria as measured by the State Accountability System [TEA HB3 Board Goals].

HB3 Goal

Evaluation Data Sources: College Career Military Readiness Indicators
"School Quality Status" Indicator Domain III State Accountability System

Strategy 1 Details	Reviews			
Strategy 1: Bridges will offer the TSIA, SAT, PSAT, and ASVAB on campus at least once a year. Bridges will incorporate two new CTE pathways and provide opportunities for students to earn their industry-based certification. Strategy's Expected Result/Impact: 100% of students will participate in assessments to help determine a path after high school. Staff Responsible for Monitoring: Counselor: Ashley Golden, Admin: Jessica Jones	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Students will participate in Pathways to help determine their path (college or career) prior to graduating. Strategy's Expected Result/Impact: 100% of students will have an actionable post-graduation plan. Staff Responsible for Monitoring: Pathways Teacher: Dana Naughton, Counselor: Ashley Golden	Formative			Summative
	Sept	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Bridges will host a Career Fair at least once a year to prepare students with interviewing and job skills and provide opportunities for students to explore different careers. Bridges will partner with community and business members. Strategy's Expected Result/Impact: 100% of students will explore different careers and prepare for different job opportunities. Staff Responsible for Monitoring: Counselor: Ashley Golden, Advisors, Admin: Jessica Jones	Formative			Summative
	Sept	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Support CTE programs using Perkins V funds in order to prepare workers for our local and regional economy and meet employers' needs in a variety of high-skill occupations and middle-skill jobs [Perkins V Requirements]. Strategy's Expected Result/Impact: Bridges CTE teachers will work closely with the GCISD CTE department to provide appropriate CTE courses at Bridges, contributing to industry-based certifications. Staff Responsible for Monitoring: Bridges CTE teachers, Admin: Jessica Jones	Formative			Summative
	Sept	Feb	Apr	June
	N/A			

Strategy 5 Details	Reviews			
Strategy 5: Educate students and families about higher education admissions and financial aid opportunities and sources of information, the TEXAS grant program, the Teach for Texas grant program, as well as, the importance of informed course selection in high school [TEA Requirement]. Strategy's Expected Result/Impact: 100% of Bridges students will be exposed to higher education and financial aid information. Staff Responsible for Monitoring: Counselor: Ashley Golden	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
Strategy 6 Details	Reviews			
Strategy 6: Execute, monitor, and effectively communicate the implementation of all HB3 requirements, including Board Goals, Hiring of Highly Effective Teachers, and Reading Academies [TEA Requirement]. Strategy's Expected Result/Impact: Bridges will implement district regulations and practices to comply with TEA requirements. Staff Responsible for Monitoring: Bridges teachers	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
Strategy 7 Details	Reviews			
Strategy 7: Improve the 4 Year Federal, as well as, the 4 Year, 5 Year Extended, and 6 Year Extended Graduation rates, as reported for State Accountability, to pre-pandemic levels or higher through student and family engagement and attendance interventions with a goal of 98% by 2028 for the 4 Year Federal Rate [State Accountability]. Strategy's Expected Result/Impact: Bridges will create an individualized graduation plan for each student based on their specific needs and course requirements to increase graduation rates and prevent dropouts. Staff Responsible for Monitoring: Bridges Staff	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Student Achievement and Post Secondary Readiness

Performance Objective 3: Safety & Well-Being: By 2028, all classrooms will consistently reflect district research-based initiatives designed to preserve instructional time, encourage productive choices, and characterized by multi-tiered systems of support.

Evaluation Data Sources: Student and Staff Attendance will reflect a desire to never miss an opportunity for learning. Behaviors that result in removal from the classroom will diminish as staff members gain expertise in a consistent discipline management plan.

Strategy 1 Details	Reviews			
Strategy 1: Staff will participate in a book study during PLCs, focusing on the safety and well-being of students. Strategy's Expected Result/Impact: 100% of teachers will reflect on the book and implement practices when working with students. Staff Responsible for Monitoring: Admin: Jessica Jones, Counselor: Ashley Golden, Teachers	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Participate in the National Alternative Education Association (NAEA) conference, the Texas Association of Alternative Education (TAAE) conference, and the Alternative Education Schools Collaboration with Birdville ISD, HEB ISD, and Keller ISD. Strategy's Expected Result/Impact: Selected staff members will attend school conferences and other collaboration opportunities designed to support alternative education and will bring back information to benefit the entire campus. Staff Responsible for Monitoring: Admin: Jessica Jones, Teachers	Formative			Summative
	Sept	Feb	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

Goal 1: Student Achievement and Post Secondary Readiness

Performance Objective 4: Student Involvement: Maintain, Grow, and Create co-curricular and extracurricular programming to ensure all students participate in at least one school-sponsored activity annually.

Evaluation Data Sources: GCISD Quality Cup, Student Schedules and Rosters

Strategy 1 Details	Reviews			
Strategy 1: Bridges will build on the Bridges Student Leadership Team (BSLT) developed last school year. The BSLT will help provide feedback on campus improvements, lead campus-wide events, and help to make school-wide improvements and take ownership of the culture of Bridges. Strategy's Expected Result/Impact: Students will have opportunities to take ownership of their experience at Bridges and will have opportunities to be involved in events outside of the designated coursework. Staff Responsible for Monitoring: BSLT Teacher: Dana Naughton, Admin: Jessica Jones	Formative			Summative
	Sept	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 1: Student Achievement and Post Secondary Readiness

Performance Objective 5: Address the needs of students for programs such as suicide prevention, violence prevention, dating violence (SB 9), and conflict resolution, as well as, programs designed for encouraging attendance, lowering drop out rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement].

Evaluation Data Sources: Improved school cultures as evidenced by improved attendance, reduced instructional time lost to discipline, application of routes to gain assistance, and improved conflict resolution.

Strategy 1 Details	Reviews			
Strategy 1: As dating violence will not be tolerated, counselors will provide guidance lessons to students emphasizing the definition of dating violence, methods to gain assistance for one's self or others, and reporting procedures regarding the alleged victim or perpetrator. To the extent possible, the schools will make available to students educational materials on the dangers of dating violence and resources for students seeking help. Additionally, campus administration and counselors will be trained on the reporting procedures, and appropriate policies will be updated. [Legislative Requirement]. Bridges will provide learning opportunities to students about a wide range of topics, including drug abuse, conflict management, healthy lifestyle choices, etc. Strategy's Expected Result/Impact: Students will be given opportunities once a month to learn about topics such as suicide prevention, violence prevention, dating violence, and conflict resolution. They will be provided with opportunities to discuss. Staff Responsible for Monitoring: Counselor: Ashley Golden, SRO: Kyle Crabtree, Advisors, Admin: Jessica Jones	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Current teen moms and expecting moms who are receiving Pregnancy Related Services will participate in a Young Mothers Support Group every two weeks. Strategy's Expected Result/Impact: Participating students will have opportunities to ask health-related questions to our Director of Health Services, learn about safe sleep, proper car seat installation, Pre-K and reading resources, and other services. Staff Responsible for Monitoring: Admin: Jessica Jones, Counselor: Ashley Golden, Director of Health Services: Amy Taldo; Director of Early Childhood: Kristi Brown	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
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Goal 2: Faculty and Staff Recruitment, Retention, and Capacity Building

Performance Objective 1: Recruitment: Establish metrics and baseline data to connect recruitment strategies to the hiring of new and returning staff members while maintaining annual recognition as a top employer.

Evaluation Data Sources: Gallup Surveys

Strategy 1 Details	Reviews			
Strategy 1: Bridges will recognize staff throughout the year by awarding Teacher of the Term. Strategy's Expected Result/Impact: Students will select a Teacher of the Term four times a year to acknowledge staff members who go above and beyond to serve our students. Staff Responsible for Monitoring: BSLT Teacher: Dana Naughton, Admin Assistant: Mackenzie Pappas	Formative			Summative
	Sept	Feb	Apr	June
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Goal 2: Faculty and Staff Recruitment, Retention, and Capacity Building

Performance Objective 2: Employee Retention and Employee Satisfaction: Establish metrics and baseline data in order to connect retention and satisfaction strategies to staff members returning in subsequent years.

Strategy 1 Details	Reviews			
Strategy 1: Bridges will conduct a satisfaction survey for staff at the middle and end of the year. Strategy's Expected Result/Impact: Staff will be able to provide feedback so we can make campus-wide decisions that best serve students and staff. Admin will evaluate survey responses and make necessary changes to support students and staff better. Staff Responsible for Monitoring: Admin: Jessica Jones and Jeff Mishoe	Formative			Summative
	Sept	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 2: Faculty and Staff Recruitment, Retention, and Capacity Building

Performance Objective 3: Instruction is provided by highly qualified teachers who receive ongoing, high-quality professional development and steps are taken to attract highly qualified teachers to high-need schools [Title I requirement]. To address any identified dis-proportionality, provide support at campuses where our low-income or minority students are served at disproportionate rates by ineffective, out of field, or inexperienced teachers [Equity Plan Requirement when TEA Identified].

Strategy 1 Details		Reviews			
Strategy 1: Participate in the National Alternative Education Association (NAEA) conference, the Texas Association of Alternative Education (TAAE) conference, and the Alternative Education Schools Collaboration with Birdville ISD, HEB ISD, and Keller ISD. Strategy's Expected Result/Impact: Selected staff members will attend school conferences and other collaboration opportunities designed to support alternative education and will bring back information to benefit the entire campus. Staff Responsible for Monitoring: Admin: Jessica Jones, Teachers		Formative			Summative
		Sept	Feb	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>					

Goal 3: Parents, Families, and Community Satisfaction and Engagement

Performance Objective 1: Parents and Families Satisfaction and Engagement: Establish metrics and baseline data to connect engagement strategies to improved parent and family satisfaction.

Strategy 1 Details	Reviews			
Strategy 1: We will conduct a parent survey once students complete their graduation requirements. Strategy's Expected Result/Impact: Receive feedback from parents on their experience at Bridges to serve as baseline data to make future improvements. Staff Responsible for Monitoring: Admin: Jessica Jones, Admin Assistant: Mackenzie Pappas	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Offer New Bridges Parent Orientation for each intake. Strategy's Expected Result/Impact: 100% of parents will participate in the Bridges Parent Orientation to learn about the operations and expectations of Bridges. Staff Responsible for Monitoring: Admin: Jessica Jones	Formative			Summative
	Sept	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 3: Parents, Families, and Community Satisfaction and Engagement

Performance Objective 2: Community Engagement and Partnerships: Increase awareness of engagement and partnership opportunities between the district/campuses and our community.

Strategy 1 Details	Reviews			
Strategy 1: Invite community members to participate in our Bridges Career Day, including the Colleyville Women's Club. Strategy's Expected Result/Impact: We will increase the number of community members participating in Career Day from 5 to 7. This will provide an opportunity for community members to learn more about Bridges. Staff Responsible for Monitoring: Admin: Jessica Jones, Advisors	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Build a partnership with 6 Stones. 6 Stones will provide a 7-week mentorship opportunity for selected students twice a year. Strategy's Expected Result/Impact: 100% of selected students will successfully complete the 6 Stones mentoring program. Staff Responsible for Monitoring: Counselor: Ashley Golden, Admin: Jessica Jones	Formative			Summative
	Sept	Feb	Apr	June
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> Continue/Modify <div><div><div></div></div><div></div></div> Discontinue				

Goal 3: Parents, Families, and Community Satisfaction and Engagement

Performance Objective 3: Corporate and Business Based Partnerships: Increase awareness of engagement and partnership opportunities between the district/ campuses and our business community.

Strategy 1 Details	Reviews			
Strategy 1: Invite business members to participate in the Bridges Career Day. Strategy's Expected Result/Impact: We will invite 3 business members throughout the year or during Career Day to share opportunities with our students about their businesses and how they got started. Staff Responsible for Monitoring: Admin: Jessica Jones, Advisors	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Partner with 6Stones Momentum to provide mentor services to our students. Strategy's Expected Result/Impact: Selected students will have an opportunity to participate in a 7 week mentor program with 6Stones Momentum. Staff Responsible for Monitoring: Counselor: Ashley Golden, Admin: Jessica Jones	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> Continue/Modify <div><div><div></div></div><div></div></div> Discontinue				

Goal 3: Parents, Families, and Community Satisfaction and Engagement

Performance Objective 4: All students will have a successful transition to their next grade level including regular attendance, a sense of belonging to the school community, as well as, belief in their own ability to achieve academic and personal goals [ESSA Title I, Homeless, Foster Care, Emergent Bilingual].

Evaluation Data Sources: Student Attendance, Failure Rates, Extracurricular Participation

Strategy 1 Details	Reviews			
Strategy 1: Students will participate in weekly team-building activities through Advisory. Strategy's Expected Result/Impact: Students will get to know their peers and form relationships within their Advisory family. School-wide attendance will increase by 5% from 76.63% to 81.63% Staff Responsible for Monitoring: Advisors and the Bridges Student Leadership Team	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Advisors will have weekly goal-setting meetings with students to discuss progress and course completion goals. Strategy's Expected Result/Impact: 80% of students will stay on track to complete their courses within their allotted time. Staff Responsible for Monitoring: Advisors	Formative			Summative
	Sept	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Bridges staff will participate in a Focus Group (Behavior/Social Emotional Needs, Attendance, Student Incentives/Celebrations, and Academic Progress). Strategy's Expected Result/Impact: The Focus Groups will meet weekly to review students' needs and take action on student support opportunities. 80% of students will stay on track to complete their coursework within their allotted time. Staff Responsible for Monitoring: Bridges Staff, Admin: Jessica Jones	Formative			Summative
	Sept	Feb	Apr	June
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

Goal 3: Parents, Families, and Community Satisfaction and Engagement

Performance Objective 5: Campus and District programming will encourage parental involvement at each campus [TEA Requirement].

Strategy 1 Details	Reviews			
Strategy 1: Bridges will offer a New Parent Orientation each intake. Strategy's Expected Result/Impact: 100% of parents will be invited to participate in an orientation to review Bridges' expectations and systems. The orientation will also be offered in Spanish. Staff Responsible for Monitoring: Admin: Jessica Jones	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Parents will be invited to participate in the Bridges Campus Excellence Committee. The CEC will hold at least one public meeting per year following the release of the annual State Accountability Ratings to discuss the performance of the campus and the campus performance objectives [TEA Requirement]. Strategy's Expected Result/Impact: 100% of parents will have opportunities throughout the year to participate in the CEC, provide feedback, and learn more about the campus. Staff Responsible for Monitoring: Admin: Jessica Jones	Formative			Summative
	Sept	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 3: Parents, Families, and Community Satisfaction and Engagement

Performance Objective 6: Campus and District programming will include goals and activities for a coordinated health program at the campus based on student fitness assessment data, student academic performance data, student attendance rates, the percentage of students who are economically disadvantaged, meeting requirements for physical activity, and other indicators recommended by the GCISD school health advisory council [TEA Requirement].

Evaluation Data Sources: Title 2, Chapter 28, Section 28.004 of the Texas Education Code requires school districts to establish School Health Advisory Council to assist the district in ensuring that local community values are reflected in the district's health education instruction.

Strategy 1 Details	Reviews			
Strategy 1: Students who have not earned health credit will earn health credit while at Bridges. All students will have the opportunity to receive their hands-only CPR certification. Strategy's Expected Result/Impact: 100% of students will graduate with health credit and receive their hands-only CPR certification. Staff Responsible for Monitoring: Health Teacher: Brenda Ewing	Formative			Summative
	Sept	Feb	Apr	June
<div><div><div><div></div></div><div>0%</div><div>No Progress</div></div><div><div><div></div></div><div>100%</div><div>Accomplished</div></div><div><div><div></div></div><div></div><div>Continue/Modify</div></div><div><div><div></div></div><div></div><div>Discontinue</div></div></div>				

Goal 4: Strong Financial Stewardship and Internal System Efficiency

Performance Objective 1: Transparent Financial Stewardship: GCISD stakeholders will have multiple routes to provide feedback, as well as, an enhanced view of the alignment between financial actions and advancement towards the performance expectations held by the community for the District.

Strategy 1 Details	Reviews			
Strategy 1: The Bridges budget will be transparent to all stakeholders participating in the Bridges CEC. Stakeholders will have opportunities to provide feedback on Bridges' spending. Strategy's Expected Result/Impact: The Bridges budget will be presented to the Bridges CEC at least once throughout the school year. Staff Responsible for Monitoring: Admin: Jessica Jones	Formative			Summative
	Sept	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 4: Strong Financial Stewardship and Internal System Efficiency





Performance Objective 2: Effective and Efficient District Operations: GCISD campuses, departments, and programs will benefit from clear financial processes allowing timely access to quality resources in order to achieve their core purposes and goals.

Strategy 1 Details	Reviews			
Strategy 1: The Bridges administrative team will conduct quarterly evaluations of the campus budget to ensure that all spending aligns with the mission and vision of the campus and district. Strategy's Expected Result/Impact: All spending on the Bridges campus will directly align with the campus and district's mission, vision, and goals. Staff Responsible for Monitoring: Administrative Assistant: Mackenzie Pappas, Admin: Jessica Jones	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: The Bridges budget will be presented to the Campus Excellence Committee at least once a year. Strategy's Expected Result/Impact: Receive feedback from stakeholders if there are other areas we need to consider when allocating funds. Staff Responsible for Monitoring: Admin Assistant: Mackenzie Pappas, Admin: Jessica Jones	Formative			Summative
	Sept	Feb	Apr	June
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

Goal 4: Strong Financial Stewardship and Internal System Efficiency

Performance Objective 3: Long-range facility management plan: GCISD will have a district-wide plan that forms the basis for capital investment decisions and provides a sequence of planning processes to guide future capital measures.

Evaluation Data Sources: Alignment of Resources to Demographic Projections and District Programs, Ability to forecast future financial needs

Strategy 1 Details	Reviews			
Strategy 1: The admin and staff will review data to determine the needs of the campus. Strategy's Expected Result/Impact: 100% of staff will review and provide feedback on the needs of the campus through an end-of-year survey. Staff Responsible for Monitoring: Admin: Jessica Jones	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Create and maintain a safe, secure learning environment by implementing the School Safety Standards including confirmed closed and locked doors, entry-resistant window film, exterior door sweeps, and semi-annual system checks [19 TAC Section 61.1031]. Strategy's Expected Result/Impact: 100% of Bridges classroom doors will be locked when students are occupying the room. Campus exterior doors will be locked at all times. Staff Responsible for Monitoring: Administrators, Teachers, SRO	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: Strong Financial Stewardship and Internal System Efficiency

Performance Objective 4: Federal Grants will be administered according to the individual program guidelines, as well as, financial regulations such as EDGAR, in order to achieve the intent and purpose of each grant program [Federal Grant Required Assurances] as evidenced by annual compliance documentation.

Evaluation Data Sources: Federal Funds Requests, Procurement Records, Quote Forms

Strategy 1 Details	Reviews			
Strategy 1: Bridges will seek more information about any Federal Grants they may receive to ensure compliance. Strategy's Expected Result/Impact: Bridges will comply with 100% of federal grant requests and guidelines. Staff Responsible for Monitoring: Admin: Jessica Jones	Formative			Summative
	Sept	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Addendums

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: All Campuses

2023 - 2024 Fall Collection, Resubmission

LEA: 220906 - GRAPEVINE-COLLEYVILLE ISD
Campus: 220906006 - THE BRIDGES ACAD ALTER

TOTAL ENROLLMENT 60		
ENROLLMENT BY GRADE	Count	%Enroll
EARLY EDUCATION	0	0.00%
PRE-KINDERGARTEN	0	0.00%
KINDERGARTEN	0	0.00%
GRADE 1	0	0.00%
GRADE 2	0	0.00%
GRADE 3	0	0.00%
GRADE 4	0	0.00%
GRADE 5	0	0.00%
GRADE 6	0	0.00%
GRADE 7	0	0.00%
GRADE 8	0	0.00%
GRADE 9	0	0.00%
GRADE 10	6	10.00%
GRADE 11	30	50.00%
GRADE 12	24	40.00%
TOTAL	60	100.00%
ENROLLMENT BY SEX	Count	%Enroll
MALE	23	38.33%
FEMALE	37	61.67%
TOTAL	60	100.00%

ADA ELIGIBILITY	Count	%Enroll
"0" ENROLLED, NOT IN MEMBERSHIP	0	0.00%
"1" ELIGIBLE FOR FULL DAY	53	88.33%
"2" ELIGIBLE FOR HALF DAY	0	0.00%
"3" TRANSFER FOR FULL DAY	1	1.67%
"4" INELIGIBLE FOR FULL DAY	0	0.00%
"5" INELIGIBLE FOR HALF DAY	0	0.00%
"6" TRANSFER FOR HALF DAY	0	0.00%
"7" ELIGIBLE FLEX ATND	6	10.00%
"8" INELIGIBLE FLEX ATND	0	0.00%
"9" ENRLD, NOT MBRSHP VIRTL LRNG	0	0.00%
TOTAL	60	100.00%

	Count	%Enroll
EMERGENT BILINGUAL	16	26.67%
IMMIGRANT	1	1.67%
ECONOMIC DISADVANTAGE	36	60.00%
MILITARY CONNECTED	7	11.67%
FOSTER CARE	0	0.00%
DYSLEXIA	7	11.67%
PK ELIGIBLE PREVIOUS YEAR	0	0.00%

ENROLLMENT BY ETHNICITY	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	1	1.67%	1.67%
HISPANIC/LATINO	33	55.00%	55.00%
WHITE	22	36.67%	36.67%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	4	6.67%	6.67%
TOTAL	60	100.00%	100.00%
MIGRATORY	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

OTHER ECON DISADV	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	1	2.78%	1.67%
HISPANIC/LATINO	24	66.67%	40.00%
WHITE	9	25.00%	15.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	2	5.56%	3.33%
TOTAL	36	100.00%	60.00%

ELIGIBLE FOR FREE/REDUC MEALS	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

BILINGUAL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

ESL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	16	100.00%	26.67%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	16	100.00%	26.67%

Alternative Language Program	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

GIFTED & TALENTED	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	3	42.86%	5.00%
WHITE	4	57.14%	6.67%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	7	100.00%	11.67%

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: All Campuses

2023 - 2024 Fall Collection, Resubmission

LEA: 220906 - GRAPEVINE-COLLEYVILLE ISD
Campus: 220906006 - THE BRIDGES ACAD ALTER

TITLE I, PART A	Count	%Group
"0" DOES NOT PARTICIPATE	55	91.67%
"6" ATTENDS SCHOOL WIDE	0	0.00%
"7" ATTENDS AND PARTICIPATES	0	0.00%
"8" PREVIOUSLY PARTICIPATED	0	0.00%
"9" HOMELESS RECEIVING SRV	5	8.33%
"A" NEGLECTED RECEIVING SVC	0	0.00%
TOTAL	60	100.00%

HOMELESS/UNACCOMPANIED YOUTH	Count	%Enroll
HOMELESS	5	8.33%
UNACCOMPANIED YOUTH CODE 3	4	6.67%
UNACCOMPANIED YOUTH CODE 4	1	1.67%
UNACCOMPANIED YOUTH TOTAL	5	8.33%
* Unaccompanied Youth Total Should Match Homeless Count		

AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	1	1.69%	1.67%
HISPANIC/LATINO	33	55.93%	55.00%
WHITE	21	35.59%	35.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	4	6.78%	6.67%
TOTAL	59	100.00%	98.33%

SPECIAL EDUCATION	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	8	80.00%	13.33%
WHITE	2	20.00%	3.33%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	10	100.00%	16.67%

PK PROGRAM CODE	Count	%Group
"00" NOT APPLICABLE	0	0.00%
"01" PK ELIG>2 <4 HRS/DAY	0	0.00%
"02" PK ELIG 4+ HRS/DAY	0	0.00%
"03" PK ELIG 4+ HRS/DAY + SP ED	0	0.00%
"04" PK INELIG>2 <4 HRS/DAY	0	0.00%
"05" PK INELIG 4+ HRS/DAY	0	0.00%
TOTAL	0	0.00%

PRIMARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	0	0.00%	0.00%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	0	0.00%	0.00%
"5" EARLY ED ALLOTMENT	0	0.00%	0.00%
"9" OTHER	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

SECONDARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	0	0.00%	0.00%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	0	0.00%	0.00%
"5" EARLY ED ALLOTMENT	0	0.00%	0.00%
"9" OTHER	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%