

Carrollton-Farmers Branch Independent School District

Salazar Learning Center

2022-2023 Campus Improvement Plan



Mission Statement

The Mission of CFBISD, a diverse community of global learners, is to empower scholars to acquire life-long knowledge, skills, and values that prepare them to compete in the world marketplace while contributing to their community.

Vision

CFBISD will be an exceptional learning community where all graduates impact and excel in a complex, interconnected, and ever-changing world.

Value Statement

CFBISD BELIEVES IN...

- Excellence in ALL learning opportunities
- Respecting differences by embracing diversity
- A growth mindset for students, faculty, and staff
- Ongoing partnerships with the community
- Support and love of the whole student

Motto

High Expectations for ALL

Table of Contents

- Comprehensive Needs Assessment 4
 - Demographics 4
 - Student Learning 5
 - School Processes & Programs 6
 - Perceptions 7
- Priority Problem Statements 8
- Guiding Objectives 10
 - Guiding Objective 1: Optimize Engaging and Diverse Learning 11
 - Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs 12
 - Guiding Objective 3: Optimize Community Engagement 13
 - Guiding Objective 4: Optimize Social and Emotional Health of all students 14
 - Guiding Objective 5: Optimize All Available Resources 15
- Campus Improvement Committee 16
- Campus Funding Summary 17

Comprehensive Needs Assessment

Revised/Approved: May 19, 2022

Demographics

Demographics Summary

Bea Salazar Learning Center served 240 students K-12 during the 2021-2022 school year.

The staff at Bea Salazar Learning Center includes 16 teachers, 10 paraprofessionals, and 2 administrators, 1 behavior resource specialist, and 1 counselor. Additionally, the campus serves 16% special education students, 8% 504 students, and 36% Limited English Proficient students.

Bea Salazar demographics based on the 2021-2022 school year

Asian 1%

Black/African American 31%

Hispanic 58%

Two or more 5 %

White 5 %

District demographics fall PEIMS 2021-2022

American Indian 0.36%

Asian 11.41%

Black/African American 18.15%

Hispanic 55.41%

Native Hawaiian/ Other 0.07%

Two or more 3.41 %

White 11.19%

Demographics Strengths

Bea Salazar has one counselor, who is Spanish-speaking Hispanic male. 60% of the teaching staff at Salazar are males. Salazar also has two Spanish-speaking paraprofessionals for help in communicating with Spanish-speaking students and parents. Salazar has an African American female principal, and 63% minority identifying staff members.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student demographic placement at Salazar does not reflect the student demographics for CFBISD as a whole. **Root Cause:** Minority students are being placed for control substance use or possession and placed at Salazar for fighting or assaults at higher rates than other demographics.

Student Learning

Student Learning Summary

Students entering Salazar often are behind in the schoolwork and are not on course to graduate on time. Based on high school summer school data, 82% of students are behind in credits needed for graduation. We will continue to track student progress through their placements next school year.

Student Learning Strengths

Students who enter Salazar often leave with higher averages. This data will need to be collected for next school year. Informal student exit surveys indicate students feel successful while attending Salazar.

The district chemical dependency counselor visit students at Salazar to continue their drug counseling and education.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 3% of the students who attend Salazar return for a second placement. **Root Cause:** Students' grades improve due to smaller class sizes at Salazar, increasing student success towards graduation. We are a preferred learning environment for some students who need a highly structured learning environment for success.

Problem Statement 2 (Prioritized): Students who attend Salazar for combative are not taught ways to manage their behavior. **Root Cause:** Students who attend Salazar for physical aggression do not receive additional help to combat behavior choices. Salazar does restorative circles, but most students with aggressive behavior need additional support on ways to resolve conflict.

Problem Statement 3 (Prioritized): Teachers at Bea Salazar are the only teachers that teach their subject area, hence not having a teaching partner to collaborate with. **Root Cause:** Student enrollment remains low, which supports the need for one teacher per subject area.

School Processes & Programs

School Processes & Programs Summary

Students are offered transportation to Salazar but students are not allowed to park on campus. Salazar does not allow bags or backpacks into the building. Students are required to dress in a mandatory dress code with only specific colors allowed. Students are escorted within the building at all times, there are no bells. Students begin and end their day in their advisory class, where teachers check in with the students and update students on their success while attending Salazar. Students have access to core class teachers, PE, and Art. Other electives and credit recovery are serviced through our elective lab, where students continue coursework with their home campus teacher while monitored by the elective lab teacher. Students have frequent counseling opportunities with the Salazar counselor and restorative circles when appropriate. Students also take Character Education as part of their curriculum.

School Processes & Programs Strengths

Class sizes remain no larger than 15.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Student behavior is not consistent across the campus, creating disagreements and negative interactions between staff and students. These interactions can escalate into referrals or larger disciplinary actions. **Root Cause:** Faculty, staff, and administrators are interpreting the points plans and expectations differently for each classroom. Clear expectations have not been agreed upon between faculty, staff, and administration.

Problem Statement 2 (Prioritized): Student misconduct is not always addressed by faculty, staff, and administrators with an appropriate placement until the situation escalates. **Root Cause:** Salazar has regular classroom placement, out of class placement for the day, or suspension. There is no space for students who need a cool down space or out of class placement for a period. This means several behaviors are not addressed until the situation escalates.

Problem Statement 3 (Prioritized): Students are not provided the same lunch menu as on their home campuses when they enroll at Bea Salazar Learning Center. **Root Cause:** Bea Salazar has a small enrollment that doesn't require a full-time cafeteria staff to meet the needs of the students.

Perceptions

Perceptions Summary

Our mission at Bea Salazar Learning Center is to empower students to achieve academic, behavioral, and social-emotional success. Faculty and staff highly value social emotional learning and directly teach processes and procedures to help students self-regulate.

Perceptions Strengths

Teachers at Salazar see students who attend here for their strengths and do not label them as "bad". Teachers at Salazar make meaningful connections with their students and students flourish with our care.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Student who attend Salazar do not receive the same academic opportunities as their home campus counterparts **Root Cause:** Faculty and administrators at the home campuses do not understand the processes and academic rigor here at Salazar. Student transfers back to their home campus very widely from campus to campus. Student access to work for success varies by school and grade.

Problem Statement 2 (Prioritized): Student who attend Salazar do not receive the same grading expectations as other transfer students. **Root Cause:** Salazar student grade improve due to our small class size and highly structured learning environment but home campus faculty believe it is because Salazar is not academically rigorous. Salazar does not have a PEIMS record clerk to address transfer grades.

Problem Statement 3 (Prioritized): Students come to Salazar without the required mandatory dress code. **Root Cause:** Salazar has a different dress code from the home campuses and many families are unable to provide the required dress code in such a short time frame.

Priority Problem Statements

Problem Statement 1: Student demographic placement at Salazar does not reflect the student demographics for CFBISD as a whole.

Root Cause 1: Minority students are being placed for control substance use or possession and placed at Salazar for fighting or assaults at higher rates than other demographics.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 3% of the students who attend Salazar return for a second placement.

Root Cause 2: Students' grades improve due to smaller class sizes at Salazar, increasing student success towards graduation. We are a preferred learning environment for some students who need a highly structured learning environment for success.

Problem Statement 2 Areas: Student Learning

Problem Statement 4: Student behavior is not consistent across the campus, creating disagreements and negative interactions between staff and students. These interactions can escalate into referrals or larger disciplinary actions.

Root Cause 4: Faculty, staff, and administrators are interpreting the points plans and expectations differently for each classroom. Clear expectations have not been agreed upon between faculty, staff, and administration.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 6: Student who attend Salazar do not receive the same academic opportunities as their home campus counterparts

Root Cause 6: Faculty and administrators at the home campuses do not understand the processes and academic rigor here at Salazar. Student transfers back to their home campus very widely from campus to campus. Student access to work for success varies by school and grade.

Problem Statement 6 Areas: Perceptions

Problem Statement 3: Students who attend Salazar for combative are not taught ways to manage their behavior.

Root Cause 3: Students who attend Salazar for physical aggression do not receive additional help to combat behavior choices. Salazar does restorative circles, but most students with aggressive behavior need additional support on ways to resolve conflict.

Problem Statement 3 Areas: Student Learning

Problem Statement 5: Student misconduct is not always addressed by faculty, staff, and administrators with an appropriate placement until the situation escalates.

Root Cause 5: Salazar has regular classroom placement, out of class placement for the day, or suspension. There is no space for students who need a cool down space or out of class placement for a period. This means several behaviors are not addressed until the situation escalates.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 7: Student who attend Salazar do not receive the same grading expectations as other transfer students.

Root Cause 7: Salazar student grade improve due to our small class size and highly structured learning environment but home campus faculty believe it is because Salazar is not academically rigorous. Salazar does not have a PEIMS record clerk to address transfer grades.

Problem Statement 7 Areas: Perceptions

Problem Statement 10: Teachers at Bea Salazar are the only teachers that teach their subject area, hence not having a teaching partner to collaborate with.

Root Cause 10: Student enrollment remains low, which supports the need for one teacher per subject area.

Problem Statement 10 Areas: Student Learning

Problem Statement 9: Students are not provided the same lunch menu as on their home campuses when they enroll at Bea Salazar Learning Center.

Root Cause 9: Bea Salazar has a small enrollment that doesn't require a full-time cafeteria staff to meet the needs of the students.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 8: Students come to Salazar without the required mandatory dress code.

Root Cause 8: Salazar has a different dress code from the home campuses and many families are unable to provide the required dress code in such a short time frame.

Problem Statement 8 Areas: Perceptions





Guiding Objectives

Revised/Approved: May 19, 2022

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By the end of the 2022- 2023, school year repeat placements at Bea Learning Center for the same school year will reduce from 3% to 2%.

Strategy 1 Details	Reviews			
<p>Strategy 1: Gather frequent feedback through surveys and counseling from students during their placement. Have students identify a staff member from Bea Salazar to stay connected to the student to support their successful return to their home campus.</p> <p>Strategy's Expected Result/Impact: Students will maintain their connection to Bea Salazar's staff so that they don't have to repeat a discipline infraction to keep the connection.</p> <p>Staff Responsible for Monitoring: Campus administrators and School Counselor</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Attend conferences that address at risk student needs - 211 Title I - \$1,350</p>	Formative			Summative
	Oct	Jan	Mar	June





 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 1 Problem Statements:

Perceptions
<p>Problem Statement 1: Student who attend Salazar do not receive the same academic opportunities as their home campus counterparts Root Cause: Faculty and administrators at the home campuses do not understand the processes and academic rigor here at Salazar. Student transfers back to their home campus very widely from campus to campus. Student access to work for success varies by school and grade.</p>

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By the end of their placement, we will enhance student annotation skills by teaching them how to navigate technology tools into their learning.





Strategy 1 Details	Reviews			
Strategy 1: Using a wireless mouse helps students navigate the online tools on all the platforms we use. Problem Statements: Student Learning 1 Funding Sources: technology, wireless mouse. calculators, charging stations - 211 Title I - \$6,500	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2 Problem Statements:

Student Learning
Problem Statement 1: 3% of the students who attend Salazar return for a second placement. Root Cause: Students' grades improve due to smaller class sizes at Salazar, increasing student success towards graduation. We are a preferred learning environment for some students who need a highly structured learning environment for success.

Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

Goal 1: By August 31, 2022 the campus clothes closet will be stocked and remained stocked to keep a variety of sizes in stock at all times throughout the school year to meet the needs of students.





Strategy 1 Details	Reviews			
<p>Strategy 1: Partner with the Giving House and Metrocrest to get monthly donations sent to the campus. Strategy's Expected Result/Impact: 10 donations throughout the 2022-2023 school year. Staff Responsible for Monitoring: School Counselor</p> <p>Problem Statements: Perceptions 3</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1 Problem Statements:

Perceptions
<p>Problem Statement 3: Students come to Salazar without the required mandatory dress code. Root Cause: Salazar has a different dress code from the home campuses and many families are unable to provide the required dress code in such a short time frame.</p>

Guiding Objective 3: Optimize Community Engagement

Goal 1: By November 30, 2022 we will increase our community partners from 2 to 4 so that we can provide snacks to students.





Strategy 1 Details	Reviews			
<p>Strategy 1: Create a snack closet similar to the clothes closet with monthly donations are provided.</p> <p>Strategy's Expected Result/Impact: Since all students received free breakfast and lunch last school year and that is going away, we want to be prepared to meet the needs of students.</p> <p>Staff Responsible for Monitoring: School Counselor</p> <p>Problem Statements: School Processes & Programs 3</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase parent engagement at campus events.</p> <p>Funding Sources: Parent Meetings - 211 Title I - \$300</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 3: Students are not provided the same lunch menu as on their home campuses when they enroll at Bea Salazar Learning Center. Root Cause: Bea Salazar has a small enrollment that doesn't require a full-time cafeteria staff to meet the needs of the students.</p>

Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 1: Prior to the end of their individual placement, we will provide 100% of students that come to Salazar for physical altercations options on how to resolve conflicts through non-violence prior to their exit.





Strategy 1 Details	Reviews			
<p>Strategy 1: Guide students in identifying a strategy intended to use prior to finishing placement at Bea Salazar.</p> <p>Strategy's Expected Result/Impact: Students will not have physical altercations after their placement at Bea Salazar learning center.</p> <p>Staff Responsible for Monitoring: School Counselor and Character Education Teachers</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Professional Development for Counselor - 211 Title I - \$600, Professional Development for staff book study - 211 Title I - \$1,900, Provide books/ pamphlets to parents - 211 Title I - \$200</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1 Problem Statements:

Student Learning
<p>Problem Statement 2: Students who attend Salazar for combative are not taught ways to manage their behavior. Root Cause: Students who attend Salazar for physical aggression do not receive additional help to combat behavior choices. Salazar does restorative circles, but most students with aggressive behavior need additional support on ways to resolve conflict.</p>

Guiding Objective 5: Optimize All Available Resources

Goal 1: By the end of the 1st nine weeks, there will be a collaborative schedule in place to ensure district and instructional coaches work closely with teachers at Bea Salazar Learning Center to create a larger learning community.

Strategy 1 Details	Reviews			
<p>Strategy 1: Work with content directors and instructional coaches to establish a campus visit schedule to include Bea Salazar teachers.</p> <p>Staff Responsible for Monitoring: Campus Instructional Facilitator</p> <p>Problem Statements: Student Learning 3 - Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1 Problem Statements:

Student Learning
<p>Problem Statement 3: Teachers at Bea Salazar are the only teachers that teach their subject area, hence not having a teaching partner to collaborate with. Root Cause: Student enrollment remains low, which supports the need for one teacher per subject area.</p>
Perceptions
<p>Problem Statement 1: Student who attend Salazar do not receive the same academic opportunities as their home campus counterparts Root Cause: Faculty and administrators at the home campuses do not understand the processes and academic rigor here at Salazar. Student transfers back to their home campus very widely from campus to campus. Student access to work for success varies by school and grade.</p>

Campus Improvement Committee

Committee Role	Name	Position
Administrator	LuEva Collins	Principal
Classroom Teacher	Karin Busby	High School POD leader
Classroom Teacher	Sherri Wilcox	Instructional Facilitator
Classroom Teacher	Robert Jayroe	Middle school POD leader
Non-classroom Professional	Richard Vargas	Counselor
Classroom Teacher	Paula Brown	Character Education/Restorative Circle Trainer
Classroom Teacher	Kenneth Stephens	Special Education Teacher
Community Representative	Vicky Herr	Community Member

Campus Funding Summary

211 Title I					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	1	Attend conferences that address at risk student needs		\$1,350.00
1	2	1	technology, wireless mouse. calculators, charging stations		\$6,500.00
3	1	2	Parent Meetings		\$300.00
4	1	1	Professional Development for staff book study		\$1,900.00
4	1	1	Professional Development for Counselor		\$600.00
4	1	1	Provide books/ pamphlets to parents		\$200.00
Sub-Total					\$10,850.00
Budgeted Fund Source Amount					\$10,850.00
+/- Difference					\$0.00
Grand Total Budgeted					\$10,850.00
Grand Total Spent					\$10,850.00
+/- Difference					\$0.00