

Carrollton-Farmers Branch Independent School District

Salazar Learning Center

2025-2026 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	15
Guiding Objective 3: Optimize Community Engagement	16
Guiding Objective 4: Optimize Social and Emotional Health of all students	19
Guiding Objective 5: Optimize All Available Resources	21
State Compensatory	22
Budget for Salazar Learning Center	22
Title I	23
1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)	23
1.1: Description of CNA Process	23
1.2: Location for Evidence of Multiple Meetings Held	23
2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)	23
2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)	23
2.2: Stakeholders 1114(b)(2)	23
2.3: Description of Plan Availability, Format, and Language 1114(b)(4)	23
2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)	23
2.5: Statutorily Required Descriptions 1114(b)(7)(A)	23
3. Evaluation of Program Effectiveness ESSA Section 114(b)(3)	24
3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation	24
Campus Funding Summary	25
Policies, Procedures, and Requirements	26

Comprehensive Needs Assessment

Revised/Approved: July 17, 2025

Demographics

Demographics Summary

Bea Salazar Learning Center served 334 students in grades 1st-12th during the 2024-2025 school year.

The staff at Bea Salazar Learning Center includes 16 teachers, 10 paraprofessionals, 1 administrator, .5 behavior resource specialist, 1 counselor, and a school nurse. Additionally, 21% of the students enrolled during the 24-25 school year received special education services, 6% received 504 services, and 36% considered emergent bilingual.

Bea Salazar demographics based on the 2024-2025 school year

American Indian 0.30%

Asian 0.90%

Black/African American 31.44%

Hispanic 59.28%

Pacific Islander 0.60%

Two or More Races 1.80%

White 5.69%

District demographics PEIMS 2024-2025 school year

American Indian/Alaskan/Other 0.4%

Asian 12.3%

Black/African American 16.2%

Hispanic 57.8%

Pacific Islander 0.1%

Two or more 3.4%

White 9.9%

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 at Salazar are not receiving the education and behavioral modification necessary to correct their original code of conduct violations.

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 socio-economically disadvantaged struggle 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: Many students who are placed at Salazar are often chronically absent from school.

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, and there are no bells. Students begin 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 served 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

To comply with state regulations 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 the prior year.

Root Cause: Students are returning to Salazar within less than a week at the home campus

Problem Statement 2 (Prioritized): Students at Salazar are not receiving the education and behavioral modification necessary to correct their original code of conduct violations.

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

Problem Statement 3 (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 at Salazar are not receiving the education and behavioral modification necessary to correct their original code of conduct violations.

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 the prior year.

Root Cause 2: Students are returning to Salazar within less than a week at the 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: Many students who are placed at Salazar are often chronically absent from school.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Students who are socio-economically disadvantaged struggle to regulate their behavior when impacted by outside influence.

Root Cause 4: Many students face food insecurity at home which impacts their behaviors.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Student behaviors escalate and become bigger issues in the classroom when students have to wait for staff/admin intervention.

Root Cause 5: Lack of radios for staff to use to call for assistance.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Students have behavior concerns that impact their academic performance and do not trust the adults on campus.

Root Cause 6: Students/Teacher relationships have not been established that encourage students to openly communicate with teachers/staff..

Problem Statement 6 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: July 17, 2025

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 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>	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, 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 - 211-61-6399-00-005-30-000 - \$1,680</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Principal to attend TASBE and TASSP conference to learn best practices for the unique student demographics that we serve at Salazar.</p> <p>Strategy's Expected Result/Impact: Implement training during staff development</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: Professional Development: Best Practices - 211 Title I - 211-13-6411-00-005-30-000 - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: 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			
<p>Strategy 1: Hire 5 teachers in order to be able to offer summer school at Salazar.</p> <p>Strategy's Expected Result/Impact: Credit recovery, improved STAAR scores, reduce holdover placements to start in August.</p> <p>Staff Responsible for Monitoring: Principal and Area Director</p> <p>Funding Sources: Summer Intervention Staff - 211 Title I - 211-11-6117-00-005-30-000 - \$4,600</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  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			
<p>Strategy 1: Increase the district radios on campus, one for each section of the building, MS, POD, HS POD, Elementary POD, and electives.</p> <p>Strategy's Expected Result/Impact: Increase in radios</p> <p>Staff Responsible for Monitoring: AP & Campus Security</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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
<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
Strategy 2 Details	Reviews			
Strategy 2: Reach out to donors to contribute to the school store.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Create an Amazon wish list to house snacks, books, and other student incentives.	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>				

Guiding Objective 3: Optimize Community Engagement

Goal 3: Create a campus Amazon interview to meet the needs of our high mobility rate.

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

Goal 1: By the end of the 2025-2026 school year hold proactive restorative circle at least one time before a student completes their placement.

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 - 211-11-6411-00-005-30-000 - \$3,000</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Purchase "Classroom Circles" text for teachers to use in advisory. Funding Sources: Classroom Circles; Text Resources - 211 Title I - 211-11-6329-00-005-30-000 - \$500</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  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 90% of students will have participated in a exiting interview that supports student social-emotional learning in order to have a successful transition back to their home campus.

Strategy 1 Details	Reviews			
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	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>				

Guiding Objective 5: Optimize All Available Resources

Goal 1: Each nine weeks bring in guest speakers from the larger community to obtain student feedback regarding their experience.

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. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

An annual CNA is conducted using a range of data sources from parents, staff, students, and community members. Data includes demographics, student achievement (STAAR, EOC, HB1416 hours), behavior, attendance, surveys (Panorama, Upbeat), and stakeholder feedback. Key areas reviewed: demographics, school processes, perceptions, and academic needs. The CNA was approved on **May 23, 2024**.

1.2: Location for Evidence of Multiple Meetings Held

CIC and Leadership Team meetings, parent/community surveys, and stakeholder engagement are referenced throughout the CNA and Title I sections. CIC membership and participation are documented.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The CIP was developed after CNA approval on **May 23, 2024**, with revisions and monitoring occurring throughout the year. Summative evaluation occurs annually.

2.2: Stakeholders 1114(b)(2)

The CIP was created with input from a variety of stakeholders, including parents, teachers, administrators, and community members, as documented in the Title I planning section and CIC membership.

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

The CIP is posted on the district and campus websites with auto-translation features. Flyers and communications are provided in English and Spanish. Meetings are conducted bilingually.

2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

The plan coordinates Title I, SCE, SPED, EB, SEL, and MTSS services. HB1416 interventions, restorative practices, and credit recovery are all integrated into the schedule.

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

CIP includes:

- Academic support (HB1416 accelerated instruction, credit recovery, STAAR/EOC prep)
- Extended learning time (summer school, elective lab, WIN time)
- Tiered behavioral interventions and restorative circles
- Support for SPED, EB, and socioeconomically disadvantaged students
- SEL programming (exit interviews, advisory circles, counselor support)
- Family engagement (orientation nights, Amazon wish list, parent meetings)
- Professional development (AI integration, Fundamental Five, restorative practices)

3. Evaluation of Program Effectiveness ESSA Section 114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

The plan is monitored quarterly and evaluated annually through leadership team and CIC reviews. Evaluation data includes STAAR/EOC performance, HB1416 compliance, MAP, attendance, surveys, and discipline records.

Campus Funding Summary

211 Title I					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	3	Study prep resources for parents	211-61-6399-00-005-30-000	\$1,680.00
1	1	4	Professional Development: Best Practices	211-13-6411-00-005-30-000	\$2,000.00
1	2	1	Summer Intervention Staff	211-11-6117-00-005-30-000	\$4,600.00
4	1	1	Training for staff on restorative circles	211-11-6411-00-005-30-000	\$3,000.00
4	1	2	Classroom Circles; Text Resources	211-11-6329-00-005-30-000	\$500.00
Sub-Total					\$11,780.00
Budgeted Fund Source Amount					\$11,780.00
+/- Difference					\$0.00
Grand Total Budgeted					\$11,780.00
Grand Total Spent					\$11,780.00
+/- Difference					\$0.00

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	8/26/2025	Tracey Battle	8/26/2025
Child Abuse and Neglect	Executive Director of Counseling Services	8/11/2025	Victoria Cisneros	8/11/2025
Coordinated Health Program	Director of Athletics		Jonathan Wilk	8/11/2025
Disciplinary Alternative Education Program (DAEP)	Assistant Superintendent of Student Services	8/28/2025	Tracey Battle	8/28/2025
Dropout Prevention	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Dyslexia Treatment Program	Director of Special Services	8/11/2025	Sara Roland	8/12/2025
Pregnancy Related Services	Director of Special Services	8/11/2025	Sara Roland	8/12/2025
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Texas Behavior Support Initiative (TBSI)	Assistant Superintendent of Support Services	8/11/2025	Sara Roland	8/12/2025
Technology Integration	Chief Technology Officer		Robin Stout	8/11/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Executive Director of Safety & Security		Rachael Freeman	8/15/2025
Title I Parent Involvement Policy	Director of Federal Programs	8/11/2025	Lori Traynham	8/11/2025
ESSA Program Descriptions	Director of Federal Programs	8/11/2025	Lori Traynham	8/11/2025