Carrollton-Farmers Branch Independent School District

Salazar Learning Center

2024-2025 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
Comprehensive Needs Assessment Data Documentation 10
Guiding Objectives 12
Guiding Objective 1: Optimize Engaging and Diverse Learning 12
Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs 17
Guiding Objective 3: Optimize Community Engagement 18
Guiding Objective 4: Optimize Social and Emotional Health of all students 20
Guiding Objective 5: Optimize All Available Resources 23
State Compensatory 24
Budget for Salazar Learning Center 24
Title I - Previous 25
1.1: Comprehensive Needs Assessment 25
2.1: Campus Improvement Plan developed with appropriate stakeholders 25
2.2: Regular monitoring and revision 25
2.3: Available to parents and community in an understandable format and language 25
2.4: Opportunities for all children to meet State standards 25
2.5: Increased learning time and well-rounded education 25
2.6: Address needs of all students, particularly at-risk 25
3.1: Annually evaluate the schoolwide plan 25
4.1: Develop and distribute Parent and Family Engagement Policy 26
4.2: Offer flexible number of parent involvement meetings 26
Title I - Updated 26
Policies, Procedures, and Requirements 27

Comprehensive Needs Assessment

Revised/Approved: May 23, 2024

Demographics

Demographics Summary

Bea Salazar Learning Center served 338 students K-12 during the 2023-2024 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 2023-2024 school year

Asian 2.96%

Black/African American 25.74%

Hispanic 62.42%

White 8.88%

District demographics PEIMS 2023-2024 school year

American Indian/Alaskan/Other 0.4%

Asian 11.06%

Black/African American 17.05%

Hispanic 56.05%

Pacific Islander 0.07%

Two or more 3.4%

White 10.7%

Demographics Strengths

Bea Salazar has one counselor. 66% of the teaching staff at Salazar are males. Salazar also has four Spanish-speaking paraprofessionals to help communicate with Spanish-speaking students and parents. Salazar has an African American female Principal, and 52% minority identifying staff members.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students are Salazar at not receiving the education and behavioral modification necessary to correct their original code of contact violation.
Root Cause: Students have not been given appropriate coping strategies to deal with stressors that occur at their home campuses.

Problem Statement 2 (Prioritized): Students who are soci-economically disadvnataged stuggle to regulate their behavior when impacted by outside influence.
Root Cause: Many students face food insecurity at home which impacts their behaviors.

Student Learning

Student Learning Summary

Students entering Salazar often are behind in their schoolwork and are not on course to graduate on time. Based on high school summer school data, only (3) students were on track to graduate.

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 or start their drug counseling and education.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students are not meeting state criteria on STAAR / EOC Exams.
Root Cause: Students are not meeting their 30 hours of HB1416 from the home campus when they are sent to DAEP for 30 schools days.

Problem Statement 2 (Prioritized): Students have behavior concerns that impact their academic performance and do not trust the adults on campus.
Root Cause: Students/Teacher relationships have not been established that encourage students to openly communicate with teachers/staff..

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): 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

Problem Statement 2 (Prioritized): Students are Salazar at not receiving the education and behavioral modification necessary to correct their original code of contact violation.
Root Cause: Students have not been given appropriate coping strategies to deal with stressors that occur at their home campuses.

Problem Statement 3 (Prioritized): Students are not benefitting from the use of AI in the classrooms.
Root Cause: Teachers have not been provided with PD hours and/or resurces for the appropriate use of AI in the classroom

Problem Statement 4 (Prioritized): Student behaviors escalate and become bigger issues in the classroom when students have to wait for staff / admin intervention.
Root Cause: Lack of radios for staff to use to call for assistance.

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

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 1: Students have not been given appropriate coping strategies to deal with stressors that occur at their home campuses.
Problem Statement 1 Areas: Demographics - School Processes & Programs

Problem Statement 2: Students are returning to Salazar in higher ratios than prior year.
Root Cause 2: Students are returning to Salazar within less than a week at home campus
Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Students are not meeting state criteria on STAAR / EOC Exams.
Root Cause 3: Students are not meeting their 30 hours of HB1416 from the home campus when they are sent to DAEP for 30 schools days.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: Students are not benefitting from the use of AI in the classrooms.
Root Cause 4: Teachers have not been provided with PD hours and/or resurces for the appropriate use of AI in the classroom
Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Students who are soci-economically disadvnataged stuggle to regulate their behavior when impacted by outside influence.
Root Cause 5: Many students face food insecurity at home which impacts their behaviors.
Problem Statement 5 Areas: Demographics

Problem Statement 6: Student behaviors escalate and become bigger issues in the classroom when students have to wait for staff / admin intervention.
Root Cause 6: Lack of radios for staff to use to call for assistance.
Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Students have behavior concerns that impact their academic performance and do not trust the adults on campus.
Root Cause 7: Students/Teacher relationships have not been established that encourage students to openly communicate with teachers/staff..
Problem Statement 7 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus 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

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.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance 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

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-PESS 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
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

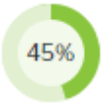
Guiding Objectives

Revised/Approved: May 23, 2024

Guiding Objective 1: Optimize Engaging and Diverse Learning

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create a new master schedule that includes time for students to receive accelerated instruction in order to satisfy HB1416 requirement. **Strategy's Expected Result/Impact:** Students will leave Salazar with progress toward their accelerated instruction needs. **Staff Responsible for Monitoring:** Leadership team **Problem Statements:** Student Learning 1	N/A			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Create a monitoring list for teachers to log hours provided to students. **Strategy's Expected Result/Impact:** Teachers should update the list weekly **Staff Responsible for Monitoring:** POD leaders, AP, Principal **Problem Statements:** Student Learning 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Share information with parents regarding state testing as well as literacy strategies and resources at orientation. **Problem Statements:** Student Learning 1 **Funding Sources:** Study prep resources for parents - 211 Title I - 211-61-6399-00-005-99-000 - $200	N/A	N/A		

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Principal to attend TASBE and TASSP conference to learn best practices for the unique student demographics that we serve at Salazar. **Strategy's Expected Result/Impact:** Implement training during staff development **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** - 211 Title I - $1,900	N/A	N/A		

 No Progress Accomplished Continue/Modify Discontinue

Goal 1 Problem Statements:

Student Learning
Problem Statement 1: Students are not meeting state criteria on STAAR / EOC Exams. **Root Cause**: Students are not meeting their 30 hours of HB1416 from the home campus when they are sent to DAEP for 30 schools days.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By the end of the 2024-2025 school year, teachers will be taught strategies for artificial intelligence in the classroom

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Attend the Principal's Law conference and session on AI in schools **Strategy's Expected Result/Impact:** I will learn new information as AI hasn't been shared with us and our teachers must be aware. **Staff Responsible for Monitoring:** Collins **Problem Statements:** School Processes & Programs 3 **Funding Sources:** Conference Registration and Travel - 211 Title I - 211-23-6411-00-005-99-000 - $600				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2 Problem Statements:

School Processes & Programs
Problem Statement 3: Students are not benefitting from the use of AI in the classrooms. **Root Cause**: Teachers have not been provided with PD hours and/or resurces for the appropriate use of AI in the classroom

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: By the end of the first semester, teachers will be able to use one of the fundamental five frames in their classrooms.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Puchase the revised edition of the Fundamental 5 book. **Problem Statements:** Student Learning 2 **Funding Sources:** - 211 Title I - $400	N/A	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3 Problem Statements:

Student Learning
Problem Statement 2: Students have behavior concerns that impact their academic performance and do not trust the adults on campus. **Root Cause**: Students/Teacher relationships have not been established that encourage students to openly communicate with teachers/staff..

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 4: By the end of the school year, we will have secured resources and hired staff for summer school to ensure students can participate in credit recovery, STAAR/EOC preparation, and finishing placements at DAEP.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Hire 5 teachers in order to be able to offer summer school at Salazar. **Strategy's Expected Result/Impact:** Credit recovery, improved STAAR scores, reduce holdover placements to start in August. **Staff Responsible for Monitoring:** Principal and Area Director **Funding Sources:** - 211 Title I - $11,100	N/A	N/A	N/A	

 No Progress Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	June
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 **Problem Statements:** School Processes & Programs 4	N/A	N/A	N/A	

 No Progress Accomplished Continue/Modify Discontinue

Goal 1 Problem Statements:

School Processes & Programs
Problem Statement 4: Student behaviors escalate and become bigger issues in the classroom when students have to wait for staff / admin intervention. **Root Cause**: Lack of radios for staff to use to call for assistance.

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Reach out to community partners with needs for students. **Staff Responsible for Monitoring:** Counselor **Problem Statements:** Demographics 2	65%	70%	80%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1 Problem Statements:

Demographics
Problem Statement 2: Students who are soci-economically disadvnataged stuggle to regulate their behavior when impacted by outside influence. **Root Cause**: Many students face food insecurity at home which impacts their behaviors.

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Identify 3-4 community partners that will provide snacks to students attending Salazar. **Problem Statements:** Student Learning 2	N/A	10%	35%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Reach out to donors to contribute to the school store. **Problem Statements:** Demographics 2 - Student Learning 2	N/A	N/A	25%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Create an Amazon wish list to house snacks, books, and other student incentives. **Problem Statements:** Demographics 2 - Student Learning 2	N/A	N/A	N/A	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2 Problem Statements:

Demographics
Problem Statement 2: Students who are soci-economically disadvnataged stuggle to regulate their behavior when impacted by outside influence. **Root Cause**: Many students face food insecurity at home which impacts their behaviors.

Student Learning
Problem Statement 2: Students have behavior concerns that impact their academic performance and do not trust the adults on campus. **Root Cause**: Students/Teacher relationships have not been established that encourage students to openly communicate with teachers/staff..

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

Goal 1: By the end of the 2024-2025 school year hold proactive restorative circle at least one time before a student completes their placement.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create a schedule for restorative circles to occur in advisory. **Staff Responsible for Monitoring:** Instructional Facilitator, Counselor, and POD leaders **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Training for staff on restorative circles - 211 Title I - 211-11-6299-00-005-99-000 - $1,500	65%	75%	80%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Purchase "Classroom Circles" text for teachers to use in advisory. **Problem Statements:** Demographics 1 - School Processes & Programs 2 **Funding Sources:** - 211 Title I - $500	N/A	N/A	N/A	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1 Problem Statements:

Demographics
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**: Students have not been given appropriate coping strategies to deal with stressors that occur at their home campuses.

School Processes & Programs
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
Problem Statement 2: Students are Salazar at not receiving the education and behavioral modification necessary to correct their original code of contact violation. **Root Cause**: Students have not been given appropriate coping strategies to deal with stressors that occur at their home campuses.

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 rinterview that supports student social-emotional learning in order to have a successful transition back to their home campus.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Principal holds an exit interview with each student. Student creates a short and long term goal as well as identify a trusted staff member for visit. **Staff Responsible for Monitoring:** LuEva Collins **Problem Statements:** School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2 Problem Statements:

School Processes & Programs
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

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

Goal 3: Support 100% of students social and emotional health needs during summer 2025

Summative Evaluation: Met Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Hire a summer school counselor to support students social-emotional needs on a daily basis **Title I:** 4.1 **Problem Statements:** Demographics 1 - School Processes & Programs 2	100%	100%	100%	100%

 No Progress Accomplished Continue/Modify Discontinue

Goal 3 Problem Statements:

Demographics
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**: Students have not been given appropriate coping strategies to deal with stressors that occur at their home campuses.
School Processes & Programs
Problem Statement 2: Students are Salazar at not receiving the education and behavioral modification necessary to correct their original code of contact violation. **Root Cause**: Students have not been given appropriate coping strategies to deal with stressors that occur at their home campuses.

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Collaborate with District to help identify community partners that can visit during middle school or high school lunch and or advisory. **Problem Statements:** Demographics 1 - School Processes & Programs 2	N/A	N/A	N/A	

 No Progress Accomplished Continue/Modify Discontinue

Goal 1 Problem Statements:

Demographics
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**: Students have not been given appropriate coping strategies to deal with stressors that occur at their home campuses.
School Processes & Programs
Problem Statement 2: Students are Salazar at not receiving the education and behavioral modification necessary to correct their original code of contact violation. **Root Cause**: Students have not been given appropriate coping strategies to deal with stressors that occur at their home campuses.

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 - Previous

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.

Title I - Updated

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Services	8/1/2024	Brian Moersch	8/8/2024
Child Abuse and Neglect	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Coordinated Health Program	Director of Athletics	7/16/2024	Renee Putter	7/16/2024
Decision-Making and Planning Policy Evaluation	Assistant Superintendent of Curriculum and Instruction	8/16/2024	Brian Moersch	8/16/2024
Disciplinary Alternative Education Program (DAEP)	Assistant Superintendent of Student Services	7/31/2024	Lance Hamlin	8/2/2024
Dropout Prevention	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Dyslexia Treatment Program	Director of Special Services	8/16/2024	Sara Roland	8/2/2024
Title I, Part C Migrant	Director of Federal Programs	7/8/2024	Lori Traynham	7/9/2024
Pregnancy Related Services	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Post-Secondary Preparedness	Coor College and Career/CTE		Aurora St. Laurent	8/9/2024
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	7/17/2024	Brian Moersch	7/17/2024
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Texas Behavior Support Initiative (TBSI)	Assistant Superintendent of Support Services	8/2/2024	Sara Roland	8/2/2024
Technology Integration	Chief Technology Officer		Robin Stout	7/22/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Executive Director of Safety & Security	7/29/2024	Rachael Freeman	7/29/2024
Title I Parent Involvement Policy	Director of Federal Programs	7/8/2024	Lori Traynham	7/8/2024
ESSA Program Descriptions	Director of Federal Programs	7/8/2024	Lori Traynham	7/8/2024