

2024-2025 Action Plan

Carrillo Elementary School



School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data:

Increase Meets on STAAR Reading

2023: 39% Meets

Increase Meets on STAAR Math

2023: 43% Meets

Increase % of students meeting expected growth on MAP testing

61% met growth on math

57% met growth on reading

Needs related to improving the quality of instruction:

IRT Feedback: Leverage engagement strategies to effectively check for understanding (multiple-response strategies)

IRT average score 9.

System evaluation (philosophy, processes, implementation, capacity):

Integration of targeted interventions

Special Education – need for IEP and ARD training for Special Education teacher; training on IEP implementation in general and special education classes.

School Action Plan Template

KEY ACTION ONE

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

Carrillo’s average score on the 2023-2024 IRTs was a 9. Based on feedback from the 2023-2024 IRTs, Carrillo will grow staff capacity to provide the highest quality instruction through purposeful professional development and on-the-spot coaching.

Indicators of success

- By June 2025, 75% of teachers will score 10 or above on daily walkthroughs, as measured by walkthrough dashboard data.
- Carrillo teachers will score 4 out of 8 points in Domain II on SPOT observations by November 2024; that number will increase to 6 out of 8 points by June 2025.
- Carrillo will score 8 or higher by IRT visit #2; that score will increase to 11 by IRT visit #4.
- 90% of students are visibly and actively engaged in effective learning using multiple response strategies by December 2024.

Specific actions – school leaders

- Train teachers on Walkthrough 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.
- 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 provide actionable feedback.
- Effectively communicate with stakeholders regarding student progress.

Specific actions – staff

- Attend training T-TESS walkthrough and observation forms and implement feedback.
- Practice the internalization protocol of lessons daily and implement feedback.
- Attend training on the Science of Reading and implement skills and knowledge into daily lessons.
- Receive on-the-job coaching and implement changes.
- Effectively communicate with stakeholders regarding student progress.

	Key Action One:		
	Who: All Carrillo Staff		
	What: <ul style="list-style-type: none">• HISD Ready Characteristics• Student engagement strategies• Internalizing and annotating a lesson plan• Training on SPOT form		
	When: August Pre-Service		
	Where: Carrillo		
Budget	Proposed item	Description	Amount
	Staff development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	TOTAL		\$0.00
Funding sources:			

KEY ACTION TOWARDS

Key Action – Improve Science Of Reading instruction.

In 2024, 57% of the students met their expected growth on the NWEA reading assessment and 39% of students scored at the Meets level on the STAAR Reading. Carrillo will improve the science of reading instruction through purposeful professional development, on-the-spot coaching, and implementation of the Amplify curriculum with fidelity.

Indicators of success

- By EOY, 63% of Grade 3-5 students will meet their expected growth on the NWEA reading assessment.
- By May 2025, 45% of the students will score at the Meets level on the STAAR Reading.

Specific actions – school leaders

- 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.
- Provide each teacher with on-the-spot coaching and feedback.
- Implement a system and schedule for progress monitoring.
- Implement a schedule for teachers based on 2023-2024 EOY data.
- Create and monitor teacher DOL data through the use of a campus DOL tracker.
- Effectively communicate with stakeholders regarding student progress.

Specific actions – staff

- Internalize and annotate lesson plans on a weekly basis.
 - Annotated lessons should indicate intentional scaffolding, differentiation, and multiple-response strategies.
- Participate in at-bats during PLC meetings to focus on specific strategies that will be implemented in the classroom.
- Implement strategies shared during professional development and PLC meetings.
- Participate and provide feedback during instructional rounds.
- Progress monitor students' performance levels and adjust student groupings to provide targeted interventions.
- Effectively communicate with stakeholders regarding student progress.

	Key Action Two:		
	Who: Reading Teachers, Admin		
	What: <ul style="list-style-type: none">• HISD Ready Characteristics• Student engagement strategies• Internalizing and annotating a lesson plan• Amplify training		
	When: August Pre-Service, year-round		
	Where: Carrillo, Varied locations during Pre-Service		
Budget	Proposed item	Description	Amount
	Staff development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	TOTAL		\$0.00
	Funding sources:		

KEY ACTION ON THE REE	Key Action – Improve math instruction. In 2024, 61% of the students met their expected growth on the NWEA math assessment and 43% of students scored at the Meets level on the STAAR math. Carrillo will improve math instruction through purposeful professional development, on-the-spot coaching, and implementation of the Eureka curriculum with fidelity.
	Indicators of success <ul style="list-style-type: none"> • By EOY, 66 % of Grade 3-5 students will meet their expected growth on the NWEA math assessment. • By May 2025, 48% of the students will score at the Meets level on the STAAR Math.
	Specific actions – school leaders <ul style="list-style-type: none"> • Implement a schedule that embeds Eureka components: Success, Fluency, Learn.. • Provide Eureka training for teachers and support staff. • Provide teachers with practice time for internalizing lessons. • Provide each teacher with on-the-spot coaching and feedback. • Implement a system and schedule for progress monitoring. • Implement a student intervention schedule with teachers based on 2023-2024 EOY data. • Create and monitor teacher DOL data through the use of a campus DOL tracker. • Effectively communicate with stakeholders regarding student progress.
	Specific actions – staff <ul style="list-style-type: none"> • Internalize and annotate lesson plans on a weekly basis. <ul style="list-style-type: none"> ○ Annotated lessons should indicate intentional scaffolding, differentiation, and multiple-response strategies. • Participate in at-bats during PLC meetings to focus on specific strategies that can be implemented in the classroom. • Attend professional development on effective math instruction training. • Implement strategies shared during professional development and PLC meetings. • Participate and provide feedback during instructional rounds. • Progress monitor students' performance levels and adjust student groupings to provide targeted interventions. • Effectively communicate with stakeholders regarding student progress.

	Key Action Three:		
	Who: Teachers, Admin		
	What: <ul style="list-style-type: none">● Implementation of DOLs monitoring tracker● Progress Monitoring after each benchmark● Lesson internalization		
	When: August Pre-Service, year-round		
	Where: Carrillo, Varied locations during Pre-Service		
Budget	Proposed item	Description	Amount
	Staff development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	TOTAL		\$0.00
	Funding sources:		

KEY ACTION FOR UR	Key Action –Improve Language and Literacy Proficient for EB students. <p>In 2024, 49% of emergent bilingual students grew at least one proficiency level in 3rd-5th grades. Carrillo will improve second language acquisition programming through purposeful professional development, on-the-spot coaching, and consistent progress monitoring of student’s language proficiency levels and student progress.</p>
	Indicators of success <ul style="list-style-type: none"> • By May 2025, 55% of emergent bilingual students in grades 3rd through 5th grades will grow at least one proficiency level. • DIBELS: By June 2025, campus will see 10% increase in percent of total students who hit composite score benchmark as compared to EOY SY23-24.
	Specific actions – school leaders <ul style="list-style-type: none"> • Pull current student’s • composite ratings on TELPAS for 2023-2024 school year, percent of students who met reclassification criteria, and have the interim target for English Language Proficiency standard internalized. • Review the EB spot form guidance document and the lesson internalization protocol with all administrators and teachers to clarify all instructional expectations, set norms, and calibrate. • Conduct at least two EB spot forms per week on teachers who have students with Emergent Bilingual students.
	Specific actions – staff <ul style="list-style-type: none"> • Internalize lessons following the internalization protocol for ELD lessons • Implement district curriculum with fidelity during the ELD block • Create a clearly define system to progress monitor students’ language acquisition

	Key Action Four:		
	Who: Bilingual/ESL Teachers/Admin Team		
	What: <ul style="list-style-type: none"> • . HISD Ready Characteristics • . Student engagement strategies • . Internalizing and annotating a lesson plan • . Progress monitoring • . PD/Multilingual 		
	When: Preservice/PD days/Year round		
	Where: Carrillo ES/District		
Budget	Proposed item	Description	Amount
	Staff development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	TOTAL		\$0.00
Funding sources:			

KEY ACTION FIN VE	Key Action – Special Education Instruction In 2025 Strengthen our special education programming to improve student outcomes.
	Indicators of Success: By May 2025, the percent of special education students scoring at the Meets level on Reading STAAR will increase from 18% to 23%. By May 2025, 90% of special education students will be on track to meeting their annual goal according to their IEP.
	Specific actions – school leaders <ul style="list-style-type: none"> • Establish a system to track and monitor special education student goals weekly. • Attend special education professional development. • Provide PD for general education teachers on providing appropriate student accommodations. • Implement a schedule that provides identified special education students with in-class support. • Collaborate with ARD committee members.
	Specific actions – staff <ul style="list-style-type: none"> • Implement appropriate student accommodations and designated supports according to IEPs. • Monitor student progress by using the DOL tracker and IEPs. • Preplan and internalize lessons weekly with appropriate scaffolding and differentiation. • Effectively communicate with stakeholders regarding student progress.

	Key Action Four:		
	Who: SPED Teachers/Interventionists		
	What: <ul style="list-style-type: none"> • HISD Ready Characteristics • Set up IEP goals in Easy IEP progress track. • Student engagement strategies • Internalizing lesson plan with modifications as specified on the IEPs • Progress monitoring 		
	When: Preservice-Year round		
	Where: District Carrillo ES		
Budget	Proposed item	Description	Amount
	Staff development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	TOTAL		\$0.00
Funding sources:			