

Grapevine-Colleyville ISD

Bridges Alternative

2025-2026 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 from 83.17% to 85.00% by the end of the 2025-2026 school year. 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 weekly 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 |
| | | | | |



No Progress



Accomplished



Continue/Modify



Discontinue





Goal 1: Student Achievement and Post Secondary Readiness

Performance Objective 2: College, Career, and Military Readiness: By 2028, the CCMR indicator for GCISD graduates will increase from 69% to 90% for students. [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 once a term, and the SAT, PSAT, and ASVAB on campus at least once a year. Bridges will offer the CTE IBC exams once a term for each CTE pathway (Entrepreneurship, Floral Design, and Nutrition & Wellness. Strategy's Expected Result/Impact: 80% of students will participate in at least one assessment (TSIA, IBS, ASVAB) to help determine a path after high school and earn a CCMR point. Overall goal is for 60% of graduates to earn their CCMR point. Staff Responsible for Monitoring: Counselor: Ashley Golden, Admin: Jessica Jones; Focus Group Teachers | 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: Bridges Staff will participate in a CCMR Focus Group to help support students with the TSIA, IBC, or ASVAB. The Focus Groups will create a campus calendar to organize all CCMR testing opportunities. Strategy's Expected Result/Impact: 100% of Bridges teachers will participate in a CCMR Focus Group and meet twice each term to review student data. Staff Responsible for Monitoring: Bridges teachers, Admin: Jessica Jones | Formative | | | Summative |
| | Sept | Feb | Apr | June |
| | | | | |





| 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 and will complete the FAFSA or the FAFSA Waiver. 100% of students will have access to the TCC Advisor. Staff Responsible for Monitoring: Counselor: Ashley Golden | Formative | | | Summative |
| | Sept | Feb | Apr | June |
| | | | | |
| <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 (The Anxious Generation) 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: 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 from 83.17% to 85.00% by the end of the 2025-2026 school year. Staff Responsible for Monitoring: Advisors and the Bridges Student Leadership Team | Formative | | | Summative |
| | Sept | Feb | Apr | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Bridges staff will participate in the Alternative Education Schools Collaboration Cohort, which includes Birdville ISD, HEB ISD, Keller ISD, and EMS ISD. Strategy's Expected Result/Impact: 100% of Bridges teachers will attend PD with the Alternative Education Schools Collaboration Cohort at least once a year. Staff Responsible for Monitoring: Admin: Jessica Jones, Teachers | Formative | | | Summative |
| | Sept | Feb | Apr | June |
| | | | | |
| Strategy 4 Details | Reviews | | | |
| Strategy 4: 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 5 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 5: Current teen moms and expecting moms who are receiving Pregnancy Related Services will participate in a Young Mothers Support Group once a month. 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 | Formative | | | Summative |
| | Sept | Feb | Apr | June |
| | | | | |
| Strategy 6 Details | Reviews | | | |
| Strategy 6: 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. 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]. 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>  No Progress  Accomplished  Continue/Modify  Discontinue </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: The Bridges Student Leadership Team (BSLT) will plan four school-wide events for students to participate in and connect with their peers. 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: 100% of students will have the opportunity to apply for the Bridges Student Leadership Team. The BSLT will plan and facilitate at least 4 school-wide events by the end of the school year. Staff Responsible for Monitoring: BSLT Teacher: Dana Naughton, Admin: Jessica Jones | Formative | | | Summative |
| | Sept | Feb | Apr | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Bridges will partner with 6 Stones Generations to offer a 7-week mentorship program for selected students. Strategy's Expected Result/Impact: 100% of selected students will successfully complete the 6 Stones mentoring program. The 7-week program will be offered once each semester. Staff Responsible for Monitoring: Counselor: Ashley Golden, Admin: Jessica Jones | Formative | | | Summative |
| | Sept | Feb | Apr | June |
| | | | | |
| <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> | | | | |

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 provide staff with a treat cart each month. Bridges will also provide staff with an opportunity to be recognized by the Bridges Student Leadership Team. Strategy's Expected Result/Impact: Staff will be recognized once a month with a special treat cart and with BSLT awards. Staff Responsible for Monitoring: Admin Assistant: Mackenzie Pappas and Jessica Talbott | Formative | | | Summative |
| | Sept | Feb | Apr | June |
| | | | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |





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 |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Bridges staff will have opportunities to participate in the Alternative Education Schools Collaboration Cohort, including Birdville ISD, HEB ISD, Keller ISD, and EMS ISD. Strategy's Expected Result/Impact: All Bridges teachers will participate in the Alternative Education Schools Collaboration Cohort at least once, designed to support alternative education. Staff Responsible for Monitoring: Admin: Jessica Jones, Teachers | Formative | | | Summative |
| | Sept | Feb | Apr | June |
| | | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </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: 100% of graduate parents will be provided an opportunity to complete a survey 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: Bridges Parents and Students will be offered the opportunity to participate in Bridges Bound during each intake term. This will be an orientation for parents and a back-to-school welcome for students. Strategy's Expected Result/Impact: 100% of parents will have the opportunity to participate in Bridges Bound to learn about the operations and expectations of Bridges. Staff Responsible for Monitoring: Admin: Jessica Jones | Formative | | | Summative |
| | Sept | Feb | Apr | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: 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> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</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 invite at least seven community members to participate in Career Day. 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>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |





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 6 Stones Generations 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 6 Stones Generations. Staff Responsible for Monitoring: Counselor: Ashley Golden, Admin: Jessica Jones | Formative | | | Summative |
| | Sept | Feb | Apr | June |
| | | | | |
| <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</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> 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 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> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</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 |
| | | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </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% |