

Grapevine-Colleyville ISD



Bridges Alternative

Accountability Rating: B

2026-2027 Campus Improvement Plan

Mission Statement

Bridges Academy 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

Summary

Bridges Academy (Grapevine-Colleyville ISD) is a non-traditional, alternative high school program designed specifically for credit recovery, acceleration, and post-secondary preparation.

Student Body & Demographics

- **Total Enrollment:** ~45 to 65 students active at any given time (rolling intake throughout the year).
- **Race / Ethnicity:**
 - **Hispanic / Latino:** ~63–64%
 - **White:** ~23–25%
 - **Two or More Races:** ~7%
 - **Black / African American:** ~5%
 - **Asian / Pacific Islander / Native American:** 0%
- **Gender Distribution:** ~61% Female, ~39% Male

Special Programs & Subpopulations

- **Economically Disadvantaged:** ~50–64%
- **Emergent Bilingual / English Learners (EB/EL):** ~13–37.5%
- **Special Education (SpEd):** ~11–14%
- **Gifted & Talented (GT):** ~0–8.9%

Academic Metrics, CCMR, & Discipline

- **Graduation & Completion Rates:** Evaluated under Texas Alternative Education Accountability (AEA) standards; maintains high completion rates, with the campus focused on returning students to standard diploma pathways.
- **Dropout Rates:** Low relative to standard alternative centers due to accelerated, flexible scheduling and retention contracts.
- **CCMR & Advanced Coursework:** 100% CCMR participation focus (TSIA testing, ASVAB, CTE tracks, and workforce readiness) rather than traditional AP/IB coursework.
- **Discipline & Mobility:** High mobility due to four quarterly enrollment entry/exit points; discipline focuses on restorative practices, counseling, and trauma-informed support rather than exclusionary suspensions.

Staff Qualifications & Ratios

- **Student-to-Teacher Ratio:** ~5.6:1 to 5.7:1 (significantly lower than state and district averages).
- **Teacher Experience:** ~80%+ of core faculty have 6 or more years of teaching experience; 0% first-year teachers.
- **Staffing Qualifications:** 100% state-certified, highly qualified teachers with specialized training in ESL/bilingual accommodations, special education, and alternative learning strategies.

Student Learning

Summary

Bridges Academy operates under Texas **Alternative Education Accountability (AEA)** guidelines. Student learning metrics focus heavily on credit recovery, individual growth, and graduation preparation rather than standard high-school testing benchmarks alone.

State Accountability Overview

- **Overall Campus Rating:** Earns a **B rating (83 scale)** under AEA evaluation, performing strongly for an alternative secondary campus.
- **School Progress Domain (Score: 90):** Demonstrates high relative growth, recognizing that students entering behind grade level make accelerated academic progress toward credit recovery.
- **Student Achievement Domain (Score: 83):** Reflects strong completion of state course requirements and high graduation success for non-traditional learners.

College, Career, and Military Readiness (CCMR)

- **Post-Secondary Readiness (Score: 79):** CCMR is the primary metric for student success at Bridges.
- **Targeted Pathways:** 100% of graduating seniors participate in formal post-secondary planning, utilizing TSIA (Texas Success Initiative Assessment) administration, ASVAB military testing, and Career & Technical Education (CTE) industry certifications.
- **Dual & Advanced Coursework:** Due to the credit-recovery mandate, traditional AP, Dual Enrollment, or IB coursework enrollment is minimal. Focus is placed on foundational credit acceleration and workforce-ready skills.

Standardized Assessments & Academic Gaps

- **STAAR End-of-Course (EOC):** Standardized pass rates (Algebra I, English I/II, Biology, U.S. History) trail standard comprehensive GCISD high schools.
- **Foundational Skill Gaps:** Because students typically enter credit-deficient or after severe academic disruptions, instruction prioritizes credit completion over test preparation, leading to lingering gaps in state assessment mastery scores.

Graduation, Retention, & Special Subpopulations

- **Graduation Plans & Retention:** Highly effective at re-engaging at-risk students; retention contracts and accelerated 6-week module systems keep dropout rates low compared to state alternative program averages.
- **Special Education (SpEd):** ~14.3% of the student body receives SpEd services. Accommodations and IEP goal progress are closely tracked through low student-to-teacher ratios (~5.7:1).
- **English Language Learners / Emergent Bilinguals:** ~37.5% of students receive language support. TELPAS (Texas English Language Proficiency Assessment System) data drives targeted scaffolding in digital and classroom instruction.

School Processes & Programs

Summary

Curriculum & Instruction Framework

- **Self-Paced Module System:** Academic courses are structured into accelerated **6-week modules**. Credit is awarded upon demonstrated mastery of Texas Essential Knowledge and Skills (TEKS) standards rather than seat-time.
- **Blended Learning Model:** Integrates digital courseware (e.g., Canvas LMS and Edgenuity) with direct, small-group facilitation by certified teachers.
- **Individualized Instruction Plans (IIPs):** Upon admission, teachers, advisors, and counselors collaborate to map out a customized pathway for each student based on missing credits and post-secondary goals.

Professional Development & Staff Growth

- **Trauma-Informed & Alternative Pedagogy:** Staff engage in GCISD professional learning focused on social-emotional learning (SEL), restorative practices, and crisis de-escalation.
- **Specialized Accommodations:** Professional development emphasizes language acquisition tools for Emergent Bilinguals (EB/EL) and specialized instructional strategies for Special Education learners.

Leadership & Decision-Making Processes

- **Collaborative Intake Committees:** Admissions decisions involve campus administration, counselors, and home-campus representatives evaluating candidate self-sufficiency and credit status.
- **Shared Leadership Model:** Due to the small staff size, teachers act as both subject matter experts and academic advisors, participating directly in operational and student intervention decisions.

Communication & Onboarding

- **Structured Application & Intake:** Prospective students independently complete a Canvas orientation course followed by an interview with the principal and counselor before admission.
- **Relational Outreach:** Teachers and advisors maintain direct, ongoing communication with parents/guardians regarding student credit progression, attendance contracts, and graduation milestones.

Organization, Scheduling, & Support Services

- **Rolling Intake Windows:** Operates on **four entry points** throughout the year (approximately every 9 weeks), enabling continuous credit acceleration and dropout prevention.
- **Wrap-Around Student Supports:** Provides access to district social workers, guidance counseling, TSIA/ASVAB testing prep, and post-secondary career planning.
- **Extracurricular & Co-Curricular Options:** Traditional campus athletics and major clubs are minimal due to the small footprint; however, students focus on workforce readiness, Career & Technical Education (CTE) tracks, and local community initiatives (such as scholarship programs hosted by the Colleyville Woman's Club).

Technology Integration Plan

- **1:1 Device Access:** Every student receives a GCISD Chromebook under the district's "Tech with Purpose" initiative, enabling learning both on campus and at home.
- **Digital Assessment & Diagnostic Tracking:** Assessment platforms track student TEKS mastery, monitor module completion rates, and deliver targeted STAAR EOC interventions online.

Perceptions

Summary

The overall perception of **Bridges Academy**—measured across student, parent, staff, and community feedback—reflects a high-trust, mission-focused environment that excels in relational satisfaction, even while navigating academic friction around standardized testing.

Student Perceptions & Beliefs

- **High Psychological Safety:** Student feedback and intake reflections consistently show that learners view Bridges as a non-judgmental "fresh start". Removing standard high school social dynamics significantly lowers anxiety, school refusal, and behavioral incidents.
- **Value of Autonomy:** Students report feeling respected as adults. They value the self-paced module structure and the freedom to manage their schedules, which builds self-efficacy and ownership over their graduation timeline.
- **Perceived Support:** The low student-to-teacher ratio (~5.7:1) leads to strong student perception ratings regarding teacher accessibility, care, and direct academic assistance.

Parent & Family Feedback

- **Strong Operational Satisfaction:** Parent surveys highlight high satisfaction with the school's communication model. Families appreciate receiving direct, personalized updates about credit completion and milestone markers rather than generic automated messages.
- **Relief & Re-engagement:** Feedback from parents often reflects gratitude for the campus's ability to re-engage students who were previously at risk of dropping out or failing in traditional high school environments.
- **Intake Agreement Alignment:** Because admission requires mutual orientation and counseling sessions, parents report a clear understanding of the academic contract and express strong alignment with the school's graduation-focused mission.

Staff Climate & Culture Feedback

- **High Shared Purpose:** Staff surveys indicate strong internal cohesion and job satisfaction. Educators express a deep commitment to the alternative education mission, viewing their roles as mentors and coaches rather than traditional lecturers.
- **High Teacher Retention:** Faculty stability is exceptionally high. With ~80% of teachers holding 6+ years of experience and 0% first-year turn-over, staff feedback emphasizes a supportive, low-stress working environment with low administrative friction.
- **Capacity & Professional Respect:** Teachers report feeling supported by district leadership in executing trauma-informed practices, language accommodations, and individualized instruction.

Community & External Business Operations

- **Strong Community Partnership Ratings:** Community organizations—most notably the **Colleyville Woman's Club**—hold Bridges in high regard, investing heavily through scholarships, graduation support, and campus events.
- **Effective District Integration:** As a choice-based campus evaluated under Texas Alternative Education Accountability (AEA) standards, GCISD district surveys show strong internal efficiency in how Bridges coordinates continuous rolling admissions with Colleyville Heritage and Grapevine High Schools.



Priority Problem Statements

Problem Statement

Root Cause

1
★

The EB students are underperforming in English on the STAAR EOC.

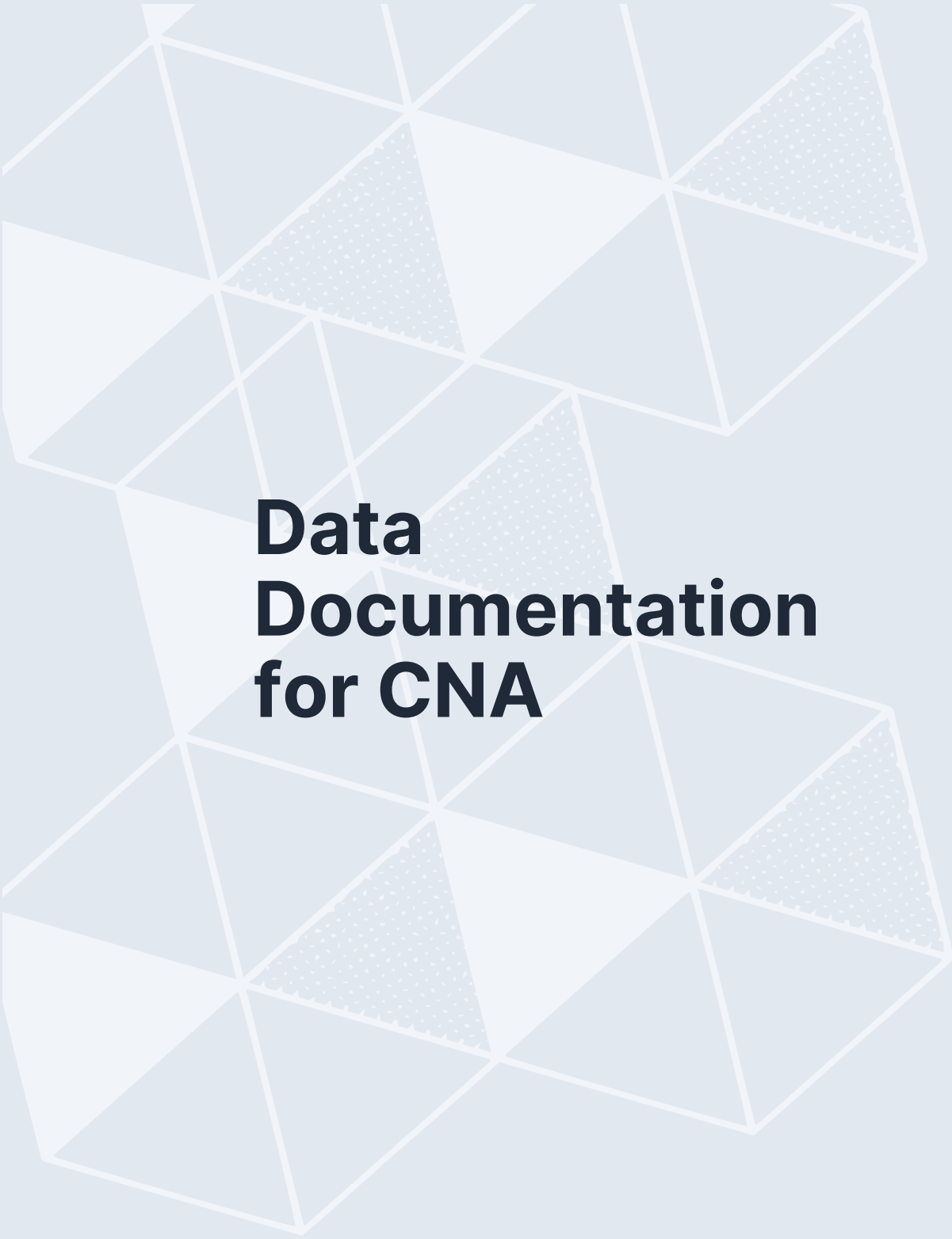
Tier 1 Instructional Alignment: General education English teachers lack consistent training in sheltered instruction strategies (such as English Language Proficiency Standards [ELPS] integration), resulting in a lack of scaffolded academic language and complex text access during daily Tier 1 instruction.

2
★

Bridges students are not earning their CCMR points.

Systemic CCMR Tracking & Intake: Intake procedures and Individual Instruction Plans (IIPs) focus exclusively on missing credit counts rather than auditing prior CCMR status, leading to missed opportunities to target single missing readiness indicators (e.g., one passing TSIA score or one certification) prior to exit.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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
- ☒ Federal Report Card and accountability data
- ☒ 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 released test questions
- ☒ 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
- ☒ Local benchmark or common assessments data
- ☒ Texas Success Initiative (TSI) 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/stability
- ☒ At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- ☒ Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- ☒ 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
- ☒ Graduation plan types

☒ Foster Care data

Student Data: Behavior and Other Indicators

- ☒ Completion rates and/or graduation rates data
- ☒ Annual dropout rate data
- ☒ Attendance data
- ☒ Mobility/stability 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
- ☒ Class size averages by grade and subject
- ☒ School safety data
- ☒ Enrollment trends
- ☒ Mobility/stability rate, including longitudinal data
- ☒ Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- ☒ School Behavioral Threat Assessment Data (Senate Bill 11)

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
- ☒ Staff mobility/stability
- ☒ Support structures: mentors
- ☒ Teacher recruitment/retention rates and other data
- ☒ Classroom and school walkthrough data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Parent engagement rate
- ☒ Community surveys and/or other feedback
- ☒ Parent and community partnership data
- ☒ Parent activity evaluations and feedback data
- ☒ Community service agencies and support services

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
- ☒ Action research results



Goals

Goal 1 Student Achievement and Post Secondary Readiness

Performance Objective 1 HB3 Goal

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].

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

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 86% to 88% by the end of the 2026-2027 school year. Student attendance directly correlates with student success.

Staff Responsible for Monitoring: Advisors, Attendance Registrar, Attendance Focus Group, Admin

Formative Reviews

Moderate Progress

September

February

April

June

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 Reviews

Some Progress

September

February

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June

Strategy 3

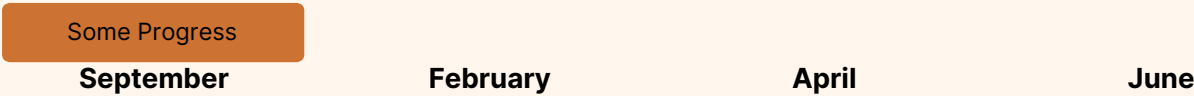
Teachers will monitor course completion progress throughout the terms. Students who are not

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 Reviews



Performance Objective 2 **HB3 Goal**

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].

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

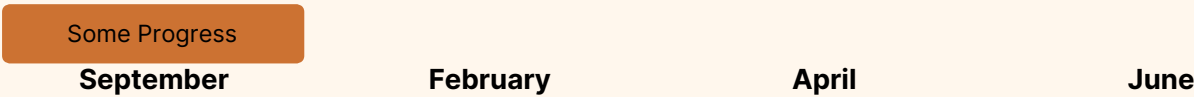
Strategy 1

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, Nutrition & Wellness, and Photography).

Strategy's Expected Result/Impact: 90% 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. The 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 Reviews



Strategy 2

Students will participate in Pathways to help determine their path (college or career) prior to graduating and will also participate in a Futures Planning Day in the spring.

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 Reviews

Some Progress

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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 Reviews

Some Progress

September

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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 help track students and calendar test dates, thereby organizing 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 Reviews

Some Progress

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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 Source: 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

Staff will partner with the Bilingual Program Coordinator to review and implement steps from the book 7 Steps to Engage Language Learners in an Interactive Classroom to support our Emergent Bilingual students. Teachers will also have mini-Spanish lessons during PLC to help them communicate with and understand our Spanish-speaking 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 Reviews

Some Progress

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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 86% to 88% by the end of the 2026-2028 school year.

Staff Responsible for Monitoring: Advisors and the Bridges Student Leadership Team

Formative Reviews

Some Progress

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Strategy 3

Bridges staff will lead mini-lessons for students during each intake, including attendance protocols, setting phone alarms, sending emails, taking notes, etc.

Strategy's Expected Result/Impact: 100% of Bridges students will participate in the Bridges mini-lessons at least once a year.

Staff Responsible for Monitoring: Admin: Jessica Jones, Teachers

Formative Reviews

Some Progress

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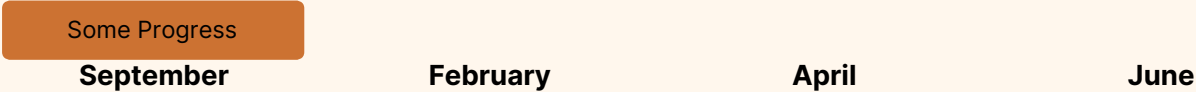
Strategy 4

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 Reviews



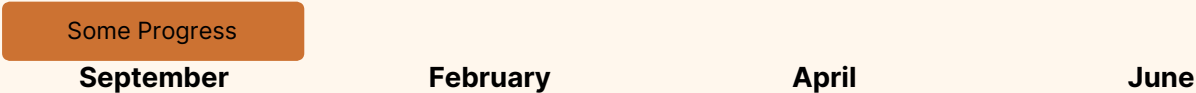
Strategy 5

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 Reviews



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 Source: GCISD Quality Cup, Student Schedules and Rosters

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, including the Bridges Service Day and the Bridges Chicken N'Pickle Team Building.

Staff Responsible for Monitoring: BSLT Teacher: Dana Naughton, Admin: Jessica Jones

Formative Reviews

Some Progress

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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 Reviews

Some Progress

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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 Source: Gallup Surveys

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 Reviews

Some Progress

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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

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 Reviews

No Progress

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

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 Reviews

No Progress

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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 Reviews

Some Progress

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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 Reviews

Some Progress

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Performance Objective 2

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

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 Reviews

Some Progress

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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 Reviews

Some Progress

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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

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 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 Reviews



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

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 Reviews

Some Progress

September

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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

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 Reviews

Some Progress

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 Reviews

Some Progress

September

February

April

June

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

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 Reviews

Some Progress

September

February

April

June

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 Reviews

Some Progress

September

February

April

June