Houston Independent School District

292 Carrillo Elementary School

2023-2024 Campus Improvement Plan

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

This year our campus will be using Amplify and Eureka for grades kindergarten through fifth grades, and Savvas for pre-kindergarten. This set of high-quality instructional materials aligns state standards and guidelines to daily instruction. The lessons contained within the instructional materials follow a scope and sequence that outline a logical sequence of knowledge and skills. The scope and sequence also includes unit and module information for proper planning. Additionally, our high-quality instructional materials align with and prepare students for interim and formative assessment that are scheduled daily through demonstrations of learning and throughout the school year through domain, unit, mid-module, and module assessments. This year our campus will be utilizing various multiple-response strategies. These multiple response strategies include response cards, white boards, turn and talk, oral choral response, whip around, modified whip around, table talk, and think pair share. These multiple-response strategies will enable students to take an active role in the learning and enable teachers to frequently engage students and check for understanding. Throughout the school year, students will take the NWEA MAP and DIBELS. The data collected from these assessments will enable teachers to group students based on their abilities, deficits, and strengths. Instructions will be tailored to students based on their data. The data collected from these assessments will also help identify students that need Tier 2 and Tier 3 support in the form of interventions, including admission into the response to intervention (RtI) process. Daily demonstrations of learning (DOL) will be administered across all content areas so that students will be assessed and the data gathered will allow teachers and administrators to make instructional decisions. Instructional decisions will be made from lesson to lesson, from unit to unit, and from week to week. Moreover, data will be used to determine the success of lessons and will be used to highlight reteach and enrichment opportunities.

Student Achievement Strengths

There were several areas of strength based on achievement data from last year. 5th graders performed well on both STAAR Math and Reading and TELPAS. There were 29% at masters, 24% at meets, and 25% at approaches for reading. There were 31% at masters, 28% at meets, and 25% at approaches for math with 84% of students achieving approaches or better. On TELPAS, the 5th graders received 75% correct in listening, 73% correct in speaking, and 68% correct in reading. Over previous years, the campus has improved in the area of 5th grade reading and in the area of listening comprehension as rated on TELPAS. 5th graders were 29% at masters, 24% at meets, and 25% at approaches for reading. 5th graders were 31% at masters, 28% at meets, and 25% at approaches for math with 84% of students achieving approaches or better. On TELPAS, the 5th graders received 75% correct in listening, 73% correct in speaking, and 68% correct in reading. The campus has seen a steady improvement in listening comprehension as rated on TELPAS.

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1: At Carrillo Elementary, standards-aligned instruction is not pervasive school-wide, which is manifested in low-rigor instruction and low-rigor academic tasks for students.   **Root Cause:** Teachers have not received adequate professional development to help analyze standards and align activities and assessments.

Problem of Practice 2: At Carrillo Elementary, there is not a consistent protocol for analyzing student data to help teachers drive instruction; teachers are unable to consistently make instructional decisions that are data-driven.   **Root Cause:** Teachers have not received adequate professional development to analyze data.

Problem of Practice 3: At Carrillo Elementary classroom instruction is not engaging for all students.   **Root Cause:** Teachers are not internalizing lessons and completing lesson rehearsals.

School Culture and Climate

School Culture and Climate Summary

Staff: Carrillo School feels that the school fosters a positive atmosphere. The positive elements include open communication between teachers and administrators. When teachers and administrators can share ideas, concerns, and feedback freely, it promotes a sense of mutual respect and trust. An open-door policy for the principal where staff can approach the principal with their ideas, questions, or concerns, which can lead to improved decision-making and a sense of accessibility and approachability. Carrillo provides various incentives and opportunities for staff to boost morale and motivation. These include professional development opportunities, recognition for outstanding work, and career advancement options. These Incentives create a positive and supportive work environment. Social activities contribute to a healthy and supportive school climate. Organizing social activities such as potlucks, holiday celebrations, recognizing teacher and staff of the month, and shout-outs is a fantastic way to build a sense of community among our staff. These events promote positive relationships and contribute to a friendly and enjoyable atmosphere within the school. The positive atmosphere described at Carrillo School appears to be rooted in a culture of collaboration, support, and appreciation. Such a climate is conducive to the well-being and success of our staff. It's important for Carrillo to continue these practices and seek feedback to ensure that the positive atmosphere is sustained and further developed. A positive school climate contributes to a more effective learning and working environment for everyone involved. Students: Carrillo School students feel welcome and have access to a variety of opportunities and support systems because it enhances their educational experience and their overall well-being. Carrillo fosters a nurturing environment that goes beyond academics to promote personal growth and character development. Providing incentives and awards for attendance, character traits, and academic excellence can motivate students to perform well. These recognitions acknowledge their efforts and achievements, which boosts their self-esteem and a sense of accomplishment. Recognizing students' birthdays is a simple way to make them feel special and appreciated. Guidance lessons are provided to help students identify trusted adults for their emotional well-being. Providing extracurricular clubs and activities allows students to explore their interests, develop new skills, and build friendships outside of the regular classroom setting. These activities contribute to a well-rounded and enriching school experience. Offering social and emotional support services within the school shows a commitment to addressing the holistic needs of students. Character assemblies provide a platform for promoting and celebrating positive values and behaviors. They reinforce the importance of good character and show a lasting impact on our students. Involving students in projects can encourage creativity, critical thinking, and teamwork. These projects can be a source of pride and accomplishment for students, contributing to a positive self-image and a sense of belonging. Both students and staff play essential roles in creating a positive school climate, open communication, collaboration, and a shared commitment to fostering a respectful, supportive, and inclusive environment for our school community. Carrillo staff appears to be proactive and adaptable; they are able to navigate challenges and continue providing a high-quality education to students. Balancing a positive attitude towards change with a commitment to adaptability is a valuable skill for our staff, and it can lead to ongoing improvement in the school's educational practices. At times there seems to be some resistance when unexpected changes occur. However, the fact our staff understands the necessity of adapting to these changes is crucial since clear communication, support and training helps mitigate resistance and ensure a smoother transition. Our students demonstrate an eagerness to learn, participate, and a sense of optimism about their education. They value teachers and peers who are supportive and encouraging. They feel valued and acknowledged as individuals, with their voices and ideas respected by teachers, peers, and administrators. They also believe that they are part of a supportive and inclusive school community where they can be themselves and have their unique identities acknowledged and appreciated. They can also access academic and emotional support from teachers, counselors, and other staff members. Our data has minimal discipline issues and students feel safe. Our school has successfully implemented strategies and initiatives to create a positive and safe environment. Such as: School-Wide Assemblies, Incentive System for Positive Behavior, Regular Meetings to Discuss Behavior. These practices are evidence of a strong commitment to maintaining a safe and supportive school environment.

School Culture and Climate Strengths

Here are some of our strengths: we provide high academic expectations by encouraging students to strive for excellence. Respect and Inclusivity by allowing all students and staff to feel valued and welcome. Engagement with Social and Emotional Learning by providing programs and practices to help students develop emotional intelligence, self-awareness, and resilience, contributing to a positive and supportive climate.

Yes, our strengths have allowed us to make improvements by engaging students, staff, and our community to be involved in our school. We are providing field trips,

after school community activities (like loteria night, movie night), Social Emotional school wide lessons, students/staff incentives.

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: At Carrillo Elementary School, our instructional staff provides instruction in a traditional format in a strict and safe environment.   **Root Cause:** 74% of instructional staff have 20+ years of teaching experience.

Problem of Practice 2: At Carrillo Elementary, our student systems and procedures are not visibly posted in high traffic areas.   **Root Cause:** They are only posted inside the classroom.

Problem of Practice 3: At Carrillo Elementary School, the majority of faculty members do not stay for school events or activities that are held after school hours.   **Root Cause:** Faculty only attend events held after school unless getting paid extra.

Parent and Community Engagement

Parent and Community Engagement Summary

We have noticed there is a high attendance rate for parents at school activities that involve a student performance or a presentation directly aligned to their child's academic progress. Because of this, we have integrated student performances at events to ensure we capture our parents' attention. To maximize on the opportunity of having high parent attendance, we then present student academic information that would be helpful in sustaining a healthy and positive partnership. In addition to our 23-24 school year activities, Carrillo Elementary School also provides families and community members with presentations that follow our HISD FACE guidelines. Our monthly coffee with the principal events are not well attended. An average of 20 parents out of 352 attend due to presentation topics that are not engaging for parents. We have realized that parents will attend if there is a student performance. Because of this, we insert a short student performance in music, robotics or an academic presentation. We have also surveyed parents asking what topics they would like to learn about, and they have mentioned the same topics that FACE presents. A large number of parents at Carrillo ES work full time or have multiple jobs. This results in low parent involvement due to time constraints during school hours. Our school events held after 5pm have a better attendance rate. Weekend events are not well attended.

Parent and Community Engagement Strengths

We have scheduled school activities or events after school hours that involve either a student performance, free food, or a prize giveaway. All student clubs held after school are highly supported by parents. These include: Robotics, Lego Club, Gardening Club, Name that Book, Karate, Girls on the Run, Band, Piano Club, Ballet Folklorico, Chess Club.

Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1: At Carrillo Elementary School, we have had a decrease of parental involvement at school activities or events that are held during the school day. **Root Cause:** Parents work full time and/ or have a second job that limits their time to attend day events.

Problem of Practice 2: We have had a decrease in parental involvement at school activities or events that are held during the school day despite being advertised in parental communication tools such as print, social media and School Messenger. **Root Cause:** Some parents do not create a routine of checking school communication tools frequently.

Problem of Practice 3: At Carrillo Elementary School, we have surveyed parents to collect a list of interest events to schedule, but the events are still low in attendance. **Root Cause:** Regardless of event types, if the school event or activity is held during school hours, it will be low attended by parents.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

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

Student Data: Assessments

- State and federally required assessment information

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

Key Actions

Key Action 1: Grow staff capacity to provide the highest quality instruction.
Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: 70% of scores on T-TESS walkthroughs conducted by December 2023 will score a minimum of 12 out of 15 points. This will increase to 13 out of 15 points by May 2024.

Specific Action 1 Details	Reviews			
Specific Action 1: School leaders will provide Professional Development in expectations with the evaluation system.	**Formative**			**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
Train teachers T-TESS forms and coaching expectations.				
Provide on-the-job coaching regularly (3-4 times per week) and written feedback at least twice a month for every teacher using spot observation forms.				
Staff Actions				
Attend training T-TESS walkthrough and observation forms and implement feedback.				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Key Action 1: Grow staff capacity to provide the highest quality instruction.

Indicator of Success 2:
80% of the teachers will be proficient or higher in the delivery of high-quality instruction as measured by the instruction domain in T-TESS by May 2024.

Specific Action 1 Details	Reviews			
Specific Action 1: School leaders will provide Professional Development and feedback on the effective use of Multiple Response Strategies and teacher will follow with good implementation.	**Formative**			**Summative**
	Feb	**Mar**	**Apr**	**June**
School Leaders' Actions Conduct effective PLCs that focus on MRS, data/specific intervention strategies, and the internalization and practice of lesson delivery. Provide PD on research-based instructional strategies (RBIS) and inspect implementation. Provide time for teachers to internalize lessons and provided actionable feedback. **Staff Actions** Attend training on the Science of Reading and implement skills and knowledge into daily lessons. Receive on-the-job coaching and implement changes. Utilize the T-TESS rubric as a guide during walkthroughs.				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Key Action 2: Strengthen "science of reading" instruction by successfully implementing Amplify curriculum.

    Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: By June 2024, the percentage of students in grades K through 5 reading at or above grade level will increase from 42% to 70% as measure by benchmark running records.

Specific Action 1 Details	Reviews			
Specific Action 1: School leaders will provide Professional Development for effective instruction in Reading and teachers will implement them in the classroom.	**Formative**			**Summative**
	Feb	**Mar**	**Apr**	**June**
School Leaders' Actions Implement a schedule that embeds science of reading instruction components. Provide Estrellita and Amplify training for teachers and support staff on science of reading instruction. Provide teachers with practice time for internalizing lessons. **Staff Actions** Implement a student intervention schedule based on BOY and MOY universal screener data. Progress monitor students' performance levels and adjust student groupings to provide targeted interventions. Administer BOY, MOY, and EOY benchmark running records and group students for targeted interventions.				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Key Action 2: Strengthen "science of reading" instruction by successfully implementing Amplify curriculum.

Indicator of Success 2: In the 2023-24 school year, 80% of students will score at least 60% or better on unit and domain assessments in Amplify by May 2024.

Specific Action 1 Details		Reviews			
Specific Action 1: School leaders and teacher will keep tack data showing progress in Reading.		**Formative**			**Summative**
School Leaders' Actions		**Feb**	**Mar**	**Apr**	**June**
Provide each teacher with on-the-spot coaching and feedback at least twice a week.					
Implement system and schedule for progress monitoring reading levels.					
Implement a student intervention schedule with teachers based on BOY and MOY universal screener data.					
Staff Actions					
Administer BOY, MOY, and EOY benchmark running records and group students for targeted interventions.					
Attend Estrellita/HMH or HMH/Really Great Reading training.					
Teachers will implement daily Amplify lessons with multiple response strategies every 4 minutes.					
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue					

Key Action 3: Strengthen math instruction by successfully implementing the Eureka curriculum.

    Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: By June 2024 at least 60% of students will earn 60% or higher on the EOY Eureka Assessment.

Specific Action 1 Details	Reviews			
Specific Action 1: School leader will be trained in Eureka and then they will deliver this Professional Development to Math teachers.	**Formative**			**Summative**
	Feb	**Mar**	**Apr**	**June**
School Leaders' Actions Attend Eureka training, and then train teachers on the Eureka curriculum. **Staff Actions** Attend Eureka training.				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Key Action 3: Strengthen math instruction by successfully implementing the Eureka curriculum.

Indicator of Success 2: In the 2023-2024 school year, 100% of K-5th Grade teachers will utilize Eureka lessons daily. 100% of teachers will internalize Eureka lessons at least once a week.

Specific Action 1 Details			Reviews		
Specific Action 1: School leaders will monitor effective Eureka Curriculum implementation.			**Formative**		**Summative**
School Leaders' Actions		**Feb**	**Mar**	**Apr**	**June**
Schedule time for teachers to internalize lessons and role-play and provide teachers with feedback.					
Monitor implementation through Eureka reports.					
Provide frequent (2-3 times a week) feedback to teachers on lesson delivery.					
Staff Actions					
Role-play and internalize lessons daily.					

0% No Progress   **100%** Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Key Action 3: Strengthen math instruction by successfully implementing the Eureka curriculum.

Indicator of Success 3: 80% of students will score a minimum of 60% on each module assessment by May 2024.

Specific Action 1 Details			Reviews		
Specific Action 1: School leaders and teacher will track student performance in Math.		**Formative**			**Summative**
School Leaders' Actions		**Feb**	**Mar**	**Apr**	**June**
Track teacher performance.					
Staff Actions					
Track student performance on lesson activities.					
Analyze student work.					
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue					

Key Action 4: Successfully implement the newly modified HISD T-TESS evaluation system.

Strategic Priorities:
Expanding Educational Opportunities, Cultivating Team HISD Talent

Indicator of Success 1: In the 2023-2024 school year, 100% of eligible teachers receive a score of 13 out of 15 in all 4 domains combined by May 2024.

Specific Action 1 Details	Reviews			
Specific Action 1: School leaders will attend and provide training to teachers in the new evaluation system.	**Formative**			**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
Establish a system to track evaluation metrics.				
Attend training on T-TESS evaluation for appraisers and train teachers on the evaluation system by September 2023.				
Evaluate all teachers using the procedures and metrics outlined in the spot observation form and provide specific, actionable feedback.				
Staff Actions				
Attend training on the modified HISD T-TESS evaluation system.				
Implement feedback received from walkthrough and observation forms.				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Key Action 4: Successfully implement the newly modified HISD T-TESS evaluation system.

Indicator of Success 2: By May 2024, 70% of all teachers who score a minimum score of 13 will remain at Carrillo Elementary.

Specific Action 1 Details		Reviews			
Specific Action 1: School leaders will keep track of teachers performance.		**Formative**			**Summative**
School Leaders' Actions		**Feb**	**Mar**	**Apr**	**June**
Will provide continuous (2-3 times per week) on spot coaching for teachers. **Staff Actions** Practice the internalization of lessons and implement feedback.					
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

State Compensatory

Budget for 292 Carrillo Elementary School

Total SCE Funds: $68,300.00
Total FTEs Funded by SCE: 1
Brief Description of SCE Services and/or Programs

Personnel for 292 Carrillo Elementary School

Name	Position	FTE
Angelica Orozco	Tchr, Bilingual	1

Addendums

School Information

District Name:	HOUSTON ISD
Campus Type:	Elementary
Total Students:	380
Grade Span:	PK - 05

For more information about this campus, see:

https:/TXschools.gov

or the Texas Academic Performance Report at:

https://rptsvr1.tea.texas.gov/perfreport/tapr/2022/index.html

Accountability Ratings

This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the workforce, or the military. State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. Scores are scaled from 0 to 100 to align with letter grades.

Overall Rating	**Student Achievement**	**School Progress**	**Closing the Gaps**
A	C	A	B
93 of 100	75 of 100	94 of 100	89 of 100
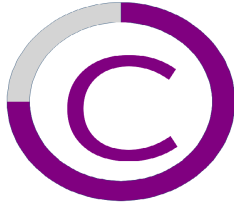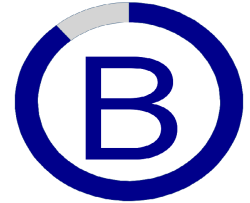
Distinction Designations

Campuses that earn a rating of A-C are eligible for as many as seven distinction designations that are awarded when a school or district shows exceptional achievement in certain areas.

Academic Achievement in English/Language Arts/Reading | Academic Achievement in Mathematics ✓ | Academic Achievement in Science | Top 25% : Comparative Academic Growth ✓ | Top 25% : Comparative Closing the Gaps ✓ | Postsecondary Readiness ✓

Student Information

This section provides demographic information about CARRILLO EL, including attendance rates, enrollment percentages for various student groups, student mobility rates, and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2020-21)			
	94.5%	93.7%	95.0%
Enrollment by Race/Ethnicity			
African American	1.1%	22.1%	12.8%
Hispanic	94.5%	61.9%	52.8%
White	3.4%	9.7%	26.3%
American Indian	0.0%	0.2%	0.3%
Asian	0.8%	4.5%	4.8%
Pacific Islander	0.0%	0.1%	0.2%
Two or More Races	0.3%	1.6%	2.9%
Enrollment by Student Group			
Economically Disadvantaged	87.9%	79.2%	60.7%
Special Education	9.2%	8.4%	11.6%
Emergent Bilingual/EL	53.2%	35.1%	21.7%
Mobility Rate (2020-21)			
	11.9%	14.0%	13.6%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	25.1	18.2	18.7
Grade 1	11.9	15.7	18.7
Grade 2	13.7	15.4	18.6
Grade 3	13.0	14.4	18.7
Grade 4	12.9	13.7	18.8
Grade 5	9.2	14.0	20.2
Grade 6	-	19.1	19.2
Secondary			
English/Language Arts	-	17.6	16.3
Foreign Languages	-	22.7	18.4
Mathematics	-	21.2	17.5
Science	-	21.5	18.5
Social Studies	-	22.8	19.1

School Financial Information (2020-21)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see: **http://tea.texas.gov/financialstandardreports/**

	Campus	District	State
Instructional Expenditure Ratio	n/a	63.8%	64.2%
Instructional Staff Percent	n/a	58.1%	64.9%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$9,200	$10,524	$11,106
Instruction	$6,227	$5,989	$6,358
Instructional Leadership	$117	$185	$186
School Leadership	$655	$749	$654

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2022	74%	69%	**73%**	100%	71%	92%	-	100%	-	-	69%
	2021	67%	57%	**52%**	*	50%	75%	-	100%	-	-	46%
ELA/Reading	2022	75%	70%	**74%**	*	72%	100%	-	*	-	-	70%
	2021	68%	60%	**61%**	*	59%	100%	-	*	-	-	55%
Mathematics	2022	72%	67%	**76%**	*	75%	83%	-	*	-	-	72%
	2021	66%	53%	**50%**	*	48%	67%	-	*	-	-	43%
Science	2022	76%	68%	**58%**	*	54%	*	-	*	-	-	52%
	2021	71%	59%	**34%**	*	33%	*	-	*	-	-	34%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2022	48%	43%	**44%**	63%	41%	92%	-	100%	-	-	38%
	2021	41%	33%	**28%**	*	26%	56%	-	100%	-	-	22%
ELA/Reading	2022	53%	49%	**48%**	*	44%	100%	-	*	-	-	41%
	2021	45%	38%	**37%**	*	35%	67%	-	*	-	-	30%
Mathematics	2022	42%	38%	**46%**	*	43%	83%	-	*	-	-	39%
	2021	37%	27%	**26%**	*	24%	50%	-	*	-	-	20%
Science	2022	47%	39%	**31%**	*	27%	*	-	*	-	-	24%
	2021	44%	33%	**14%**	*	12%	*	-	*	-	-	13%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2022	23%	21%	**25%**	13%	22%	85%	-	100%	-	-	19%
	2021	18%	15%	**13%**	*	12%	44%	-	75%	-	-	10%
ELA/Reading	2022	25%	24%	**27%**	*	24%	83%	-	*	-	-	20%
	2021	18%	16%	**21%**	*	19%	50%	-	*	-	-	17%
Mathematics	2022	20%	19%	**28%**	*	25%	83%	-	*	-	-	20%
	2021	18%	13%	**13%**	*	10%	50%	-	*	-	-	8%
Science	2022	21%	17%	**12%**	*	8%	*	-	*	-	-	10%
	2021	20%	14%	**3%**	*	1%	*	-	*	-	-	0%
Academic Growth Score (All Grades Tested)												
Both Subjects	2022	74	78	**90**	-	89	100	-	-	-	-	89
	2019	69	68	**72**	88	71	83	-	-	-	-	71
ELA/Reading	2022	78	81	**86**	-	84	-	-	-	-	-	85
	2019	68	68	**67**	-	67	-	-	-	-	-	66
Mathematics	2022	69	75	**93**	-	93	-	-	-	-	-	92
	2019	70	68	**75**	-	74	-	-	-	-	-	74

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.
n/a Indicates data reporting is not applicable for this group.