

Carrollton-Farmers Branch Independent School District

Salazar Learning Center

2023-2024 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	6
School Processes & Programs	7
Perceptions	8
Priority Problem Statements	9
Guiding Objectives	10
Guiding Objective 1: Optimize Engaging and Diverse Learning	10
Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs	11
Guiding Objective 3: Optimize Community Engagement	12
Guiding Objective 4: Optimize Social and Emotional Health of all students	14
Guiding Objective 5: Optimize All Available Resources	16
State Compensatory	17
Budget for Salazar Learning Center	17
Title I	18
1.1: Comprehensive Needs Assessment	18
2.1: Campus Improvement Plan developed with appropriate stakeholders	18
2.2: Regular monitoring and revision	18
2.3: Available to parents and community in an understandable format and language	18
2.4: Opportunities for all children to meet State standards	18
2.5: Increased learning time and well-rounded education	18
2.6: Address needs of all students, particularly at-risk	18
3.1: Annually evaluate the schoolwide plan	18
4.1: Develop and distribute Parent and Family Engagement Policy	19
4.2: Offer flexible number of parent involvement meetings	19

Comprehensive Needs Assessment

Revised/Approved: January 30, 2024

Demographics

Demographics Summary

Bea Salazar Learning Center served **286** students K-12 during the 2022-2023 school year.

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

Bea Salazar demographics based on the 2022-2023 school year

Asian 1.05 %

Black/African American 26.22%

Hispanic 58.04%

Pacific Islander .35%

Two or more 3.85%

White 9.44%

District demographics PEIMS 2022-2023

American Indian 0.36%

Asian 11.41%

Black/African American 18.15%

Hispanic 55.41%

Pacific Islander 0.07%

Two or more 3.41 %

White 11.19%

Demographics Strengths

Bea Salazar has one counselor. 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: Students are Salazar at not receiving the education and behavioral modification necessary to correct their original code of contact violation. **Root Cause:** The majority of students attending Bea Salazar are here for drug violation.

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: Students are not receiving additional support for HB 4545. **Root Cause:** Current schedule does not support HB 4545 hours.

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: Students are returning to Salazar in higher ratios than prior year. **Root Cause:** Students are returning to Salazar within less than a week at home campus

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: Salazar's mission as an alternative school is to build student success through restorative practices but home campus want a more punitive approach to managing behavior. **Root Cause:** Disconnect between alternative school and home campus expectations.











Priority Problem Statements

Guiding Objectives

Revised/Approved: August 7, 2023





Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By the end of a student's placement they will receive a minimum of 2 hours toward their required acceleration instruction requirement.

Strategy 1 Details	Reviews			
<p>Strategy 1: Create a new master schedule that includes time for students to receive accelerated instruction in order to satisfy HB1416 requirement.</p> <p>Strategy's Expected Result/Impact: Students will leave Salazar with progress toward their accelerated instruction needs.</p> <p>Staff Responsible for Monitoring: Leadership team</p> <p>Funding Sources: Calculators, Classroom Libraries, Student resources - 211 Title I - 211-11-6399-00-005-99-000 - \$5,227, Instructional Specialists - 211 Title I - 211-11-6119-00-005-30-000 - \$7,073</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Create a monitoring list for teachers to log hours provided to students.</p> <p>Strategy's Expected Result/Impact: Teachers should update the list weekly</p> <p>Staff Responsible for Monitoring: POD leaders, AP, Principal</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Share information with parents regarding state testing as well as literacy strategies and resources at orientation.</p> <p>Funding Sources: Study prep resources for parents - 211 Title I - 211-61-6399-00-005-99-000 - \$200</p>	Formative			Summative
	Oct	Jan	Mar	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				







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

Goal 1: By the end of the year increase access to district radio communication to all staff members at Salazar.

Strategy 1 Details	Reviews			
Strategy 1: Increase the district radios on campus, one for each section of the building, MS, POD, HS POD, Elementary POD, and electives. Strategy's Expected Result/Impact: Increase in radios Staff Responsible for Monitoring: AP & Campus Security	Formative			Summative
	Oct	Jan	Mar	June
	N/A	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				






Guiding Objective 3: Optimize Community Engagement

Goal 1: Establish a food pantry/ snacks for students to access throughout the day so that their physical needs are met in order for learning to occur.

Strategy 1 Details	Reviews			
Strategy 1: Reach out to community partners with needs for students. Staff Responsible for Monitoring: Counselor	Formative			Summative
	Oct	Jan	Mar	June
	 40%	 50%		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				







Guiding Objective 3: Optimize Community Engagement

Goal 2: Create a school store for rewards in order to enhance relationships and incentivize positive behavior choices for students.

Strategy 1 Details	Reviews			
Strategy 1: Identify 3-4 community partners that will provide snacks to students attending Salazar.	Formative			Summative
	Oct	Jan	Mar	June
	 25%	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Goal 1: By the end of the 2023-2024 school year hold proactive restorative circles at least once a month for all students.







Strategy 1 Details	Reviews			
<p>Strategy 1: Create a schedule for restorative circles to occur in advisory. Staff Responsible for Monitoring: Instructional Facilitator, Counselor, and POD leaders Funding Sources: Training for staff on restorative circles - 211 Title I - 211-11-6299-00-005-99-000 - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Goal 2: By the end of the school year 80% of students will have participated in a exiting restorative circle that supports student social-emotional learning in order to have a successful transition back to their home campus.

Guiding Objective 5: Optimize All Available Resources

Goal 1: Each nine weeks bring in guest speakers from the larger community with restorative circles afterwards for processing.

Strategy 1 Details	Reviews			
Strategy 1: Collaborate with District to help identify community partners that can visit during middle school or high school lunch and or advisory.	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Budget for Salazar Learning Center

Total SCE Funds: \$1,346,000.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

The supplemental programs and services provided with SCE funds include activities such as: state assessment remediation, EOC interventions, Core-Subject Small Group Instruction, Emergent Bilingual Support, Credit Recovery Labs, AVID, and Summer School.

Title I

1.1: Comprehensive Needs Assessment

A comprehensive needs assessment is conducted on an annual basis. Multiple data sources are used from various stakeholders (parents, administrators, teachers, and community members) via surveys, meeting participation, etc. The areas of assessment include demographics, student achievement, school processes and programs, and perceptions. The school-wide focus is on academic student achievement as measured by growth throughout the school year.

2.1: Campus Improvement Plan developed with appropriate stakeholders

A campus improvement plan is developed based on the comprehensive needs assessment findings. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the district's website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

2.2: Regular monitoring and revision

Throughout the year the campus improvement plan is monitored and adjusted to best support student achievement and related initiatives. The campus Leadership Team and Salazar's Campus Improvement Committee are involved in monitoring and adjusting the campus improvement plan.

2.3: Available to parents and community in an understandable format and language

Information is available to parents and community members in an understandable format and language. The district and campus websites include a feature which translates all content. Fliers that are sent home include both English and Spanish. Community meetings are held in English and Spanish.

2.4: Opportunities for all children to meet State standards

Progress monitoring data is used to determine students in need of academic support. SNAP meetings are held regularly to determine which students are in need of Tier 2 & Tier 3 interventions. Parents are provided resources to help support student progress.

2.5: Increased learning time and well-rounded education

Based on need as identified via the SNAP process, additional learning time is provided during the school day and/or outside of the school day. Designated intervention times limit students missing core instruction.

2.6: Address needs of all students, particularly at-risk

Salazar's CIP includes strategies to support all students, with an area of focus for students struggling with social emotional balance, bilingual emergent students and students receiving special education services.

3.1: Annually evaluate the schoolwide plan

A campus improvement plan is developed based on the comprehensive needs assessment finding. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the district's website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

4.1: Develop and distribute Parent and Family Engagement Policy

Annually stakeholders, including parents, staff, and administrators, jointly develop a parent and family engagement policy to encourage partnership and participation in activities that foster relationships which support student achievement. Input is gathered via Campus Improvement Committee meetings and online survey, during the spring of the previous school year. Updated policies are reviewed and disseminated at the beginning of the school year via ParentSquare and orientation meetings.

4.2: Offer flexible number of parent involvement meetings

There are multiple opportunities offered to parents in order to encourage participation in campus community meetings. These opportunities span different hours of the day in order to accommodate different schedules and they also span different formats including virtual meetings, face to face meetings, and recorded presentations.