

**Grapevine-Colleyville ISD**  
**Bridges Alternative**  
**2018-2019 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

Revised/Approved: September 05, 2015

## Demographics

### Demographics Summary

Bridges Accelerated Learning Centers serves approximately 100 students in grades 9 through 12 who reside in Grapevine-Colleyville ISD. Bridges Accelerated Learning Center's students are at-risk learners wishing to accelerate their education and earn a diploma. The student demographics of Bridges Accelerated Learning Center are 48% White, 35.8% Hispanic/Latino, 8.89% Black/African American, 2.2% American Indian, and 2.2% Asian.

### Demographics Strengths

In 2018, 75% of Bridges students earned a Foundation graduation plan with an endorsement.

65% of Bridges students enrolled in a post secondary education program.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Increase the number of ESL Certified Staff **Root Cause:** Increasing numbers of ESL students who are deficient in credits and in need of dropout prevention programs.

**Problem Statement 2:** training in mental illness for all staff **Root Cause:** Increasing numbers of students with diagnosed illnesses are applying for admission to Bridges.

# Comprehensive Needs Assessment Data Documentation

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

# Goals

**Goal 1: LEAD 2021 Personnel Strategy: We will purposefully hire, continually train, and hold accountable all GCISD staff to ensure the fulfillment of the GCISD mission and strategic objectives.**

**Performance Objective 1:** Bridges Accelerated Learning Center staff will become aware of current trends in the mental health field.

**Evaluation Data Source(s) 1:** GCISD Flex Training, PLC participation

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Require all staff to participate in mental health awareness trainings through PLC meetings and reading provided resources.	Campus Administration, counselor	Staff will be aware of the signs of mental health illness and become familiar with treatment practices.				

**Goal 1:** LEAD 2021 Personnel Strategy: We will purposefully hire, continually train, and hold accountable all GCISD staff to ensure the fulfillment of the GCISD mission and strategic objectives.

**Performance Objective 2:** The Bridges staff will participate in Professional Learning Communities to analyze data and design instruction to meet the individual learning needs of all students in order to increase student achievement and engagement.

**Evaluation Data Source(s) 2:** 100% of staff members will participate in PLC meetings and work as a team to create learning plans for all students.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) PLCs will meet weekly to discuss student progress and learning needs in order to create a personalized plan for student success.	campus principal	Increased daily percentage, progress toward graduation by completion of credits.				


**Goal 2: LEAD 2021 Learning Plan Strategy: We will facilitate a process that carries out the development, implementation, and realization of a personal learning plan that includes goals within the areas of academics, campus activities, and workforce/community involvement for every student to accomplish the GCISD mission and strategic objectives.**


**Performance Objective 1:** Bridges Accelerated Learning Center will provide supports to struggling learners by improving interventions, resources, and training to accelerate learning and ensure all student groups achieve their full potential.


**Evaluation Data Source(s) 1:** RtI Documentation, Graduation Rates


**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All teachers will participate in campus professional development in order to learn intervention methods to meet the needs of struggling learners	Campus Principal, Curriculum and Instruction Coaches, LPAC coordinator, Special Education staff	All teachers will understand the needs of struggling learners and design effective personalized instruction to meet the needs of the student.				
2) All teachers will learn and implement one form of instructional technology targeted towards the needs of struggling learners	Campus Principal, Curriculum and Instruction Coaches, LPAC coordinator, Special Education staff	Struggling learners will utilize the tools available to meet their learning needs through the modeling of campus teachers resulting in students who are able to progress through curriculum with more independence.				

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**Goal 2:** LEAD 2021 Learning Plan Strategy: We will facilitate a process that carries out the development, implementation, and realization of a personal learning plan that includes goals within the areas of academics, campus activities, and workforce/community involvement for every student to accomplish the GCISD mission and strategic objectives.

**Performance Objective 2:** Bridges Accelerated Learning Center will educate secondary school students and their parents about higher education admissions and financial aid as well as, the need for students to make informed curriculum choices in their personalized learning plan.

**Evaluation Data Source(s) 2:** FASFA Parent night , Field trip participation

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Partner with Tarrant County College to host a FAFSA/College planning night for all Bridges students	Counselor	Students would obtain the necessary funds in order to continue their education past the high school level.				
2) Bridges students will have the opportunity to participate in 2 college field trips.	Counselor	Students will become familiar with college campuses, the admissions process as well as various fields of study.				
3) 95% of Bridges graduates would pursue a post secondary goal.	Campus Administrator and Counselor	Students would understand the importance of a post secondary education to provide career opportunities and future success.				
4) Mentors will be obtained where needed for unsupported students to provide guidance and advice and bridge the college experience after students graduate.	Campus Administrator and Counselor	Students would utilize the support of their mentor and successfully navigate the college process.				

**Goal 2:** LEAD 2021 Learning Plan Strategy: We will facilitate a process that carries out the development, implementation, and realization of a personal learning plan that includes goals within the areas of academics, campus activities, and workforce/community involvement for every student to accomplish the GCISD mission and strategic objectives.

**Performance Objective 3:** Bridges Accelerated Learning Center will provide career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.

**Evaluation Data Source(s) 3:** Interview completion

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Bridges students will complete an exit interview that includes college and career planning with the campus counselor utilizing the results of the Texas Genuine Assessment.	Counselor	Students will gain an awareness of post secondary career options and develop a post secondary plan based on the results.				

**Goal 2:** LEAD 2021 Learning Plan Strategy: We will facilitate a process that carries out the development, implementation, and realization of a personal learning plan that includes goals within the areas of academics, campus activities, and workforce/community involvement for every student to accomplish the GCISD mission and strategic objectives.

**Performance Objective 4:** Bridges Accelerated Learning Center will be physically and emotionally safe learning environments that are free from bullying and in which expectations are clearly communicated.

**Evaluation Data Source(s) 4:** Participation in David's Law training

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Bridges staff will review bullying data and trends monthly.	Campus counselor and administrator	Students will be aware of the zero tolerance policy associated with bullying.  Bridges teachers will be knowledgeable of bullying trends and be better able to meet student needs.				


**Goal 2:** LEAD 2021 Learning Plan Strategy: We will facilitate a process that carries out the development, implementation, and realization of a personal learning plan that includes goals within the areas of academics, campus activities, and workforce/community involvement for every student to accomplish the GCISD mission and strategic objectives.


**Performance Objective 5:** Develop and implement a comprehensive Dyslexia education plan to meet the Texas Dyslexia Handbook recommendations within two years with emphasis in identification of students, offering effective research based programs, and yearly professional development at each campus.


**Evaluation Data Source(s) 5:** Identification numbers (PEIMS), program offerings, CIPs


**Summative Evaluation 5:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Bridges teachers will participate in the GCISD Flex training for Dyslexia.	Campus Administrator, 504 coordinator	100% of staff members would be familiar with the needs of dyslexic students and effectively implement strategies that will support the student.				
2) Bridges students will attend character education programs two times a week to address bullying, drugs, and personal/social issues.	campus administrator, campus counselor, campus staff	Students will be able to verbalize safe behaviors and choices regarding drug and alcohol awareness, bullying and personal/social needs.				

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**Goal 2:** LEAD 2021 Learning Plan Strategy: We will facilitate a process that carries out the development, implementation, and realization of a personal learning plan that includes goals within the areas of academics, campus activities, and workforce/community involvement for every student to accomplish the GCISD mission and strategic objectives.

**Performance Objective 6:** The gap between student performance and the federal system safeguard expectation will be reduced by 25% for English Language Learners.

**Evaluation Data Source(s) 6:** PBMAS, STAAR

**Summative Evaluation 6:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Bridges staff will work to identify the needs of our ELL students through conversations with our LPAC committee and design effective instruction for the students	Campus Administrator, LPAC coordinator	100% of ELL students would have a personalized learning plan that will meet the needs of the ELL student and help them work not only towards graduation but also the mastery of course content.				


**Goal 2:** LEAD 2021 Learning Plan Strategy: We will facilitate a process that carries out the development, implementation, and realization of a personal learning plan that includes goals within the areas of academics, campus activities, and workforce/community involvement for every student to accomplish the GCISD mission and strategic objectives.

**Performance Objective 7:** Students graduating from Bridges will graduate on the Recommended with an Endorsement graduation plan


**Evaluation Data Source(s) 7:** type of diploma earned

**Summative Evaluation 7:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Students, Parents, and referring counselors will be made aware of the foundation with endorsement graduation plan requirements.	Counselor, Teachers	85% of Bridges graduates will obtain a Foundation with Endorsement diploma.				
2) 100% of Bridges staff will be trained on the graduation requirements for a Foundation with Endorsement graduation diploma.	Counselor	All staff members will advise students on the requirements for graduation and identify gaps in students academic plans.				




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**Goal 3: LEAD 2021 Curriculum Strategy: We will transform from a teaching platform to a learning platform by designing engaging, differentiated work for students toward the accomplishment of the GCISD mission and strategic objectives.**

**Performance Objective 1:** The gap between student performance and the federal system safeguard expectation will be reduced by 33% for Economically Disadvantaged students.


**Evaluation Data Source(s) 1:** PBMAS, STAAR Results

**Summative Evaluation 1:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Bridges staff will work to identify and close gaps in student learning through collaboration during PLC meetings and development of personalized learning plans.	Campus staff	Economically Disadvantaged students will begin to close gaps in their learning and meet passing standard on the STAAR test.				




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**Goal 3:** LEAD 2021 Curriculum Strategy: We will transform from a teaching platform to a learning platform by designing engaging, differentiated work for students toward the accomplishment of the GCISD mission and strategic objectives.

**Performance Objective 2:** The gap between student performance and the federal system safeguard expectation will be reduced by 25% for English Language Learners.

**Evaluation Data Source(s) 2:** PBMAS, STAAR

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Bridges staff will work to identify and close gaps in student learning through collaboration during PLC meetings and the development of personalized learning plans.	Campus Administration, Campus Staff	English Language Learners will begin to close gaps in their learning and meet passing standard on the STAAR test.				




**Goal 4: LEAD 2021 Communications Strategy: We will create a plan that customizes communication methods and messages for students, parents, teachers, administration, and community to communicate and support the GCISD mission and strategic objectives.**

**Performance Objective 1:** Develop and implement a plan to increase communication from Bridges Accelerated Learning Center to the community, district, and families.


**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

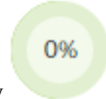
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Bridges will utilize campus support to update the webpage with current and relevant information	Campus support staff	Current information will be available for public information				
2) Bridges will utilize various social media platforms to share current and relevant information.		Community members, Families and the school district will be aware of events happening at Bridges Accelerated Learning Center.				




= Accomplished



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**Goal 5: LEAD 2021 Technology Strategy: We will integrate technology, including student mobile wireless computing devices, into every aspect of the student academic experience to support the GCISD mission and strategic objectives.**

**Performance Objective 1:** Bridges Accelerated Learning Center staff will design learning experiences which seamlessly integrate technology into the curriculum.


**Evaluation Data Source(s) 1:** C&I Coach appointments, PLC meeting data, Training participation, STAAR

**Summative Evaluation 1:**

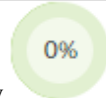
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Bridges teaching staff will attend regular trainings with the instructional coaching staff to learn best practices for implementing technology in their classrooms	Campus Administrator, Coaching staff	Teachers will begin to integrate technology such as google classroom, nearpod, etc. into their classroom instruction resulting in greater student engagement and mastery.				
2) Teachers will work collaboratively during PLC time to share instructional technology tips.	campus administrator	Greater use of instructional technology campus wide.				
3) 50% of teachers will work one on one with an instructional coach to integrate technology into their lessons.	Campus Administrator	Teachers will begin to integrate technology into their lessons which will increase student engagement and content mastery.				




= Accomplished



= Continue/Modify



= No Progress



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