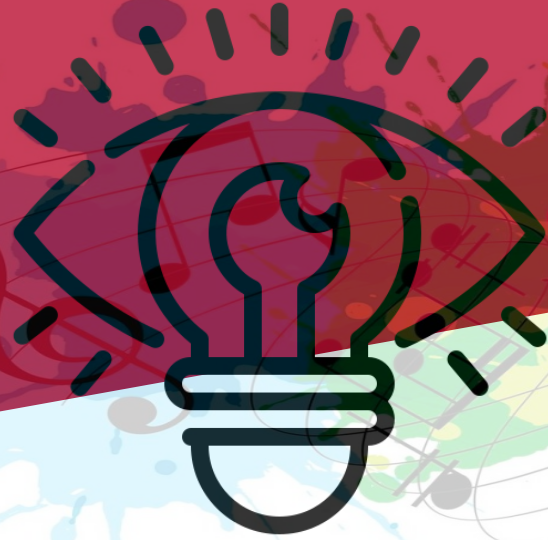




Campus Improvement Plan (CIP)
Carter Academy for Performing & Visual Arts
2023-2024

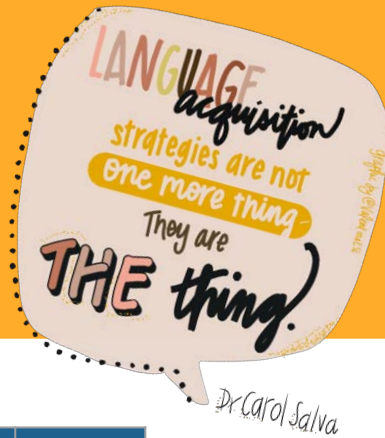


Our **vision** is to build a community that fosters inclusivity, respect, and collaboration, where students feel safe to take risks and express themselves authentically.

Our **mission** is to prepare students for success in both the arts and academics, equipping them with choices and opportunities to excel in a world full of diverse experiences.



Who are we serving ?



	A	AA	H	I	M	P	W	Total
EB	17	1	328	1	2	0	4	353
SPED	2	23	60	0	0	0	2	87
Total	28	155	499	1	5	0	19	707



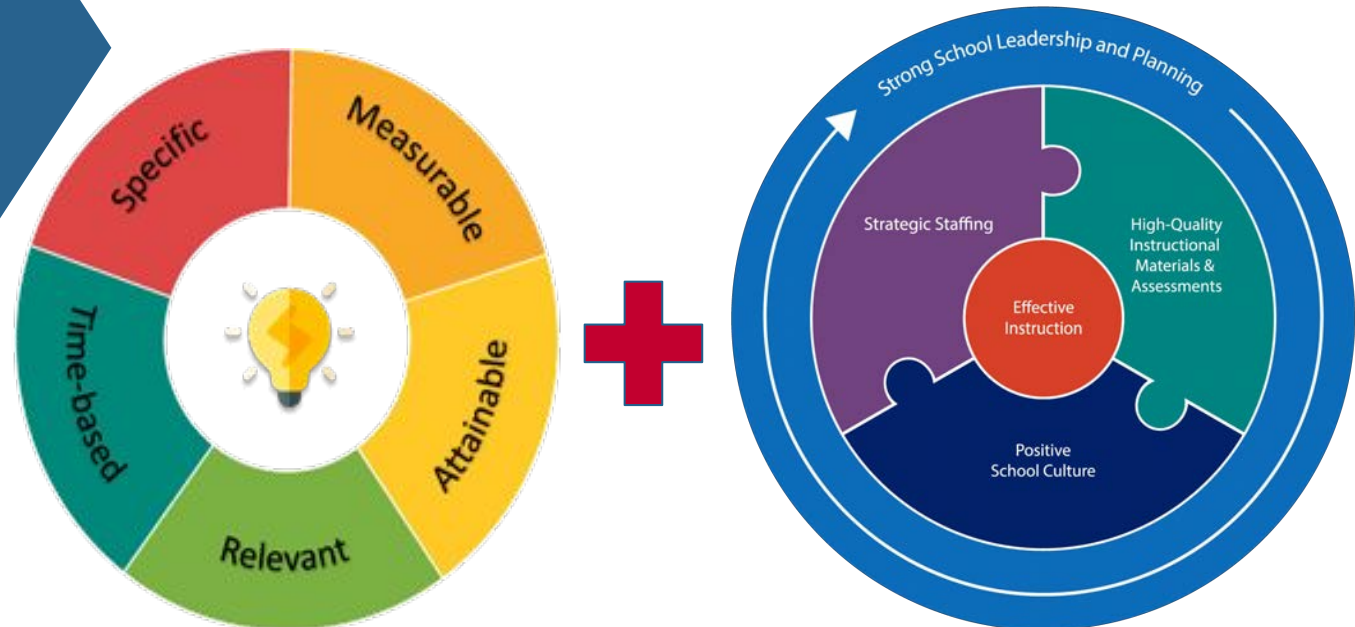
Legend
A=Asian
AA-African American
H=Hispanic
I=American Indian
M=Multi Race
P= Nat Hawaiian/Pac Islander
W= White

The most notable trends are...

- 71% Hispanic
- 22% African American
- 4% Asian
- 3% White
- 50% EB
- 92% Economic Disadvantage
- 12% SPED



Campus Improvement Plan



Goal 1: Student Achievement

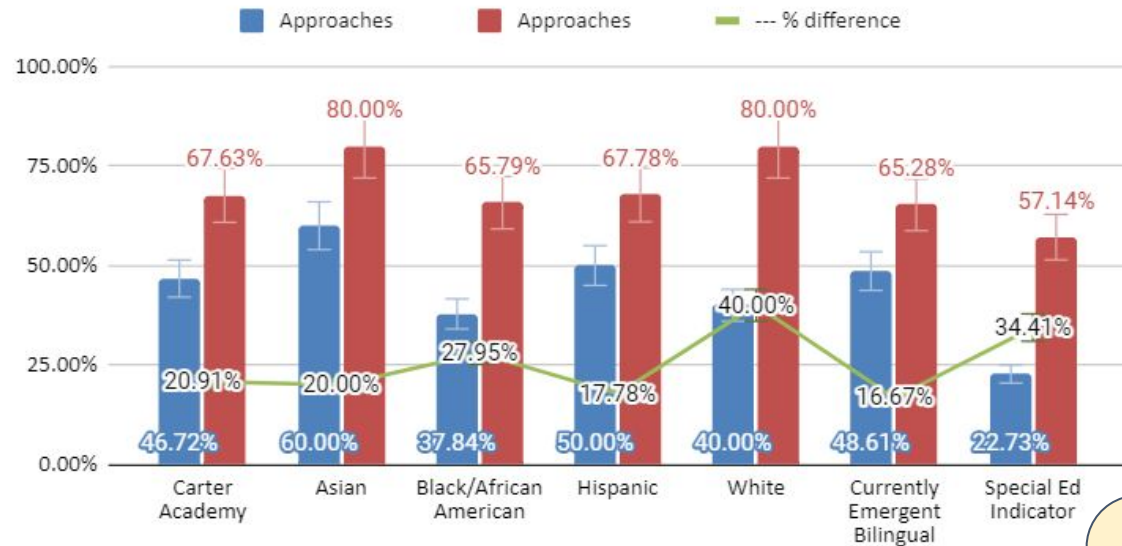
Carter Academy will accelerate student learning to dramatically increase the number of students who perform on or above grade level.

Tools of Measurement/Progress Monitoring:

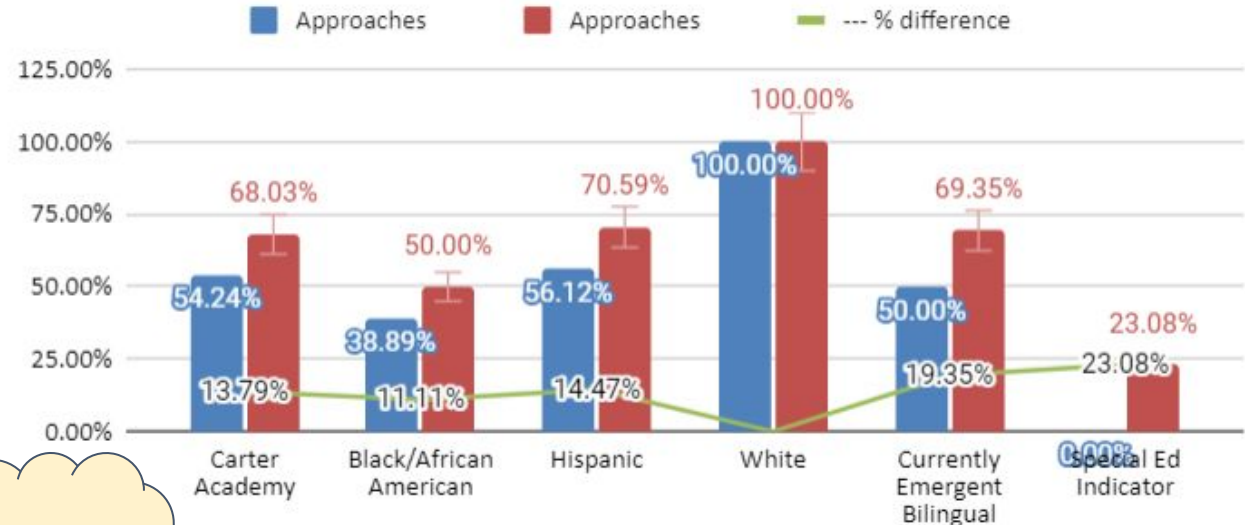
- 1st-2nd Reading mClass Burst Lessons
- 3rd-5th Reading STAAR Interim/mClass Burst Lessons
- 1st-2nd Reading Renaissance
- 1st-2nd Math Renaissance
- 3rd-5th Math STAAR Interim
- Observation and Coaching Forms



5th Grade Math 2023 Interim vs. 4th Grade Math STAAR 2022

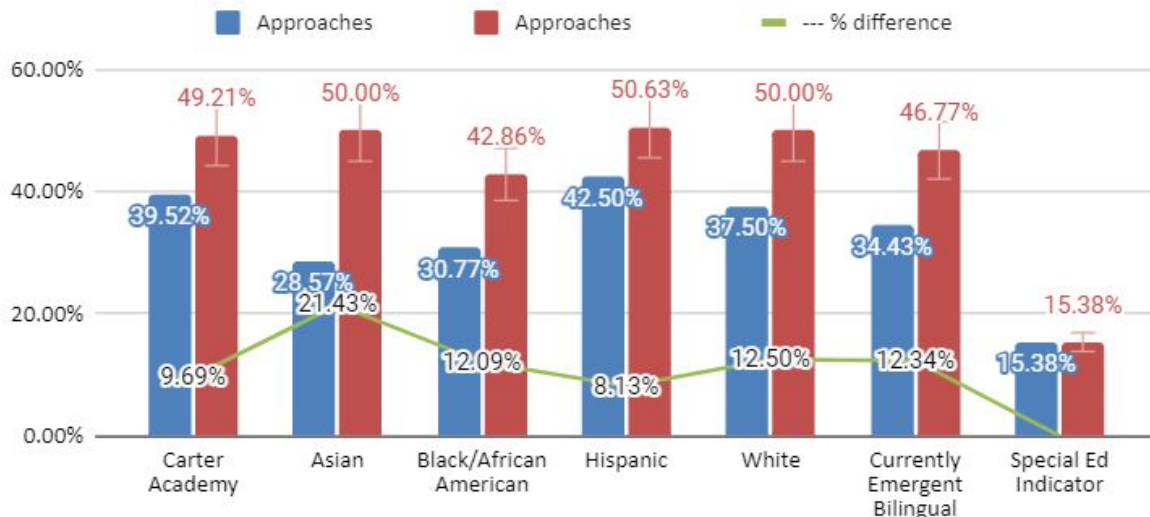


4th Grade Math 2023 Interim vs. 3rd Grade Math STAAR 2022



Approaches

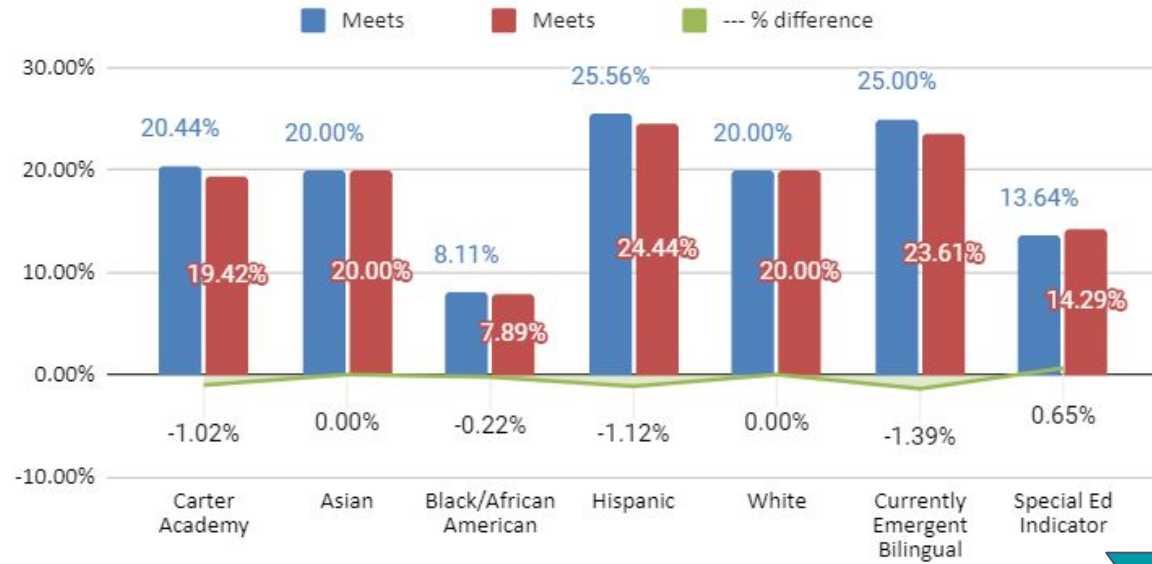
3rd Grade Math 2022 Fall Interim vs. 3rd Grade Math 2023 Spring Interim



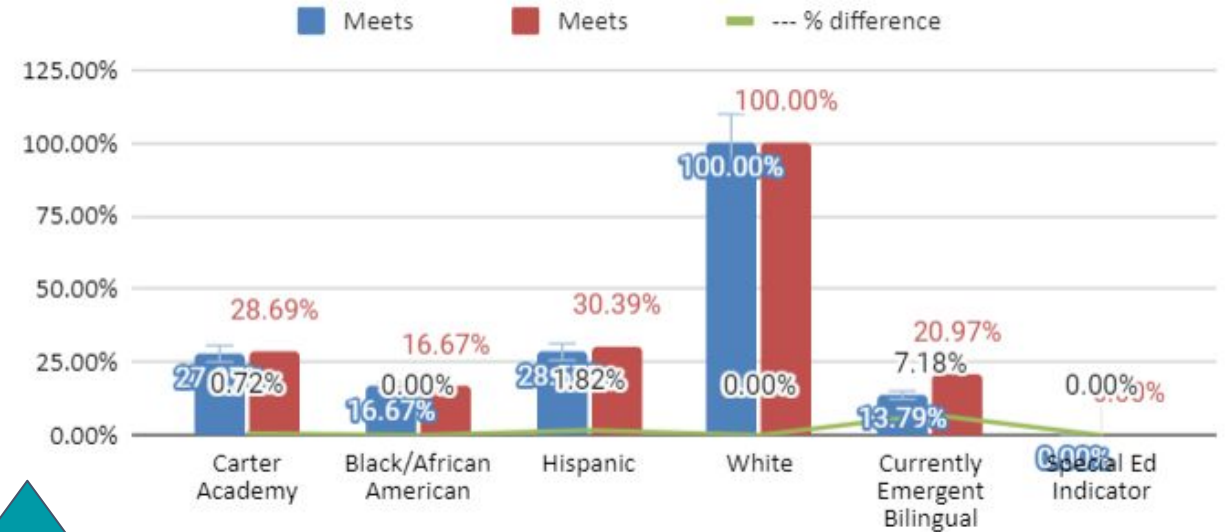
Notices

- 10% growth was met for all sub pops in 4th and 5th grade, based on STAAR Spring Interim data.
- Biggest gains were in 5th grade math is out performing the other grade levels.
- Slower growth in EBs compared to AA & H
- SPED showed growth in 5th & 4th grade but remained stagnant in 3rd grade.

5th Grade Math 2023 Interim vs. 4th Grade Math STAAR 2022

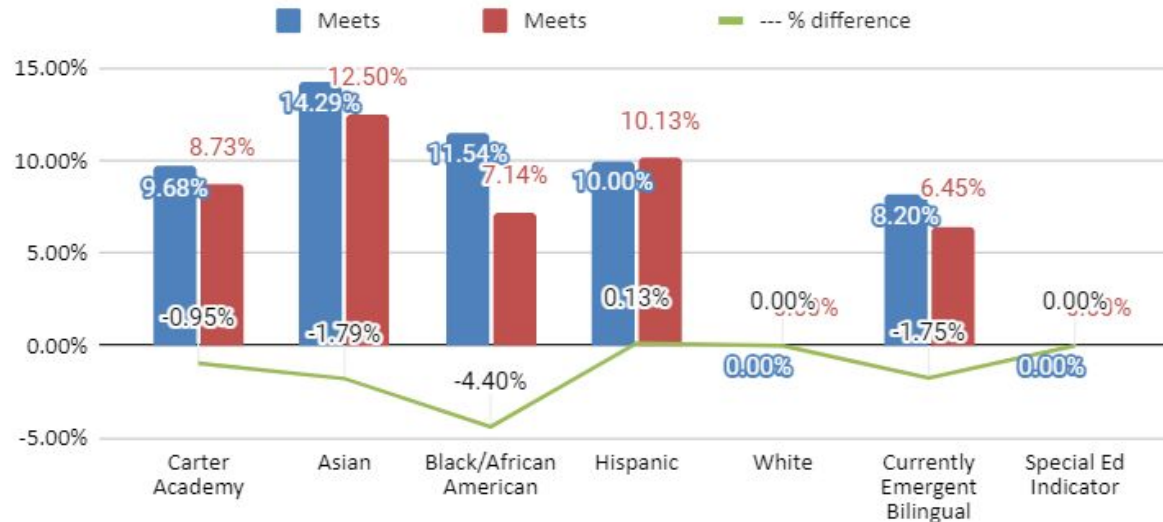


4th Grade Math 2023 Interim vs. 3rd Grade Math STAAR 2022



Meets

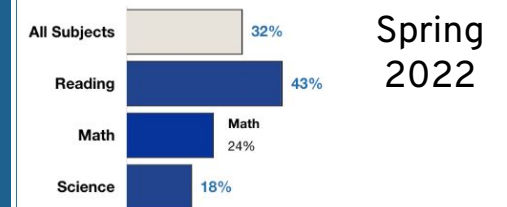
3rd Grade Math 2022 Fall Interim vs. 3rd Grade Math 2023 Spring Interim



Notices

- Very minimal to no growth across all grade levels
- Regression, the rigor is not there
- Focused on closing the gaps and not pushed for rigor

Percentage of Students Meeting Grade Level or Above



Spring 2022

Subject	This School	District
All Subjects	32%	29%
Reading	43%	33%
Math	24%	22%
Science	18%	26%

Goal 1: Math Student Achievement

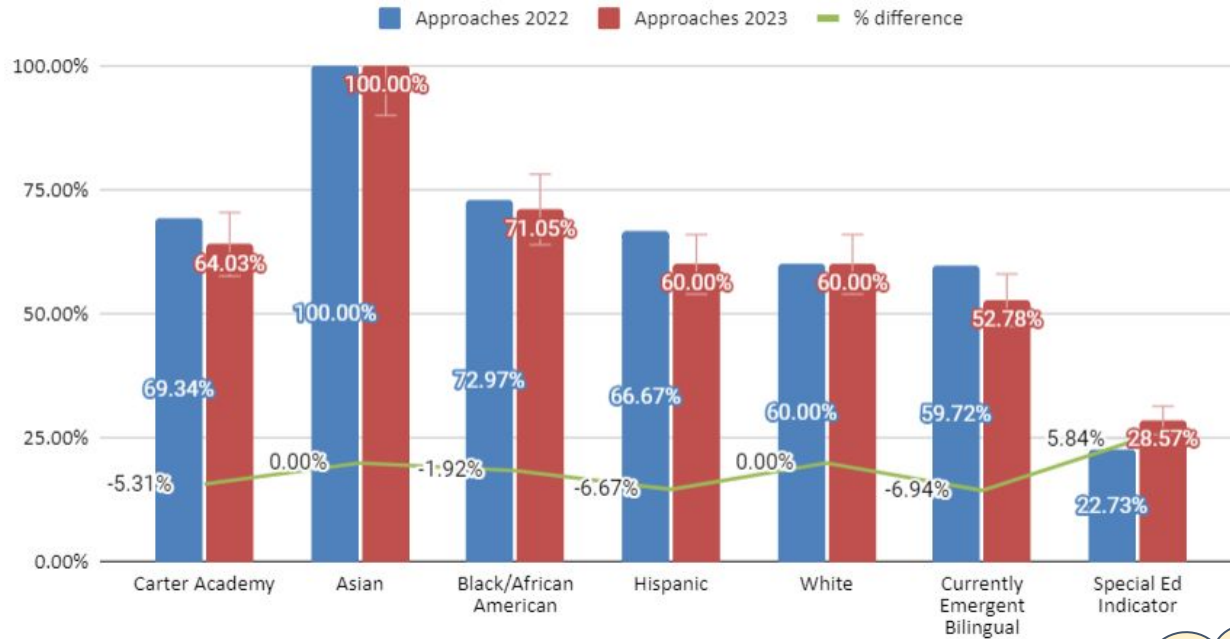


Current Performance Objective 1: On the 2024 STAAR Exam, all 3rd-5th grade students will grow by 5% going from 24% to 29% (*adjustment will be made after 2023 STAAR scores are released*) in the Meets performance level in Math.

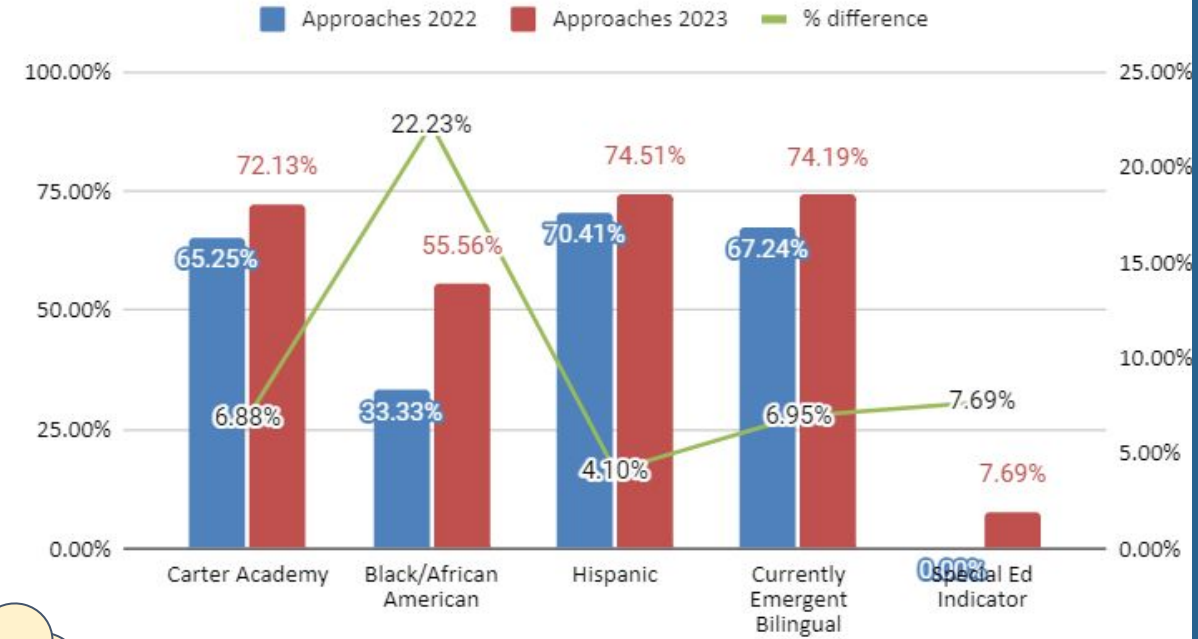
Recommendations for 2023-24

30 Days July - ongoing	60 Days September - ongoing	90 Days October - ongoing	Sub Pops
- Scheduled learning walks - Cont. possible partnership with IP - Weekly campus ILT planning and biweekly calibration meetings - Master schedule and training of Tier 3 Bil Para support - Master schedule and training of Tier 2 instructional para support (urgent intervention and WBB) - CBPL with emphasis on student productive struggle, unpacking, lesson internalization, rehearsals, and student ownership - Tiering of teachers - Plan and implement effective coaching cycles - Implementation of school-wide numeracy plan (fact drills, flash cards, etc.)	- Targeted small group instruction 3rd-5th - Hire retired teachers for additional support/ieducate tutors - Learning labs / Peer observations	- Extended day - Extended week - Quarterly data meetings with grade levels and ILT	SPED - Training and implementation of Let's Go Learn with fidelity - Analyzing data BOY/MOY/EOY with SPED team - Tailored CBPLs to target individual learning goals - Differentiated instruction (identify specific accommodations, modifications, and goals tailored to their needs) - Inclusive Instruction (UDL) EBs: - Training and implementation with fidelity of ELLevation strategies - One Way Dual Language Training - Content-based language instruction strategies - Culturally responsive instruction instruction - Differentiated instruction to meet their needs AAs: - Culturally Relevant Curriculum - Relevant and Relatable connections - Culturally Responsive Instructional Strategies

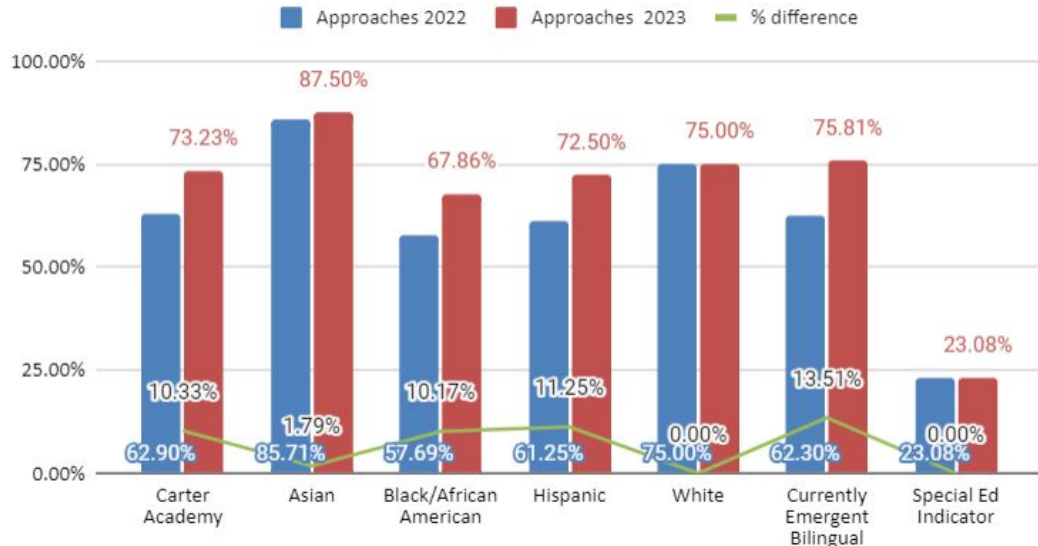
5th Grade Reading 2023 Interim vs. 4th Grade Reading STAAR 2022



4th Grade Reading 2023 Interim vs. 3rd Grade Reading STAAR 2022



3rd Grade Reading 2022 Fall Interim vs. 3rd Grade Reading 2023 Spring Interim



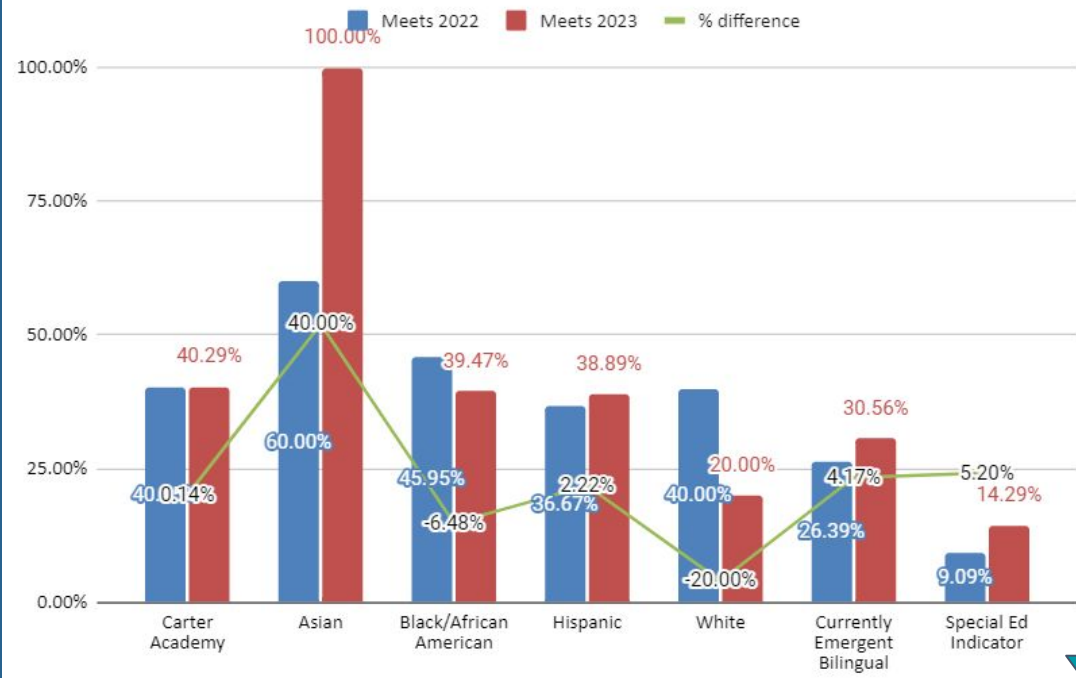
Approaches

Notices

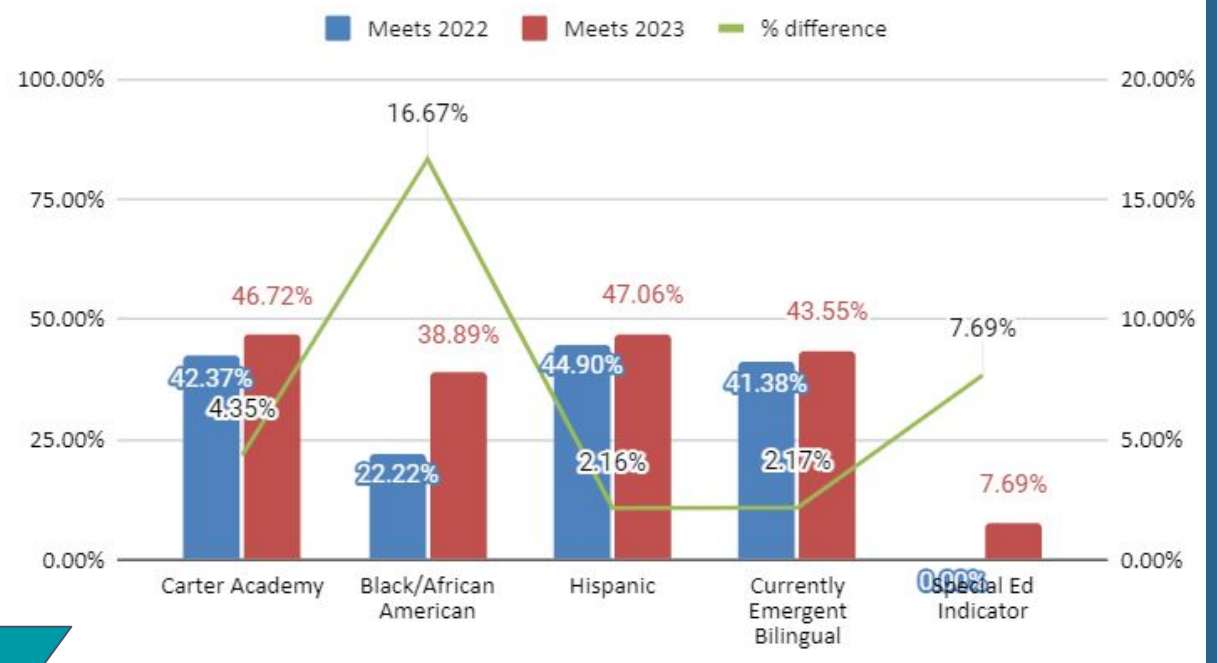
- 4th grade AA had the highest growth with 22%, what are our 4th grade ELA teachers doing?
- Regression in 5th grade
- Growth was 3rd & 4th grade
- SPED was stagnant or very small growth

Considerations: STAAR Redesign in Reading

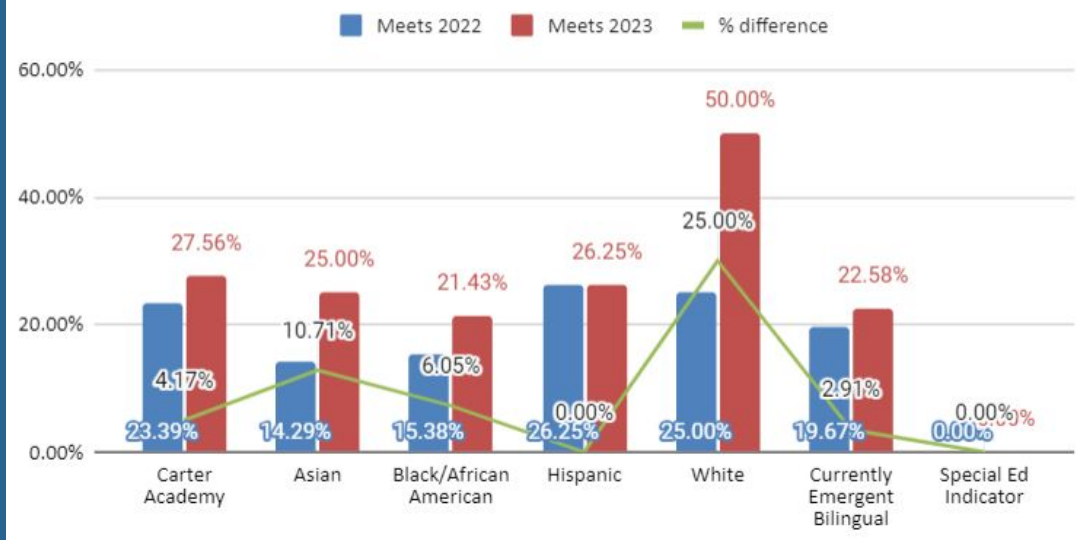
5th Grade Reading 2023 Interim vs. 4th Grade Reading STAAR 2022



4th Grade Reading 2023 Interim vs. 3rd Grade Reading STAAR 2022



3rd Grade Reading 2022 Fall Interim vs. 3rd Grade Reading 2023 Spring Interim



Meets

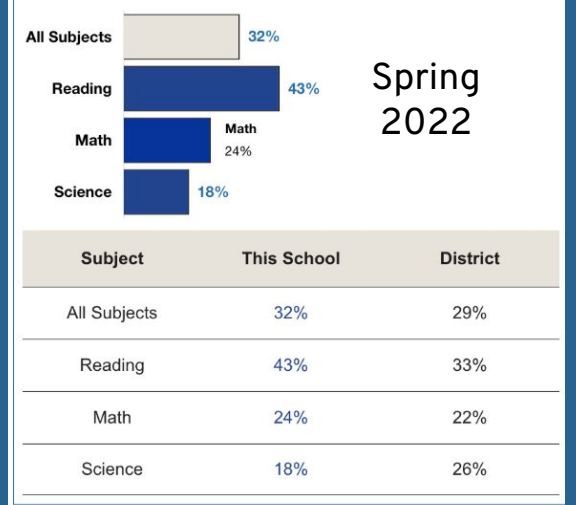
Notices

- 4th grade AA had the biggest gains almost 17%
- There was little growth, but not a significant regression

Considerations:

STAAR Redesign in Reading

Percentage of Students Meeting Grade Level or Above



Goal 1: Reading Student Achievement

Current Performance Objective 2: On the 2024 STAAR Exam, all 3rd-5th grade students in a subpops will grow by 5% improving from 43% to 48% (*adjustment will be made after 2023 STAAR scores are released*) in the Meets performance levels on the 2024 STAAR Reading Exam.



Recommendations for 2023-24

30 Days July - ongoing	60 Days September - ongoing	90 Days October - ongoing	Sub Pops
- Scheduled learning walks - Cont. possible partnership with IP - Weekly campus ILT planning and biweekly calibration meetings - Master schedule and training of Tier 3 Bil Para support - Master schedule and training of Tier 2 instructional para support (urgent intervention and WBB) - CBPL with emphasis on student productive struggle, unpacking, lesson internalization, rehearsals, and student ownership - Tiering of teachers - Plan and implement effective coaching cycles	- Targeted small group instruction 3rd-5th - Hire retired teachers for additional support/ieducate tutors - Learning labs / Peer observations	- Extended day - Extended week - Quarterly data meetings with grade levels and ILT	SPED - Training and implementation of Let's Go Learn with fidelity - Analyzing data BOY/MOY/EOY with SPED team - Tailored CBPLs to target individual learning goals - Differentiated instruction (identify specific accommodations, modifications, and goals tailored to their needs) - Inclusive Instruction (UDL) EBs: - Training and implementation with fidelity of ELLevation strategies - One Way Dual Language Training - Content-based language instruction strategies - Culturally responsive instruction - Differentiated instruction to meet their needs AAs: - Culturally Relevant Curriculum - Relevant and Relatable connections - Culturally Responsive Instructional Strategies

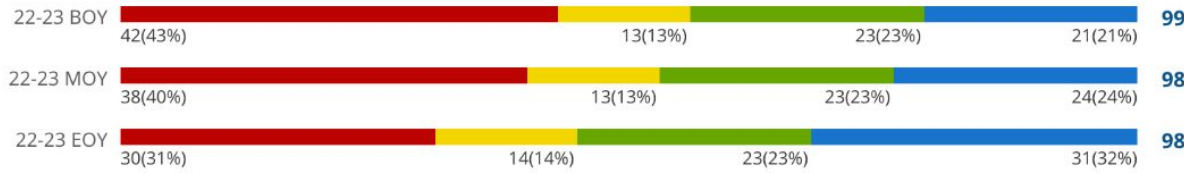
Aldine ISD (TX)

Current as of 05/15/2023

Grade 1

Reference Data (Compare these results against a wider population)

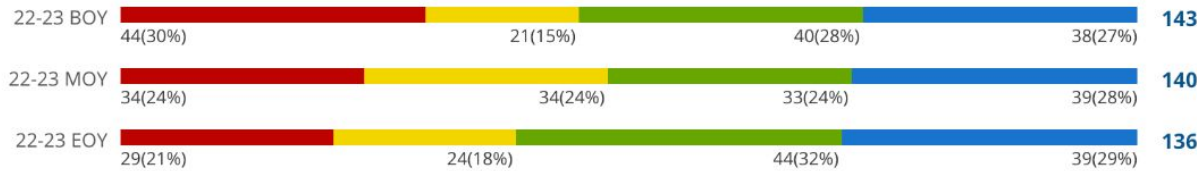
Carter Academy



Grade 2

Reference Data (Compare these results against a wider population)

Carter Academy



DIBELS Notices:

- WBB decreased from 43% to 31% in 1st grade. (12% diff.)
- WBB decreased from 30% to 21% in 2nd grade (9% diff.)
- 54% are At/Above grade level in 1st grade
- 61% are At/Above grade level in 2nd grade

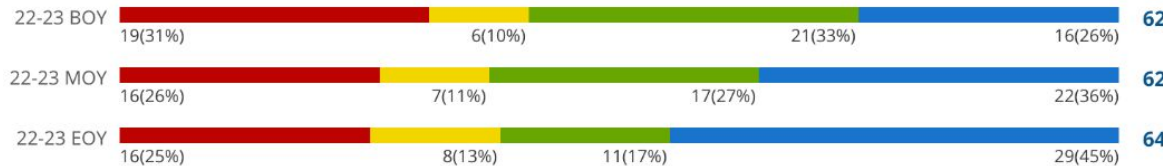
Aldine ISD (TX)

Current as of 05/15/2023

Grade 1

Reference Data (Compare these results against a wider population)

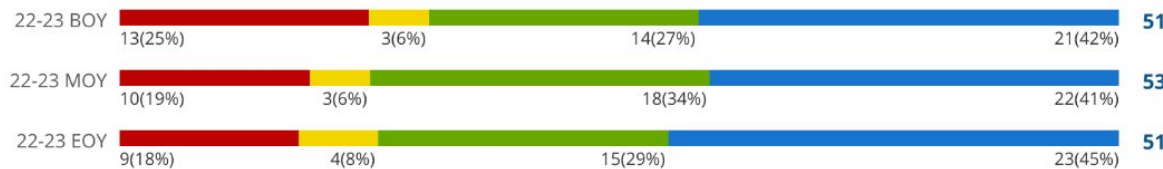
Carter Academy



Grade 2

Reference Data (Compare these results against a wider population)

Carter Academy



mClass Lectura Notices:

- WBB decreased from 31% to 25% in 1st grade. (6% diff.)
- WBB decreased from 25% to 18% in 2nd grade (7% diff.)
- 52% are At/Above grade level in 1st grade
- 74% are At/Above grade level in 2nd grade

			Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Total of S tested
			# of Students	%	# of Students	%	# of Students	%	# of Students	%	
Grade 1	Star Early Literacy	BOY 2022	14	18%	12	15%	15	19%	39	49%	80
Grade 1	Star Early Literacy	Spring 2023	23	23%	15	15%	9	9%	51	52%	98
Grade 2	Star Reading Enterprise	BOY 2022	55	41%	16	12%	15	11%	48	36%	134
Grade 2	Star Reading Enterprise	Spring	34	25%	21	15%	19	14%	62	46%	136
Grade 3	Star Reading Enterprise	BOY 2022	40	32%	13	10%	23	18%	49	39%	125
Grade 3	Star Reading Enterprise	Spring	38	29%	9	7%	29	22%	53	41%	129
Grade 4	Star Reading Enterprise	BOY 2022	43	36%	9	8%	31	26%	37	31%	120
Grade 4	Star Reading Enterprise	Spring	28	23%	12	10%	28	23%	56	45%	124
Grade 5	Star Reading Enterprise	BOY 2022	53	38%	25	18%	31	22%	30	22%	139
Grade 5	Star Reading Enterprise	Spring	63	45%	34	24%	22	16%	21	15%	140

Notices:

- 1st-5th grade 186 students at urgent interventions (29.6%)
- Intervention (14.5%)
- On Watch (17%)
- At/Above (38.7%)

Consideration: 2nd grade Bilingual students also took the English test.

1st & 2nd At/Above 48%

			Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Total of S tested
			# of Students	%	# of Students	%	# of Students	%	# of Students	%	
Grade 1	Star Early Literacy Spanish	BOY 2022	4	7%	9	16%	5	9%	38	68%	56
Grade 1	Star Early Literacy Spanish	Spring	9	15%	6	10%	7	11%	39	64%	61
Grade 2	Star Reading Spanish	BOY 2022	6	13%	6	13%	2	4%	33	70%	47
Grade 2	Star Reading Spanish	Spring	3	6%	5	10%	2	4%	41	80%	51

Notices:

- There is more growth with our Spanish testers in 1st & 2nd grade when compared with our English testers.
- 1st-5th grade 186 students at urgent interventions (29.6%)
- Intervention (14.5%)
- On Watch (17%)
- At/Above (38.7%)

1st & 2nd At/Above 71%

RENAISSANCE

Goal 1: Student Achievement



Current Performance Objective 3: *By spring 2024, 1st & 2nd students will increase student growth percentile from BOY to EOY by 5% in English Reading Renaissance At/Above from 48% to 53% and Spanish Reading Renaissance At/Above from 71% to 76%.*

Recommendations for 2023-24

30 Days July - ongoing	60 Days September - ongoing	90 Days October - ongoing	Sub Pops
- Professional development on proper implementation of Burst Lessons for 1st-5th grade - Tier 2 instructional para support (urgent intervention) - CBPL with emphasis on Skills Lessons (1st and 2nd) - Tiering of teachers (1st & 2nd) based data - Plan and implement effective coaching cycles	- Scheduled learning walks to monitor implementation of Burst Lessons/Benchmark or Lectura mCLASS - targeted small group differentiated instruction 1st-2nd - Hire retired teachers for additional support/educate tutors - Learning labs / Peer observations	- Extended day - Extended week - Quarterly data meetings with grade levels and ILT	SPED - Training and implementation of Let's Go Learn with fidelity - Analyzing data BOY/MOY/EOY with SPED team - Tailored CBPLs to target individual learning goals - Differentiated instruction (identify specific accommodations, modifications, and goals tailored to their needs) - Inclusive Instruction (UDL) EBs: - Training and implementation with fidelity of ELlevation strategies - One Way Dual Language Training - Content-based language instruction strategies - Culturally responsive instruction - Differentiated instruction to meet their needs AAs: - Culturally Relevant Curriculum - Relevant and Relatable connections - Culturally Responsive Instructional Strategies

			Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Total of S tested
			# of Students	%	# of Students	%	# of Students	%	# of Students	%	
Grade 1	Star Math Enterprise	BOY 2022	3	3%	10	12%	10	12%	63	73%	86
Grade 1	Star Math Enterprise	Spring	8	8%	8	8%	9	9%	72	74%	97
Grade 2	Star Math Enterprise	BOY 2022	10	7%	21	16%	35	26%	68	51%	134
Grade 2	Star Math Enterprise	Spring	15	11%	16	12%	14	10%	91	67%	136
Grade 3	Star Math Enterprise	BOY 2022	17	13%	14	11%	9	7%	87	69%	127
Grade 3	Star Math Enterprise	Spring	16	14%	14	12%	8	7%	75	66%	113
Grade 4	Star Math Enterprise	BOY 2022	27	22%	23	19%	15	12%	56	46%	121
Grade 4	Star Math Enterprise	Spring	29	23%	13	10%	13	10%	70	56%	125
Grade 5	Star Math Enterprise	BOY 2022	35	25%	25	18%	26	19%	53	38%	139
Grade 5	Star Math Enterprise	Spring	43	30%	25	18%	16	11%	58	41%	142

Notices:

- 1st-5th grade 186 students at urgent interventions (18.1%)
- Intervention (12.4%)
- On Watch (9.7%)
- At/Above (59.7%)

1st & 2nd At/Above 70%

Consideration: 2nd grade Bilingual students also took the English test.

			Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Total of S tested
			# of Students	%	# of Students	%	# of Students	%	# of Students	%	
Grade 1	Star Math Spanish	BOY 2022	4	7%	1	2%	7	11%	49	80%	61
Grade 1	Star Math Spanish	Spring	3	5%	3	5%	3	5%	51	85%	60
Grade 2	Star Math Spanish	BOY 2022	1	2%	1	2%	5	10%	41	85%	48
Grade 2	Star Math Spanish	Spring	2	4%	5	10%	3	6%	41	80%	51
Grade 3	Star Math Spanish	BOY 2022	2	5%	1	2%	5	12%	35	81%	43
Grade 3	Star Math Spanish	Spring	9	20%	4	9%	5	11%	26	59%	44

Notices:

- There is more growth with our Spanish testers in 1st & 2nd grade when compared with our English testers.
- 1st-2nd grade 111 students at urgent interventions (4.5%)
- Intervention (7.2%)
- On Watch (5.4%)
- At/Above (82.9%)

1st & 2nd At/Above 83%

Goal 1: Student Achievement



Current Performance Objective 4: *By spring 2024, 1st & 2nd students will increase student growth percentile from BOY to EOY by 5% in English Math Renaissance At/Above from 70% to 75% and in Spanish Math Renaissance At/Above from 83% to 88%.*

Recommendations for 2023-24

30 Days July - ongoing	60 Days September - ongoing	90 Days October - ongoing	Sub Pops
- Professional development on proper implementation of Freckle and Affirm Interventions for 1st-5th grade - Tier 2 instructional para support (urgent intervention) - Tiering of teachers (1st & 2nd) based data - Plan and implement effective coaching cycles - Implementation of school-wide numeracy plan (fact drills, flash cards, etc.)	- Scheduled learning walks to monitor implementation of Freckle and Affirm Interventions - Targeted small group differentiated instruction 1st-2nd - Hire retired teachers for additional support/educate tutors - Learning labs / Peer observations	- Extended day - Extended week - Quarterly data meetings with grade levels and ILT	SPED - Training and implementation of Let's Go Learn with fidelity - Analyzing data BOY/MOY/EOY with SPED team - Tailored CBPLs to target individual learning goals - Differentiated instruction (identify specific accommodations, modifications, and goals tailored to their needs) - Inclusive Instruction (UDL) EBs: - Training and implementation with fidelity of ELlevation strategies - One Way Dual Language Training - Content-based language instruction strategies - Culturally responsive instruction - Differentiated instruction to meet their needs AAs: - Culturally Relevant Curriculum - Relevant and Relatable connections - Culturally Responsive Instructional Strategies

Summit K-12

	Listening-Speaking Pre-test												
	#	#		Listening	Listening PLD				Speaking	Speaking PLD			
School Name	complete	enrolled	complete	Avg	B	I	A	H	Avg	B	I	A	H
CARTER ACADEMY	245	276	89%	3.32	4	17	104	120	2.54	14	86	144	1

Listening-Speaking Interim												
#	#		Listening	Listening PLD				Speaking	Speaking PLD			
complete	enrolled	complete	Avg	B	I	A	H	Avg	B	I	A	H
151	276	55%	3.42		11	61	79	2.89	6	24	120	1

Listening-Speaking Summative												
#	#		Listening	Listening PLD				Speaking	Speaking PLD			
complete	enrolled	complete	Avg	B	I	A	H	Avg	B	I	A	H
188	276	68%	3	5	38	107	38	2.67	16	42	130	

Total: 328 TELPAS 2022

L	S	R	W	C
B- 45 I- 81 A- 107 H- 95	B- 61 I- 135 A- 111 H- 21	B- 90 I- 126 A- 71 H- 41	B- 83 I- 107 A- 77 H- 61	B- 47 I- 126 A- 107 H- 48

Goal 1: Student Achievement

Current Performance Objective 5: *By Spring 2024, 55% of all EB students will progress at least one proficiency level as measured in the yearly TELPAS composite rating. (21-22 TELPAS 47% met year's growth) (adjustment will be made after 2023 TELPAS scores are released)*



Recommendations for 2023-24

30 Days July - ongoing	60 Days September - ongoing	90 Days October - ongoing	Sub Pops
• Train teachers on implementing targeted English language instruction and strategies to meet the individual needs of their EB students • Professional development on proper implementation of Summit K-12 Interventions & ELlevation Strategies • Plan and implement effective coaching cycles with the focus on ELlevation strategies being implemented during CBPL	• Implement Summit K12 interventions to target EB students' listening and speaking English proficiency skill • Monitor implementation of Summit K-12 Interventions & ELlevation Strategies • ILT learning walks to monitor implementation of targeted English language instruction and strategies	• Quarterly data meetings with grade levels and ILT	SPED • Tailored CBPLs to target individual learning goals • Differentiated instruction (identify specific accommodations, modifications, and goals tailored to their needs) • Inclusive Instruction (UDL) EBs: • Training and implementation with fidelity of ELlevation strategies • One Way Dual Language Training • Content-based language instruction strategies • Culturally responsive instruction instruction • Differentiated instruction to meet their needs • Language development strategies

Goal 2: School Culture

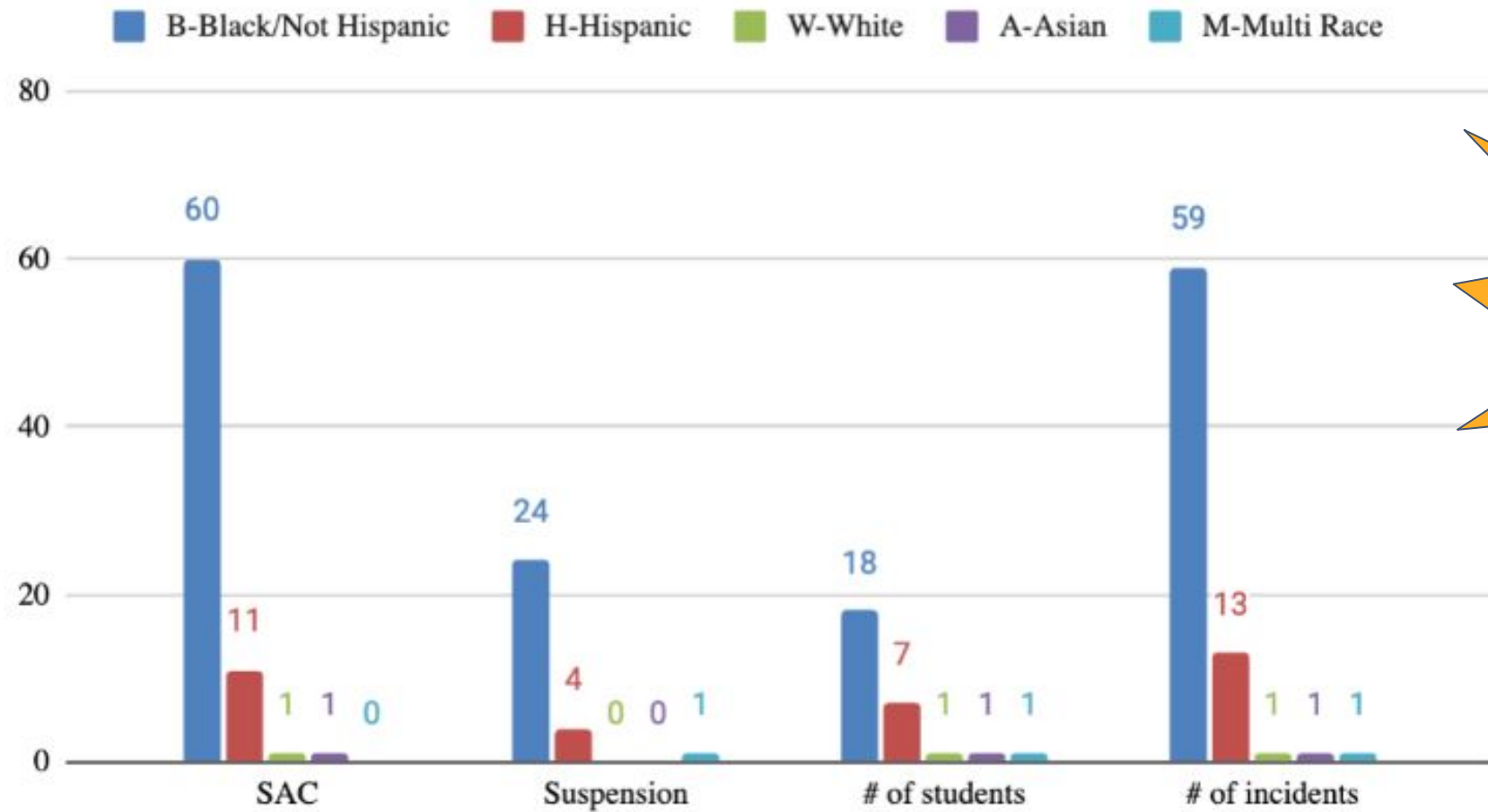
Carter Academy will create and secure learning environments that focus on the social, emotional, and cultural needs of every student.

Tools of Measurement/Progress Monitoring:

- **Panorama**
- **SEL Restorative Practices**
- **Behavior Data**
- **Campus student surveys**

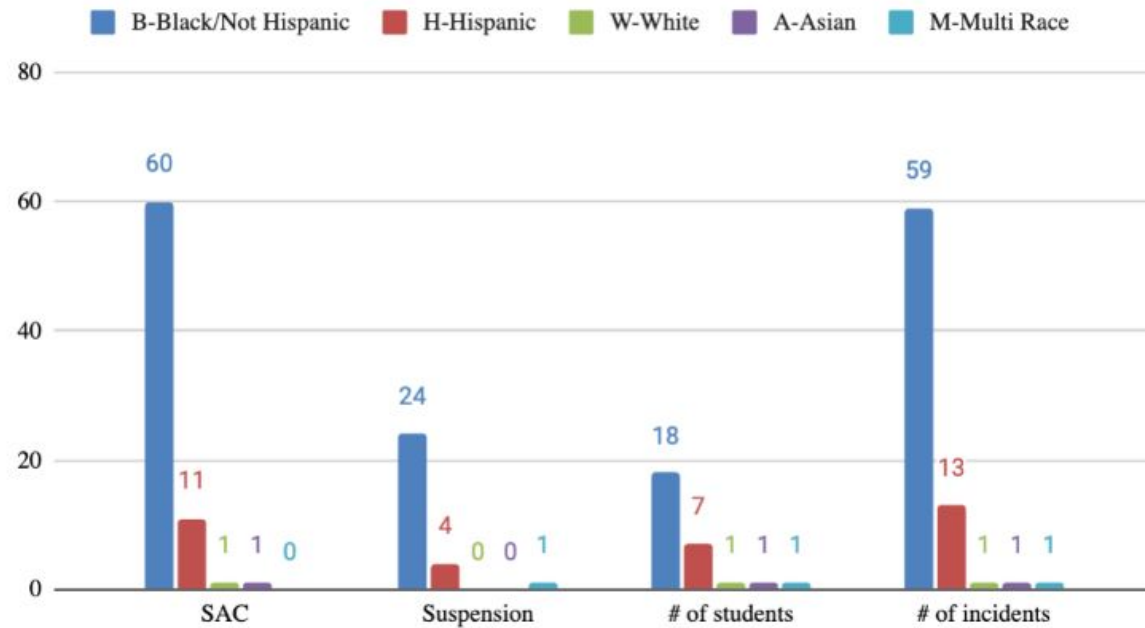


SAC, Suspension, # of students and # of incidents



- 71% Hispanic
- 22% African American

SAC, Suspension, # of students and # of incidents



- 71% Hispanic
- 22% African American

Notices:

- AA students were removed more times than H peers
- Suspension:
 - AA: 82.8% (7.8% - 6)
 - H: 13.8% (4)
- SAC:
 - AA: 82.2% (44.2% - 37)
 - H: 15% (11)
- Incident:
 - AA: 78.7% (14.7% - 21)
 - H: 17.3% (13)

Considerations:

- CB: 7 (ED) Ind. 3/30/23
- JJ: 11 (LD) Ind. 4/20/23 working on testing for ED
- IH: 13 (10 for knife/hearing)
- RL: 7 (now at KEC 45)

Total w/ considerations:

of students 4/18
 # of incidents 38/59 (64%)
 SAC 23/60 (38%)
 SUS 18/24 (75%)

Goal 2: School Culture



Current Performance Objective 1: By Spring 2024, classroom removals for African American students will decrease by at least 15% from 44% to 29% or less by promoting a more inclusive and equitable learning environment.

Recommendations for 2023-24

30 Days July - ongoing

- Professional Development and Trainings on:
 - Culturally Responsive Practices
 - Multi-Tiered Systems of Support (MTSS)
 - Positive Behavior Interventions and Supports (PBIS)
 - Restorative Practices (HCDE or Region 4)
 - SEL instruction (Dr. Gonzalez)
 - Classroom Management for targeted teachers
- Plan and Identify Student Support Services (counseling, mentoring, SNAAP, BIP, SEL services)
- Collaborate with SEL Specialist (Dr. Gonzalez)
- Establish Collaborative Decision-Making Team (ILT & MTSS)
- Equity in Education (Dr. Stewart)

60 Days September - ongoing

- Implementation with fidelity of evidence-based strategies, fostering a culturally responsive and inclusive classroom environment, and providing targeted support and interventions for African American students.
- Implementation and monitoring of school-wide SEL instruction
- Implementation with fidelity Student Support Services (counseling, mentoring, SNAAP, BIP, SEL services) for targeted students

90 Days October - ongoing

- Progress Monitoring with Collaborative Decision-Making Team
 - Review data, share best practices, and make informed decisions to address the goal
- Family and Community Engagement
 - Discussions, workshops, and partnerships that promote shared responsibility and support in addressing disciplinary disparities

 Carter Academy "Fall 2022 Student SEL Competencies + Well-Being, Grades 3-5" 		
Summary		
Topic Description	Results	Comparison
Grit How well students are able to persevere through setbacks to achieve important long-term goals.	56%	57% Aldine ISD
Growth Mindset Student perceptions of whether they have the potential to change those factors that are central to their performance in school.	53% ▼ 3 since last survey	53% Aldine ISD
Self-Efficacy How much students believe they can succeed in achieving academic outcomes.	52%	51% Aldine ISD
Self-Management How well students manage their emotions, thoughts, and behaviors in different situations.	63% ▼ 6 since last survey	60% Aldine ISD
Social Awareness How well students consider the perspectives of others and empathize with them.	62%	61% Aldine ISD

Notices:

- Teacher-Student Relationships
 - 76%** of our 3rd-5th grade students **believe they have a strong social connection with their teacher** within and beyond the classroom. (+4%)

Notices:

- Self-Efficacy
 - only 52%** of our 3rd-5th grade students **believe they can succeed** in achieving academic outcomes
- Growth Mindset
 - only 53%** of our 3rd-5th grade students **have the perception that they have the potential to change those factors** that are central to their performance (-3%)
- Decline of 6%** in self-management of their emotions, thoughts and behaviors in different situations

 Carter Academy "Fall 2022 Student SEL: Supports + Environment, Grades 3-5" 		
Summary		
Topic Description	Results	Comparison
Rigorous Expectations How much students feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class.	73%	73% Aldine ISD
Sense of Belonging How much students feel that they are valued members of the school community.	70% ▼ 1 since last survey	65% Aldine ISD
Teacher-Student Relationships How strong the social connection is between teachers and students within and beyond the classroom.	76% ▲ 4 since last survey	72% Aldine ISD



Students

“I really like it here. The staff treats us really well, I feel respected. We learn about a lot of interesting topics. It keeps me invested.”

“I don’t find Reading class very hard. I get a lot of work done. Sometimes I get stuck when I try to read big words, but that’s what my group is for. We help each other.”

“For every topic [in Reading] my teacher breaks down each part of the lesson and she uses visuals to do it.”

“[In Math] I wish my teacher would give us a little more time in our small groups to finish the lesson.”

“The way my teacher breaks it down for us makes it easy and she makes a lot of anchor charts.”

“Math is challenging and I like it, because I like how my teacher explains it to us.”

“We often have to write paragraphs and they have to have detail.”

“Sometimes my [Math] teacher shows my teammate’s work on the board, but mostly just the people that sit by him.”

“We often get to talk to our teammates in class. We work in groups every day, but we also get the option to work on our own.”

Notices:

Classrooms are safe spaces for students to show their thinking and make mistakes, affirming their potential as scholars.

They know expectations are high but feel supported.

Teachers have cultivated strong learning communities and trusting relationships with students that provides a platform for students to take risks, collaborate, and contribute.

Goal 2: School Culture

Current Performance Objective 2: By Spring 2024, the percentage of students demonstrating high levels of self-efficacy and growth mindset will increase by 10% based on pre- and post-assessment data.



Recommendations for 2023-24

30 Days July - ongoing

- Professional Development and Trainings on:
 - SEL instruction
 - Targeted Instruction / Goal Setting
 - Incorporate explicit instruction on self-efficacy and growth mindset into the curriculum
 - Supportive environment
 - Self-Efficacy Building Activities
 - Provide opportunities for students to showcase their skills, talents, and strengths (Fiesta Friday)
- Collaborate with SEL Specialist
- Establish Collaborative Decision-Making Team
- Create a campus survey or questionnaire specifically tailored to assess Self-efficacy and Growth Mindset
- Review and Plan for usage of the Panorama Playlist
- Plan and Identify Student Support Services (counseling, mentoring, SNAAP, BIP, SEL services)

60 Days September - ongoing

- Implementation with fidelity of evidence-based strategies, fostering a supportive classroom environment, and providing targeted interventions and resources to promote self-efficacy and growth mindset in students.
- Implementation of school-wide SEL instruction
- Implementation with fidelity Student Support Services (counseling, mentoring, SNAAP, BIP, SEL services) for targeted students
- Self-efficacy and Growth Mindset Student Survey
- Implementation and monitoring of SEL Morning Message every morning (Greeting/Breathing/Check-in Share/Affirmation)
- Student of the Month Celebrations

90 Days October - ongoing

- Progress Monitoring with Collaborative Decision-Making Team
 - Review data, share best practices, and make informed decisions to address the goal
- Completion of Panorama Survey
- Highlighting and celebrating students achievements, growths, pep rallies

Goal 3: Mission-Driven Leadership

Carter Academy will develop the capacity of every teacher, leader, and staff member to deliver rigorous, enriching learning experiences to every student.

Tools for Measurement/Progress Monitoring

- **Panorama survey**
- **Campus teacher/staff surveys**
- **CBPLs**
- **Instruction Partners Data/Feedback**



Faculty Growth Mindset

Perceptions of whether teaching can improve over time.

53%

▼7

since last survey

61%

Elementary Team 1

58%

Aldine ISD

Professional Learning About SEL

Perceptions of the amount and quality of professional growth and learning opportunities available to faculty related to social-emotional learning.

53%

▼9

since last survey

50%

Elementary Team 1

42%

Aldine ISD

Teacher Self-Reflection

Faculty perceptions of their professional strengths and areas for growth related to social-emotional learning.

76%

▼16

since last survey

77%

Elementary Team 1

75%

Aldine ISD

Well-Being

62%

▼3

since last survey

61%

Elementary Team 1

58%

Aldine ISD

39 responses

Notices:

- **Increased in 21% in Educating All Students** (knowledgeable in the curriculum and use of resources)
- **Cultural Awareness and Action**
 - Teachers acknowledging there is a need, but a disconnect with the curriculum and not enough supports (campus/resources) and PDs

Notices:

- **Growth Mindset**
 - **only 53% of our teachers/staff have the perception that their teaching can improve over time (-7%) (53% for students as well)**
- **Professional Learning About SEL**
 - **only 53% of our teachers/staff have the perception that they have quality professional growth and learning opportunities related to SEL (-9%)**
- **Decline of 16% in Teacher Self-Reflection** of their professional strengths and areas for growth related to SEL



Carter Academy

"Fall 2022 Teacher & Staff Survey, Teacher Survey"



Summary

Topic Description	Results	Comparison
Cultural Awareness and Action (Adult Focus)	64% ▲2 since last survey	55% Elementary Team 1 51% Aldine ISD
Cultural Awareness and Action (Student Focus)	68% ▲2 since last survey	60% Elementary Team 1 56% Aldine ISD
Educating All Students	76% ▲21 since last survey	72% Elementary Team 1 70% Aldine ISD

Goal 3: Mission-Driven Leadership



Current Performance Objective 1: Increase staff satisfaction by 15% within the next academic year, as measured by a quarterly survey, through the implementation of positive incentives, creating an environment that values staff input, and fostering a culture of care for personal and professional development.

Recommendations for 2023-24

30 Days July - ongoing

- Identify Grade Level Team Leaders
- ILT Summer retreat and planning
- Book Study / Articles with ILT (Growth Mindset)
- 1 on 1 meetings with staff
- Summer survey on campus cultural (needs assessments)
- Open line communications (Group Me)
- Create Quarterly Survey with ILT and Grade Level Team Leaders
- Celebrate and recognize staff birthdays
- Recognize teacher leaders
- Create and Implement a recognition program
- Implementation of Weekly Newsletter for Staff
- Monthly mentor/mentee meetings with 1st year teachers
- Create and implement Campus Committees
- Provide tailored professional development opportunities
- Mentorship and Support program
- Zen Zone Room
- Create a calendar of staff engagements and cultural events
- Plan monthly fellowship

60 Days September - ongoing

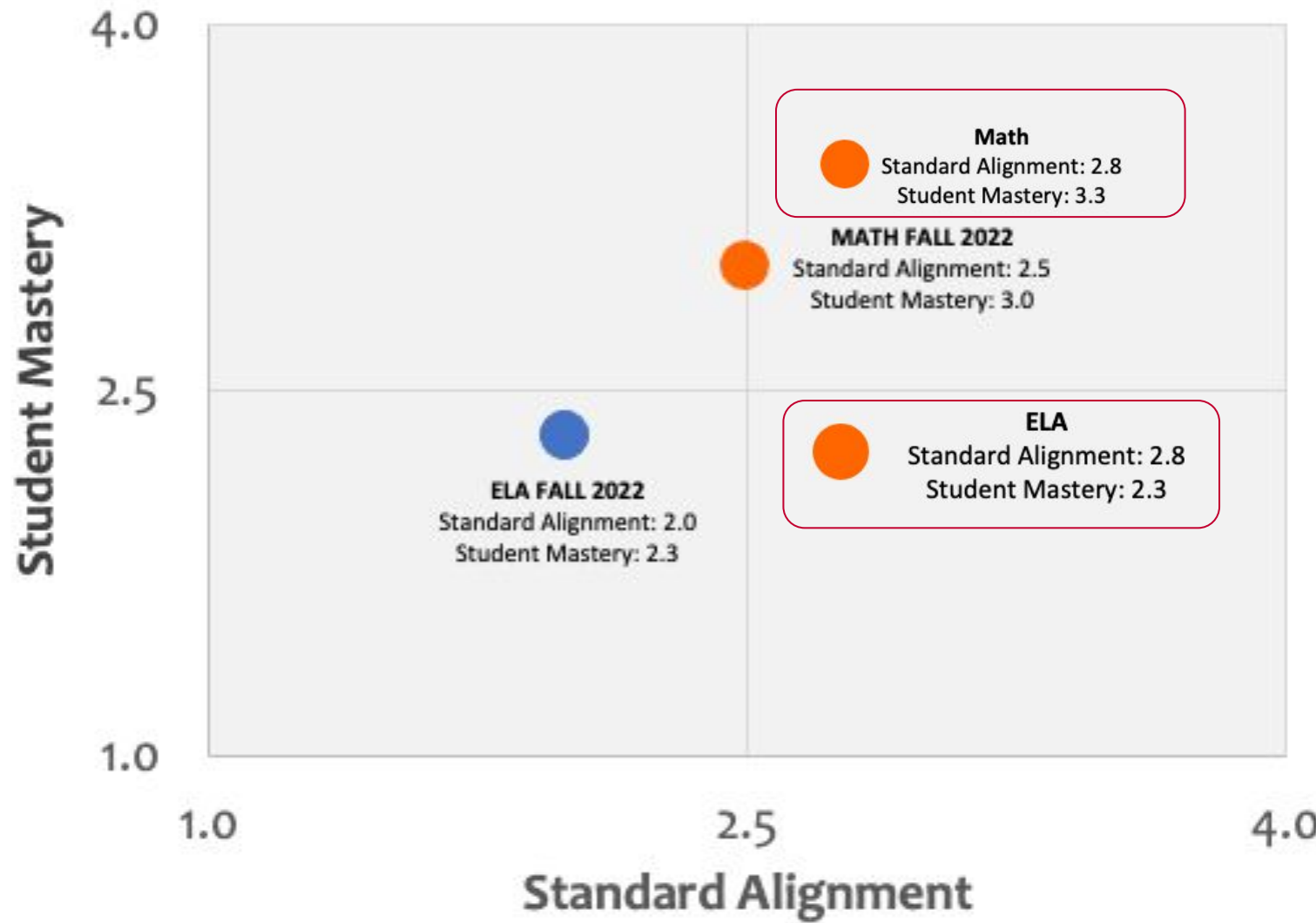
- Monthly Campus Committees meetings
- Recognize staff of the month
- Opportunities for monthly staff input and collaboration during after school staff meeting
- Implement calendar of staff engagements and cultural events
- Celebrate staff members demonstrating instructional growth based on Weekly Instructional Walk data
- Monthly Fellowship
 - potlucks
 - parties
 - social hour
 - Food trucks

90 Days October - ongoing

- Highlight and celebrate staff and teacher achievements per quarter
- ALL staff completes quarterly survey

Carter Academy Standard Alignment vs. Student Mastery

Fall 2022 vs. Spring 23



1. Are all students getting access to the right content?
2. Are all students supported to learn the content that is taught?

instructional practice guide

Math Classroom Observation Rubric (based on Instructional Practice Guide)		InstructionalPartners.org
Standard Alignment Does the lesson reflect the demands of the standard?		The instruction meets the demand of the standard or pairing of standard(s). 4 = Fully meets 3 = Mostly meets 2 = Partially meets 1 = Does not meet
Core Action 1: Does the lesson ensure the work of the enacted lesson reflects the focus, coherence, and rigor required by college and career-ready standards in mathematics?		
A. The goal of each lesson reflects mathematics within the grade-level standards.	Yes - The goal of the lesson focuses on mathematics within the grade-level standards. No, but appropriate - The goal of the lesson focuses on on-grade-level standards in an intentionally coherent way to increase access to grade-level materials. No - The goal of the lesson does not focus on mathematics within the grade-level standards.	
B. Content is linked to prior math knowledge to increase access to grade-level math concepts for students with unfinished learning.	Yes - Connections are being made to help students think about the math in a coherent way that helps them access grade-level material. No - Connections are not being made to help students think about the math in a coherent way that helps them access grade-level material.	
C. The enacted lesson intentionally targets the aspect(s) of rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed.	Circle the aspect(s) of rigor targeted in the standard addressed in this lesson: Conceptual, Procedural, Application Yes - The enacted lesson explicitly targets the aspect(s) of rigor called for by the standard(s) being addressed. No - The enacted lesson targets aspects of rigor that are not appropriate for the standard(s) being addressed.	
Core Action 2: Does the lesson employ instructional practices that allow all students to learn the content of the lesson?		
A. The teacher makes the mathematics of the lesson clear through the use of explanations, representations, tasks, and/or examples.	4 - A variety of instructional techniques and examples are used to make the mathematics of the lesson clear. 3 - Examples are used to make the mathematics of the lesson clear. 2 - Instruction is limited to showing students how to get the answer. 1 - Instruction is not focused on the mathematics of the lesson.	
B. The teacher strengthens all students' understanding of the content by strategically sharing students' representations and/or solution methods and connecting those solutions to the learning goal of the lesson.	4 - Student solution methods are shared and connections to the mathematics are explicit and purposeful. Connections between the methods are examined. 3 - Student solution methods are shared and some mathematical connections are made between them. 2 - Student solution methods are shared, but few connections are made to strengthen student understanding. 1 - Student solution methods are not shared.	
C. The teacher deliberately checks for understanding to surface misconceptions and opportunities for growth to provide feedback to students.	4 - The teacher checks for understanding among most students. Feedback is provided and students are expected to incorporate feedback into their work. 3 - The teacher checks for understanding among some students. Feedback is provided to those students. 2 - The teacher checks for understanding among few or no students and/or no feedback is provided. 1 - The teacher does not check for understanding.	
D. Throughout the lesson the teacher facilitates summaries of the key learnings with references to student work and discussion in order to reinforce the purpose of the lesson.	4 - The lesson includes a summary with references to student work and discussion that reinforces the mathematics. 3 - The lesson includes a summary with a focus on the mathematics. 2 - The lesson includes a summary with limited focus on mathematics. 1 - The lesson does not include a summary of the mathematics.	

Goal 3: Mission-Driven Leadership



Current Performance Objective 2: There will be 1 point increase in one to two priority indicators on the Instructional Practice Guide between the Fall and the Spring walkthroughs.

Recommendations for 2023-24

30 Days July - ongoing

- Professional Development and Trainings on:
 - Purpose of creating and analyzing student exemplar responses/work
 - Effective scaffolding strategies
- Plan and Implement Aldine's Coaching Cycle
 - Focus: ALL students will be able to access the depth of rigor as called for in the curriculum and engage in the heavy cognitive lift of the lesson.
- Plan with ILT to build capacity in teachers to effectively leverage curriculum to advance student learning
- Create a survey for teachers to share their experiences with the coaching process.
- Plan and implement for CBPL with emphasis on student productive struggle, unpacking, lesson internalization, rehearsals, student exemplars, and student ownership

60 Days September - ongoing

- School leaders model and support teachers in employing effective scaffolding strategies in the context of CKLA, Benchmark & Eureka
- Learning walks with ILT and shared feedback to ensure teachers are effectively leveraging curriculum to advance student learning.
- Implementation of Coaching Cycle: so that ALL students will be able to access the depth of rigor as called for in the curriculum and engage in the heavy cognitive lift of the lesson.
- Support Instructional Coaches in effectively implementing protocols that support teachers in analyzing the standards
- Learning labs/Peer observations

90 Days October - ongoing

- Completion of Panorama Survey
- ALL Teachers complete survey to share their experiences with the coaching process.
- Analyze student work samples and examine them against the standard (alignment, rigor, etc) across content
- Possible Instruction Partners walkthrough
- Quarterly data meetings with grade levels and ILT
- Highlight and celebrate teacher achievements per quarter



Teachers

“What does coaching look like? We don’t really receive coaching very often.”

“In Reading, my IS comes in from time to time to give me feedback. My Math IS only came in one time and didn’t give me any feedback. It left me wondering if I taught this correctly. I would really like more feedback because it would help me grow as a teacher.”

“I would love someone to model for me what that looks like to be a 4 or 5 on T-TESS, so I can meet your expectation. Leaders expect us to execute perfectly without seeing a model, but it doesn't help us grow. I need to know exactly what you are looking for.”

“Our CBPLs are very collaborative. We have some pre-work assignments and everyone comes back with these completed. But the pre-work feels like busy-work and it hasn’t always been really helpful for our CBPL meetings. It is usually assigning a lesson to each person.”

“In Reading, I wish we focused more on Skills, rather than Knowledge. I have to make time for Skills because that’s what my kids need. We always go over the Knowledge portion and never the Skills.”

“I often feel like what we talk about and prepare for in CBPL is disconnected from what we see in our classroom. We don’t often address the needs of our students. We never address areas we need to reteach.”

Notices:

There is a need for consistent coaching and feedback.

CBPLs are collaborative but a lack on the importance of teachers understanding that pre-work is needed.

Addressing the needs of their student

Consideration:

Responses from 5 teachers, one from each grade level.

Goal 3: Mission-Driven Leadership



Current Performance Objective 3: By May 2024, 90% of the teachers will score a proficient rating on TTESS in Domains 2 and 3.

Recommendations for 2023-24

30 Days July - ongoing

- Principal, APs and ISs Plan and implement effective Aldine's Coaching Cycle
 - Create Master schedule/calendar of Coaching Cycle
 - Plan for protected time
 - Tiering of teachers
 - Documentation of Coaching Cycles
- Plan with ILT to build capacity in teachers
- Create a survey for teachers to share their experiences with the coaching process.
- Plan and implement targeted coaching with the emphasis on student productive struggle, unpacking, lesson internalization, rehearsals, student exemplars, and student ownership
- Review and plan using crosswalk to identify Role Specific Behaviors for APs and ISs that may need to focus on as an opportunity for growth.
- Provide tailored professional development opportunities

60 Days September - ongoing

- School leaders model and support teachers in employing effective scaffolding strategies in the context of CKLA, Benchmark & Eureka
- Learning walks with ILT and shared feedback to ensure teachers are effectively leveraging curriculum to advance student learning.
- Principals, APs and ISs continue with effective Aldine's Coaching Cycle
- Support Instructional Coaches in effectively implementing protocols that support teachers in analyzing the standards
- Peer Observations (vertical/same grade level)
- Celebrate staff members demonstrating instructional growth based on Weekly Instructional Walk data
- Learning labs/Peer observations

90 Days October - ongoing

- Completion of Panorama Survey
- ALL Teachers complete survey to share their experiences with the coaching process.
- Analyze student work samples and examine them against the standard (alignment, rigor, etc) across content
- Possible Instruction Partners walkthroughs
- Quarterly data meetings with grade levels and ILT
- Quarterly vertical meetings with ILT and teachers
- Highlight and celebrate teacher achievements per quarter
- Monitor coaching cycle effectiveness

Goal 4: Organizational Efficiency

Carter Academy will align data, financial, technology, and operations systems to enhance student performance.

Tools for Measurement/Progress Monitoring

- **HAC enrollment and usage**
- **Magnet budget expenditures**



Goal 4: Organizational Efficiency

Current Performance Objective 1: Carter Academy will develop and implement a consistent marketing plan to highlight the performing and visual arts magnet strand for the 2023-2024 school year.



Recommendations for 2023-24

30 Days July - ongoing

- Share magnet budget balances and expenditures during Leadership Team Meeting monthly
- Develop Marketing Plan document in collaboration with the Schools Choice office.
- Create a School Choice Committee to meet monthly and provide updates to stakeholders regarding School Choice opportunities
- Enhancing the campus environment to represent the performing and visual arts

60 Days September - ongoing

- Provide school choice updates in monthly newsletter
- Monthly Tweets highlighting performing and visual arts magnet strand

90 Days October - ongoing

- Showcase our magnet strands during the School Choice Festival
- Showcasing the performing and visual arts in community events

Goal 4: Organizational Efficiency

Current Performance Objective 1: By December 2023, at least 95% of all parents will be registered and utilizing HAC



Recommendations for 2023-24

30 Days July - ongoing

- 50% all parents will be registered and utilizing HAC
- Will hold multiple support sessions to help families register for a HAC account

60 Days September - ongoing

- 70% of all parents will be registered and utilizing HAC
- Campus wide HAC account report and review progress based on grades and student enrollment each 9 weeks.
- Provide a parent training on the purpose and benefits of a HAC account.
- Parent Monthly Newsletters
- Blackboard reminders for PRC

90 Days October - ongoing

- at least 95% of all parents will be registered and utilizing HAC
- Blackboard reminders for PRC and RC

As of May 2023, district data:

- 99% of our parents have an email address on file.
- 90% of our students have at least one guardian with a HAC account.
- 50% of our parents have not logged into HAC since October 28, 2022.

Goal 5: Community Engagement and Outreach

Carter Academy will elevate campus/district pride by strengthening partnerships with families, communities, and the business community.

Tools for Measurement/Progress Monitoring

- **Panorama**
- **Campus parent surveys**



Survey Item	Percentage Strongly Disagree or Disagree (%)	School Climate Topic
The school staff keeps me informed of my student's progress.	26%	Communication
The school staff works with me to identify social and emotional skills that my student can develop to be successful.	25%	Student Success
I received enough information from this school about what I can do at home to help my student improve his or her learning.	24%	Student Success
This school is inviting and feels like a place where I belong.	24%	Welcoming Environment
This school provides me with opportunities to connect with other families.	24%	Collaboration with the Community

Family Engagement Survey: Carter Academy 22-23 N=84

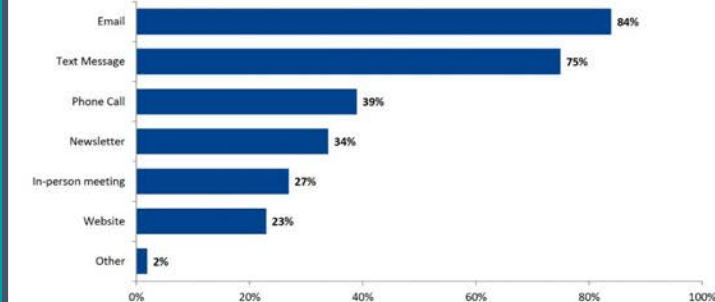
Survey Item	Percentage Strongly Agree or Agree (%)	School Climate Topic
My student connects to and trusts at least one caring adult at the school.	90%	Welcoming Environment
Information provided to me is easy to understand.	89%	Communication
I feel welcome at my student's school.	86%	Welcoming Environment
This school welcomes families of different backgrounds and cultures.	86%	Welcoming Environment
My student feels safe at school.	82%	Welcoming Environment

Notices:

- $\frac{1}{4}$ of the families surveyed feel that communication could be improved, would like resources/workshops on how to support their child at home and opportunities for school community events.
- Over $\frac{3}{4}$ of the families surveyed feel welcomed and see the campus as a safe environment

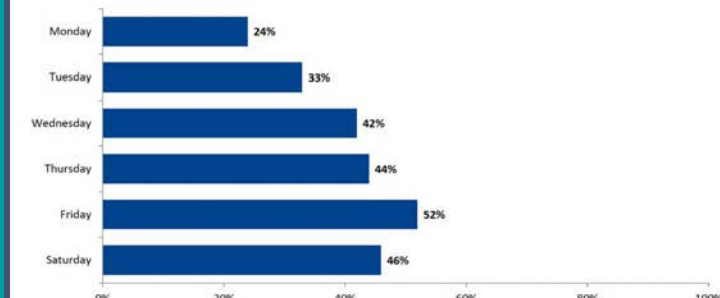
Preferred Communication Methods

How do you prefer to receive information from your student's school? (N=83)



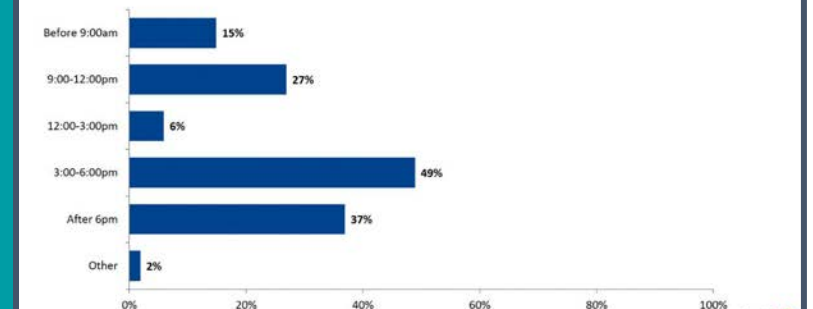
Preferred Day/Time for Family Events

When is the best day(s) for you to attend family events (e.g., meetings, workshops, etc.)? (N=84)



Preferred Day/Time for Family Events

When is the best time(s) for you to attend family events (e.g., meetings, workshops, etc.)? (N=84)



Goal 5:Community Engagement and Outreach:

Current Performance Objective 2: By May of 2024 Carter Academy would have conducted at least two (2) family and community engagement activities per month.



Recommendations for 2023-24

30 Days July - ongoing

- Plan Monthly "Parent & Principal Power Hour" topics
- Create and send parent surveys that focus on their needs and interest
- Calendar and select leaders for each family and community engagement activity monthly.
- Develop a comprehensive engagement plan
- Plan for diverse engagement opportunities
- Develop incentive plan for family attendance and participation.
- Include upcoming events in monthly newsletter
- Collaborate with community organizations
- Plan for performing and visual arts events
- Establish Community Stakeholder relationships

60 Days September - ongoing

- Monthly "Parent & Principal Power Hour" Hour
- Provide diverse engagement opportunities
 - such as parent workshops, curriculum nights, family game nights, cultural celebrations, art exhibitions, or sports events
- Implement incentive plan for family attendance and participation.

90 Days October - ongoing

- Conduct at least two family and community engagement activities through Counseling and SEL Department
- Send quarterly parent surveys that seek input and feedback on the effectiveness of the engagement activities
- Quarterly showcasing the performing and visual arts
- Showcasing the performing and visual arts in community events

Questions...

