Goose Creek Consolidated Independent School District

Harlem Elementary

2025-2026 CIP Periodic Update - November 2025

Mission Statement

Harlem Elementary's mission is to have all students learning at high levels by establishing collaborative teacher teams and positive community partnerships that are focused on increasing student achievement.

Vision

Harlem Elementary - EVERY student matters, EVERY moment counts!

Value Statement

We will work closely with all stakeholders in order to ensure the success of all students.

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Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR 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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Action research results

Goals

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 1: With campus Spring 2025 STAAR averages for RLA underperforming the state in most proficiencly levels and grades, the campus goal is to perform at or above the state average in grades 3-5 without regression:

Campus (State) Performance for Spring 2025 RLA STAAR:
3rd Approaches 58 (78), 3rd Meets 30 (52), 3rd Masters 7 (23)
4th Approaches 82 (81), 4th Meets 48 (54), 4th Masters 16 (24)
5th Approaches 60 (77), 5th Meets 38 (58), 5th Masters 14 (30)

Campus Performance Target for Spring 2026 RLA STAAR:
3rd Approaches 78, 3rd Meets 52 , 3rd Masters 23
4th Approaches 85, 4th Meets 54 , 4th Masters 24
5th Approaches 77, 5th Meets 58 , 5th Masters 30

Evaluation Data Sources: STAAR Results, Benchmark Assessments, CBA Data, PLC and CFA data, and Universal Screeners

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Ensure High-Quality Tier 1 Instruction: HQIM Implementation- Campus leaders, including TLC's, will conduct walks to monitor the implementation of Bluebonnet Learning. Insights from walks will inform next steps (i.e. PLC guidance, campus PD's, 1:1 meetings, etc.). To support Strategy 1: -Team members conduct a minimum average of 2 classroom walks per instructional day of the week (i.e. a 4-day week will yield 8 walks per campus leader) and in our weekly meeting we will discuss data collected to determine coaching needs, identify trends and next steps for reinforcement and refinement. -A-Team members consistently use T-TESS observation tool, FOI Learning Walk Tool and Coaching Observation Tool provided by TEA for monitoring the implementation of RLA Bluebonnet Learning, a TEA approved High-Quality Instructional Material (HQIM). The observations will be discussed during weekly A-Team meetings. -A-Team members partner with Region 4 RLA Implementation Advisor to complete 4 implementation walks and 17 PLC collaborations. -During weekly A-Team meetings, we will determine and then spotlight a teacher in Principal's Points email under "Bluebonnet Leaders", helping staff members partner with effective counterparts. -Within 5 workdays, teachers who may need coaching will be assisted during PLCs, TLC coaching cycles, and/or 1:1 conversations. Region 4 RLA Product Advisors to help address lesson internalization needs observed during classroom walks. -A-Team members will attend Texas Instructional Leadership Support (TIL) Trainings and implement protocols in order to improve instruction and student achievement. **Strategy's Expected Result/Impact:** Increase in student achievement **Staff Responsible for Monitoring:** Campus Principal			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Implement Effective Tier 2 Instruction: Targeted Small Groups & Amira - The systematic implementation of RLA Targeted Small Groups and Amira will remediate identified skills, preventing academic gaps through individualized instruction. To support Strategy 2: -During October PLC meetings, A-Team clarifies that a skill is ready to be pushed into targeted small groups once 60+ percent of a class demonstrate mastery on the day's learning objective. -Teacher pulls Targeted Small Groups at least 4 days a week, using Bluebonnet Learning and Amira for students who did not demonstrate mastery during RLA Tier 1. On the 5th day, the teachers will be goal setting, data tracking and conferring with students using student's green data folders. -Teachers to partner with RLA TLCs and/or Amira staff to support each RLA PLC following the September BOY; emphasis on understanding the BOY data and determining next steps for Targeted Small Group instructional materials. -All students complete at least two stories 3x a week through Amira. -Teacher maintains records of weekly student check-ins and creates a plan of action for students not demonstrating progress in Amira. **Strategy's Expected Result/Impact:** We will close gaps through Tier 2 instruction **Staff Responsible for Monitoring:** Campus Principal			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Prioritize Federal Identification: Targeted for SPED & Hispanic - All staff members will work to address the campus federal identification of low performance for SPED & Hispanic students. To Support Strategy 3: -A-Team creates SPED & Hispanic Monitor Groups in Eduphoria for 3rd-5th grade. Students identified based on criteria created alongside Region 4 Liaisons using their Response Driven Accountability (RDA) Data Tool. - During weekly A-Team meetings, "SPED & Hispanic Monitor Groups" included as ongoing agenda item, ensuring dedicated time for campus leaders to reflect on assessment data for SPED & Hispanic students before determining next steps. -Campus administrative team will meet with SPED teachers every 6 weeks to review SPED student data and plan for next steps. -Campus SPED teachers discuss trends in SPED Monitor Groups' performance during PLC meetings and help teachers design next steps based on their own SPED data. -Campus Hispanic data will be analyzed after each RLA unit assessment and students will be given interventions during targeted small group time. -A-Team members partner with Region 4 RLA Product Advisors to schedule quarterly classroom walks, monitoring use of SPED supports (i.e. scaffolds, visual aids, modeling, think-alouds, accessing prior knowledge, etc.) and creating next steps for areas of need. -Monthly during an RLA PLC, Region 4 Product Advisors model internalization, highlighting Bluebonnet Learning embedded supports that allow SPED students to access grade-level learning. -Identified campus SPED staff members included in Bluebonnet Learning PLCs, completing RLA product academy mandates to ensure their own understanding of structured literacy best practices and HQIM implementation. **Strategy's Expected Result/Impact:** We will close gaps for our SPED and Hispanic students **Staff Responsible for Monitoring:** Campus Principal			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 1: With campus Spring 2025 STAAR averages for Math underperforming the state in most proficiencly levels and grades, the campus goal is to perform at or above the state average in grades 3-5 without regression:

Campus (State) Performance for Spring 2025 Math STAAR:
3rd Approaches 48 (70), 3rd Meets 28 (45), 3rd Masters 11 (19)
4th Approaches 61 (68), 4th Meets 37 (46), 4th Masters 14 (24)
5th Approaches 61 (73), 5th Meets 27 (46), 5th Masters 10 (22)

Campus Performance Target for Spring 2026 Math STAAR:
3rd Approaches 70, 3rd Meets 45, 3rd Masters 19
4th Approaches 68, 4th Meets 46, 4th Masters 24
5th Approaches 73, 5th Meets 46, 5th Masters 22

Evaluation Data Sources: STAAR results, Benchmark Assessments, CBA Data, PLC and CFA data, and Universal Screeners

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Ensure High-Quality Tier 1 Instruction: HQIM Implementation - Campus leaders, including TLCs, conduct walks to monitor the implementation of Bluebonnet Learning. Insights from walks inform next steps (i.e. PLC guidance, campus PDs, 1:1 meetings, etc.). To support Strategy 1: -A-Team members conduct a minimum average of 2 classroom walks per instructional day of the week (i.e. a 4-day week will yield 8 walks per campus leader) and in our weekly meeting we will discuss data collected to determine coaching needs, identify trends and next steps for reinforcement and refinement. -A-Team members consistently use T-TESS observation tool, FOI Learning Walk Tool and Coaching Observation Tool provided by TEA for monitoring the implementation of Math Bluebonnet Learning, a TEA approved High-Quality Instructional Material (HQIM). The observations will be discussed during weekly A-Team meetings. -A-Team members partner with Region 4 Math Implementation Advisor to complete 4 implementation walks and 31 PLC collaborations. -During weekly A-Team meetings, we will determine and then spotlight a teacher in Principal's Points email under "Bluebonnet Leaders", helping staff members partner with effective counterparts. -Within 5 workdays, teachers who may need coaching will be assisted during PLCs, TLC coaching cycles, and/or 1:1 conversations. Region 4 Math Product Advisor to help address lesson internalization needs observed during classroom walks. -A-Team members will attend Texas Instructional Leadership Support (TIL) Trainings and implement protocols in order to improve instruction and student achievement. **Strategy's Expected Result/Impact:** Increase in student achievement **Staff Responsible for Monitoring:** Campus Principal			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Implement Effective Tier 2 Instruction: Targeted Small Groups & Zearn - The systematic implementation of MathTargeted Small Groups and Zearn will remediate identified skills, preventing academic gaps through individualized instruction. To support Strategy 2: -During October PLC meetings, A-Team clarifies that a skill is ready to be pushed into targeted small groups once 60+ percent of a class demonstrate mastery on the day's learning objective. -Teacher pulls MathTargeted Small Groups at least 4 days a week, using Bluebonnet Learning and Zearn for students who did not demonstrate mastery during RLA Tier 1. On the 5th day, the teachers will be goal setting, data tracking and conferring with students using student's green data folders. -Teachers to partner with Math TLC following the September BOY; emphasis on the BOY data and determining next steps for Targeted Small Group instructional materials. -All students complete at least two Zearn lessons per week. -Teacher maintains records of Zearn lessons and creates a plan of action for students not demonstrating progress in Zearn. **Strategy's Expected Result/Impact:** We will close gaps through Tier 2 instruction **Staff Responsible for Monitoring:** Campus Principal			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Prioritize Federal Identification: Targeted for SPED & Hispanic - All staff members will work to address the campus federal identification of low performance for SPED & Hispanic students. To Support Strategy 3: -A-Team creates SPED & Hispanic Monitor Groups in Eduphoria for 3rd-5th grade. - During weekly A-Team meetings, "SPED & Hispanic Monitor Groups" included as ongoing agenda item, ensuring dedicated time for campus leaders to reflect on assessment data for SPED & Hispanic students before determining next steps. -Campus administrative team will meet with SPED teachers every 6 weeks to review SPED student data and plan for next steps. -Campus SPED teachers discuss trends in SPED Monitor Groups' performance during PLC meetings and help teachers design next steps based on their own SPED data. -Campus Hispanic data will be analyzed after each module assessment and students will be given interventions during targeted small group time. -A-Team members partner with Region 4 Math Product Advisor to schedule quarterly classroom walks, monitoring use of SPED supports (i.e. scaffolds, visual aids, modeling, think-alouds, accessing prior knowledge, etc.) and creating next steps for areas of need. -Monthly during a Math PLC, Region 4 Product Advisor to model internalization, highlighting Bluebonnet Learning embedded supports that allow SPED students to access grade-level learning. -Identified campus SPED staff members included in Bluebonnet Learning PLCs, completing Math product academy mandates to ensure their own understanding of Math best practices and HQIM implementation. **Strategy's Expected Result/Impact:** We will close gaps through Tier 2 instruction **Staff Responsible for Monitoring:** Campus Administrators			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 1: With campus Spring 2025 STAAR averages in science below the state average, the campus goal is to perform at or above the state average in grade 5 without regression.

Campus [State] Performance for Spring 2025 Science STAAR (5th Grade):
Approaches 60 [64], Meets 21 [29], Masters 8 [12]

Campus Performance Target for Spring 2026 Science STAAR:
Approaches 66, Meets 29, Masters 12

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: Ensure High-Quality Tier 1 Instruction - Campus leaders, including TLCs, conduct walks. Insights from walks inform next steps (i.e. Coaching Cycles, PLC guidance, campus PDs, 1:1 meetings, etc.). To support Strategy 1: - A-Team members conduct a minimum average of 2 classroom walks per instructional day of the week (i.e. a 4-day week will yield 8 walks per campus leader) and in our weekly meeting we will discuss data collected to determine coaching needs, identify trends and next steps for reinforcement and refinement. -During weekly A-Team meetings, "Walk Discussions/Feedback" will be an ongoing agenda item, ensuring dedicated time for campus leaders to reflect on classroom walks and identify trends which will drive our coaching cycles. -A-Team members will attend Texas Instructional Leadership Support (TIL) Trainings and implement protocols in order to improve instruction and student achievement. **Strategy's Expected Result/Impact:** Increase in student achievement **Staff Responsible for Monitoring:** Campus Principal	**Nov**	**Feb**	**June**

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Hands-On Science Labs and Vocabulary Integration - The systematic implementation of hands-on science labs will promote inquiry, conceptual understanding, and application of content. Lab experiences will be paired with Claim-Evidence-Reasoning (CER) reflections, short constructed responses, and explicit vocabulary strategies to ensure mastery of standards. To support Strategy 2: -Teachers will implement 1-2 hands-on labs per unit that directly connect to grade-level TEKS and instructional materials. -Teachers will embed Claim-Evidence-Reasoning (CER), lab reflections and short constructed responses to measure conceptual understanding and application of science skills. Artifacts will be discussed in PLC to inform instruction. -Teachers will embed vocabulary strategies into labs to strengthen academic language acquisition. **Strategy's Expected Result/Impact:** Increase in student achievement **Staff Responsible for Monitoring:** Campus Principal	**Nov**	**Feb**	**June**

No Progress Accomplished Continue/Modify Discontinue

Goal 4: STRATEGIC PLAN: ORGANIZATIONAL DEVELOPMENT

Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

Performance Objective 1: The campus will align all campus activities to support the district Strategic Plan to maintain a 25% or more operating reserve budget and maintain a AAA or higher rating.

Evaluation Data Sources: Campus budget reviews, operating expenditures per student, instructional expenditures per student, staffing reports, and compliance documentation

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: The campus will routinely monitor campus budget accounts to align available funds to allowable and allocable expenditures. **Strategy's Expected Result/Impact:** All budgets will be reviewed, allocated, and expended as required by district financial procedures and requirements. **Staff Responsible for Monitoring:** Campus Principal	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: The campus will monitor the staffing position inventory to ensure accurate data for personnel budgeting. **Strategy's Expected Result/Impact:** Staff positions will be accurately assigned and position budgets will be accurately expended. **Staff Responsible for Monitoring:** Campus Principal	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
	Formative		
Strategy 3: The campus will align the Campus Improvement Plan with to the district financial stewardship goals. **Strategy's Expected Result/Impact:** The CIP will align 100% with district strategic plan financial stewardship goals. **Staff Responsible for Monitoring:** Campus Principal	Nov	Feb	June

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

Performance Objective 2: The campus will meet all state and federal program elements, funding, and compliance requirements.

Evaluation Data Sources: Campus documents related to State Accountability, State Allotment Reports, TEA Random Validations, TEA Federal Fiscal Monitoring, TEA Program Monitoring, etc.

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Gifted and Talented (GT) State Program - Provide supplemental support for identified students to increase student success in all instructional areas. **Strategy's Expected Result/Impact:** 5% increase in student achievement scores across all STAAR progress measures. **Staff Responsible for Monitoring:** Principal District Program Director **Funding Sources:** Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - $400			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Special Education State Program - Provide supplemental support for identified students to increase student success in all instructional areas. **Strategy's Expected Result/Impact:** Special Education students will demonstrate increased success, greater independence, and meaningful progress toward their individualized education goals. **Staff Responsible for Monitoring:** Principal District Program Director **Funding Sources:** Supplemental instructional materials - Coordination of Local and State Funds - Special Education Funds - $500			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Bilingual/ESL State Program - Provide supplemental support for identified students to increase student success in all instructional areas. **Strategy's Expected Result/Impact:** 5% increase in student achievement scores across all STAAR progress measures. **Staff Responsible for Monitoring:** Principal District Program Director **Funding Sources:** Supplemental instructional materials - Coordination of Local and State Funds - Bilingual/ESL Funds - $650			

Strategy 4 Details	Formative Reviews		
Strategy 4: State Compensatory Education (SCE) State Program - Through PLC meetings, collaborate about instructional practices, student artifacts, data results following formative and summative assessments, and make informed decisions to guide all tiered instruction as well as the implementation of accelerated instruction intervention plans that address at-risk student academic improvement. **Strategy's Expected Result/Impact:** An improvement in student performance Intervention plans developed and implemented with fidelity Progress Monitoring completed to determine student growth **Staff Responsible for Monitoring:** Principal District Program Director **Funding Sources:** Costs for At-Risk Intervention Teacher - Coordination of Local and State Funds - SCE Funds - $70,000, Costs for Accelerated Instruction -Tutoring - Coordination of Local and State Funds - SCE Funds - $9,000	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Title I, Part A Federal Program - The campus will provide "opportunities for all children to meet state standards" by providing assistance and remediation to students who are unsuccessful in the classroom. **Strategy's Expected Result/Impact:** Meet Title I, Part A Element 2.4 requirements All students will make at least one year's growth **Staff Responsible for Monitoring:** Principal District Program Director	Formative		
	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
Strategy 6: Title I, Part A Federal Program - The campus will provide students with "increased learning time and well-rounded education" opportunities. **Strategy's Expected Result/Impact:** Meet Title I, Part A Element 2.5 requirements Documentation of activities aligned to Well Rounded Education **Staff Responsible for Monitoring:** Principal District Program Director	Formative		
	Nov	Feb	June

Strategy 7 Details	Formative Reviews		
Strategy 7: Title I, Part A Federal Program - The campus will analyze student assessment data, develop targeted activities, and implement targeted activities to "address the needs of all students, particularly at-risk". **Strategy's Expected Result/Impact:** Meet Title I Part A Element 2.6 requirements 10% increase in student academic success **Staff Responsible for Monitoring:** Principal District Program Director	Formative		
	Nov	Feb	June

Strategy 8 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 8: Title I, Part A Federal Program - Provide Campus Teaching and Learning Instructional Specialists to provide coaching support to identified classrooms to meet the needs of all students and increase academic improvement. **Strategy's Expected Result/Impact:** TLC Coaching Documentation Reviewed for Effectiveness 10% increase in student achievement scores Close achievement gaps **Staff Responsible for Monitoring:** Principal District Program Director **Funding Sources:** Costs for Teaching and Learning Coach - Coordination of Local, State, and Federal Funds - Title I Part A Funds - $140,000			

Strategy 9 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 9: Title I, Part A Federal Program - The Campus Student Support Team will routinely meet to determine and provide support for students, parents, and/or other related organizations in order to address student academic, attendance, and/or behavior needs. **Strategy's Expected Result/Impact:** Meet Title I Part A Element 5.1 requirements Improved academic, attendance, and/or behavior outcomes Increase in Student Achievement by 10% overall Increase in home/school connection which will lead to student success. **Staff Responsible for Monitoring:** Principal District Program Director **Funding Sources:** Costs for Campus Student Success Specialist - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - $65,000, Harris County CYS Social Worker Contracted Services - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - $20,000			

Strategy 10 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 10: Title I, Part A Federal Program - The campus Parent and Family Engagement Policy and the School Compact will be jointly developed and updated periodically with parents in order to meet the changing needs of parents and the school. These documents will be distributed to parents and family members as well as made available to the local community in an understandable and uniform format. **Strategy's Expected Result/Impact:** Meet Title I Part A Element 4.1 requirements Review, Revise, and Determine annually Distribute to all parents yearly electronically or by hard-copy Provide to all parents in English or Spanish Increase in Parent and Family Engagement participation **Staff Responsible for Monitoring:** Principal District Program Director			

Strategy 11 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 11: Title I, Part A Federal Program - The campus will convene an annual Title I meeting as well as engage parents in meaningful ways to support student academic progress through parent-teacher conferences, family nights, and other parent-related services. The campus will schedule these opportunities at times that will optimize participation by parents and family members. **Strategy's Expected Result/Impact:** Meet Title I Part A Element 4.2 requirements Increase parent engagement from prior year Provide sessions in English and Spanish Offer sessions during the day, in the evening, and/or on Saturdays Building home/school connections in order to increase student achievement **Staff Responsible for Monitoring:** Principal District Program Director **Funding Sources:** Materials for parent academic sessions - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - $700, Campus Student Success Specialist to support parent academic training sessions - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - $4,000			

Strategy 12 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 12: Title I, Part A Federal Program - The campus will conduct the comprehensive needs assessment through an ongoing basis to address necessary revisions to the campus improvement plan that will focus the campus on increasing the academic performance of all students **Strategy's Expected Result/Impact:** Meet Title I, Part A Element 1.1 Requirements CNA Documentation indicated in the CIP Documentation with meeting agendas, sign-in sheets, and minutes All students will make at least one year's growth in Reading and Math **Staff Responsible for Monitoring:** Principal District Program Director			

Strategy 13 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 13: Title I, Part A Federal Program - The campus will develop the campus improvement plan with appropriate stakeholders using the results of the comprehensive needs assessment to ensure that the plan considers the needs for improving all structures that support student learning which will ultimately increase academic achievement. **Strategy's Expected Result/Impact:** Meet Title I, Part A Element 2.1 requirements Documentation results indicated in the CIP Documentation with meeting agendas, sign-in sheets, and minutes submitted. **Staff Responsible for Monitoring:** Principal District Program Director			

Strategy 14 Details	Formative Reviews		
	Formative		
Strategy 14: Title I, Part A Federal Program -The campus will complete formative reviews of the campus improvement plan in November, February, and June and the summative review in June through campus committees. **Strategy's Expected Result/Impact:** Meet Title I, Part A Element 2.2 requirements Documentation with meeting agendas, sign-in sheets, and minutes will be submitted. **Staff Responsible for Monitoring:** Principal District Program Director	Nov	Feb	June

Strategy 15 Details	Formative Reviews		
	Formative		
Strategy 15: Title I, Part A Federal Program - The campus will "annually evaluate the schoolwide plan". **Strategy's Expected Result/Impact:** Meet Title I Part A Element 3.1 requirements Documentation indicated in the CIP Documentation with meeting agendas, sign-in sheets, and minutes Adjust schoolwide plan as determined by the review **Staff Responsible for Monitoring:** Principal District Program Director	Nov	Feb	June

Strategy 16 Details	Formative Reviews		
	Formative		
Strategy 16: The campus will conduct the required yearly program evaluations for all campus state allotment program funding as well as all federal program funding to identify campus needs and develop activities to include in the campus improvement plan that will focus the campus on increasing the academic performance of all students. **Strategy's Expected Result/Impact:** Documentation with meeting agendas, sign-in sheets, and minutes Program Evaluation Documentation indicated in the CIP **Staff Responsible for Monitoring:** Principal District Program Director	Nov	Feb	June

No Progress — Accomplished — Continue/Modify — Discontinue

Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

Performance Objective 3: The campus will meet the requirements required for Federal Accountability in the format designated through the TEA TIP (Targeted Improvement Plan) Process.

Evaluation Data Sources: Screener Data reports, Campus Assessment Data reports, and State Assessment and Accountability reports

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: The campus will develop, implement, monitor, and adjust the school improvement strategies through the TEA TIP (Targeted Improvement Plan) Process that will eliminate the campus "school improvement" identification status. **Strategy's Expected Result/Impact:** Meet Federal Accountability requirements Eliminate identification as a "School Improvement" Campus **Staff Responsible for Monitoring:** Campus Principal			

No Progress | Accomplished | Continue/Modify | Discontinue

Campus Funding Summary

Coordination of Local, State, and Federal Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	2	8	Costs for Teaching and Learning Coach	Title I Part A Funds	$140,000.00
5	2	9	Harris County CYS Social Worker Contracted Services	Title I, Part A Funds	$20,000.00
5	2	9	Costs for Campus Student Success Specialist	Title I, Part A Funds	$65,000.00
5	2	11	Campus Student Success Specialist to support parent academic training sessions	Title I, Part A Funds	$4,000.00
5	2	11	Materials for parent academic sessions	Title I, Part A Funds	$700.00
				Sub-Total	$229,700.00

Coordination of Local and State Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	2	1	Supplemental instructional materials	GT Funds	$400.00
5	2	2	Supplemental instructional materials	Special Education Funds	$500.00
5	2	3	Supplemental instructional materials	Bilingual/ESL Funds	$650.00
5	2	4	Costs for Accelerated Instruction -Tutoring	SCE Funds	$9,000.00
5	2	4	Costs for At-Risk Intervention Teacher	SCE Funds	$70,000.00
				Sub-Total	$80,550.00

Harlem Elementary Targeted Improvement Plan (TIP)

Please select campus you are reporting Student Outcome Goals for.	**If the campus you are reporting Student Outcome Goals for is not available in the list above, please enter the campus(es) CDCN number in the field below.**	**Please enter your full name.**	**Please enter your email.**	**Enter the campus-wide goal for the All Grades ELA/Reading Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.**
Harlem EL	101911107	James Husband	james.husband@gccisd.net	55%
Enter the campus-wide goal for the All Grades Math Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	**Enter the 2025-2026 Component Points campus goal for the Academic Achievement Component of Domain III.**	**Enter the 2025-2026 Component Points campus goal for the Growth Status Component of Domain III.**	**Enter the 2025-2026 Component Points campus goal for the ELP Status Component of Domain III.**	**Enter the 2025-2026 Component Points campus goal for the Student Success Status Component of Domain III.**
46%	50	67	100	50
Please select the option that best describes your overall school	**Which, if any, grants has your school system been awarded to support this**	**Please name any organizations you are currently working with to build capacity**	**Please select the adopted curriculum**	**Is this the curriculum that will be implemented for the duration of the**
Intensive Curriculum & Instruction Improvements	Strong Foundations Implementation (Laso 3)	ESC	Bluebonnet Learning Math Grades K-5, Bluebonnet Learning K-5 Reading Language Arts	Yes
How many instructional minutes per week are required/recommended for implementation of this curriculum?	**How many instructional minutes per week are in master schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?**			
K-2 RLA-190 mins/day 3-4 RLA- 170 mins/day 5 RLA- 150 mins/day K-4 Math- 100 mins/day 5 Math- 110 mins/day	K-2 RLA-190 mins/day 3-4 RLA- 170 mins/day 5 RLA- 150 mins/day K-4 Math- 100 mins/day 5 Math- 110 mins/day			

Harlem Elementary Targeted Improvement Plan (TIP)

				How many instructional days are included in the 2025-2026 calendar?
(K-2) ELA 190 includes: 120 Whole Group (Bluebonnet Learning Foundational Skills and RLA) 60 Targeted Small Group (mCLASS) 10 Transitions embedded with ELA Math 100 includes: 60 Whole Group (Bluebonnet Learning Math) 30 Targeted Small Group 5 Math Routine (10 for Kinder) 5 Transitions embedded with Math (10 for Kinder) Social Studies/Science 55 includes: 3 days a week Science (suggest M, T, TH) 2 days a week Social Studies (suggest W, F)	(3rd) ELA 170 includes: 120 Whole Group (Bluebonnet Learning RLA) 50 Targeted Small Group (Bluebonnet Learning Foundational Skills & mCLASS) Math/Science/Social Studies 170 includes: 60 HQIM (Bluebonnet Learning Math) 30 Targeted Small Group 5 Math Routine 5 Transitions embedded with Math 25 Social Studies 45 Science	(4th) ELA/Social Studies 175 includes: 90 Whole Group (Bluebonnet Learning RLA) 50 Targeted Small Group (TBD) 25 Social Studies 10 Transitions embedded with ELA Math/Science 170 includes: 60 Whole Group (Bluebonnet Learning Math) 30 Targeted Small Group 10 Math Routine 10 Transitions embedded with Math 60 Science	(5th) ELA/Social Studies 175 includes: 90 Whole Group (Bluebonnet Learning RLA) 50 Targeted Small Group (TBD) 25 Social Studies 10 Transitions embedded with ELA Math/Science 170 includes: 60 Whole Group (Bluebonnet Learning Math) 30 Targeted Small Group 10 Math Routine 10 Transitions embedded with Math 60 Science	170
Please describe the assessment plan for the impacted campus(es)			**Will the campus(es) implement a PLC structure?**	**How will PLCs be organized (by grade level, content area, etc.)?**
Math: we will use the mid- and end-of-module assessments provided with Bluebonnet Learning.	Reading: We will use both the mid- and end-of-unit assessments for K-5 and the BoY, MoY, and EoY assessments provided with Bluebonnet Learning.	All assessments will be administered via our local LMS to allow streamlined data analysis following each assessment.	Yes	Each grade level and content area has their own PLC
How frequently will PLCs occur?	**Who will facilitate PLCs?**	**Who is required to attend PLCs?**	**Please describe the PLC protocol to be used**	
1-2 times per week	Instructional Leadership Team	Teachers/Instructional Leadership TEAM	Lesson internalization PLCs: Understand the lesson purpose and objectives, Understand the sequence and pacing of activities, Activity deep dive, Resource Organization	

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Please describe your planned training/PD sessions (and who delivers and attends) for: -Principal manager -Principal -Other campus admin (assistant principals, instructional coaches) -Teachers		How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders ?	What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?	How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?
District Leadership (Principals and Aps) receive professional development twice a month in the form of a Principal Operational meeting and a Principal PLC meeting. These meetings are structured in such a way that they are then turned around to the Campus AP's as well as the Campus Instructional Coaches. Also during district PLC days training is offered by the district personnel to develop the district leaders. The principal coach also receives professional development monthly from Region IV as part of the Laso Grant. This PD is geared to equipping the principal supervisor to lead the principals more effectively.	**1:1 Coaching (Principal Supervisors)** * 9 sessions * each session held virtually/F2F scheduled from July 2025 through June 2026 * Principal Supervisor Training – A refresher session designed to strengthen coaching practices for principal supervisors, with a specific focus on supporting the effective implementation of action steps by campus leaders.	Inexperienced Staff (<2 years): Training for this group will focus on foundational skills, including classroom management, instructional planning, and implementation of the campus instructional framework. Staff will receive scaffolded support through mentoring, modeling of best practices, guided observations, and hands-on workshops. Ongoing coaching and formative feedback will ensure that these staff members build confidence and competence while gradually increasing instructional autonomy.	TTESS Walkthrough tool, BlueBonnet Checklist, Observation and Feedback Walks with Rubric	The number of observation from an instructional leader or coach and receive feedback varies on what Tier (red, yellow, green) the teacher is on. A red tiered teacher will receive some sort of observation daily, yellow 2-3 times a week, and green weekly. The tiering teacher tracking document will be updated each 9 weeks to reflect growth of the teacher.
What capacity building supports related to supporting students in	**Please share the key milestones for this strategy through August 2026 for TIP, and key milestones through August 2027 for TAP. Be sure to include milestones related to capacity building efforts, resources/tool deployment, implementation checkpoints, coaching touchpoints, and assessment cycles.**			
Our district federal programs personnel from Sped and the Multilingual department will also attend initial strong foundations implementation trainings and join learning walks to determine how best to support teachers and will provide specific coaching once per grading period. In addition our district content specialists (SPED and EB) support the campuses to ensure high yield instructional strategies are being implemented and are effective. Progress monitoring is being done by the use of Summit K-12 for our EB students and implementation and effectiveness are being monitored monthly. Usage and progress reports are run and the usage of a Summit K-12 Calendar lets campuses know when Progress Monitoring assessments are done and the data is evaluated.	7/16: Region IV TIL Student Culture and Routines Day 1 7/29: Region IV TIL Student Culture and Routines Day 2 8/27: Region IV TIL Observation and Feedback 9/4: Region IV TIL Support Visit 9/8: Region IV Materials and Internalization and Alignment 10/2: Region IV TIL Support Visit By mid-fall semester (Oct. 15): all teachers are within 5 days of the BL pacing guide, teacher surveys indicate high confidence in the RBIS, and teachers are not reading from a script/ instruction is consistently aligned to the RBIS 10/3: BOY Screener (K-5 RLA Amira, K-5 Math NWEA, 5th Science District created) ends 10/31	10/10: BOY Screener data to campuses to review with campus ILT 10/21: BOY Screener data reviewed at principal PLC (principal, principal supervisor, DCSI, Assistant Superintendent of C&I) 11/5:REgion IV TIL Support Visit 11/18/26: Principal PLC to review data up to this point (CUA, Blue Bonnet Modules, etc.) with principal, principal supervisor, DCSI, and Assistant Sup of C&I 12/2/2026: 3-5 RLA Benchmark (TFAR), 3-5 Math (TFAR), 5 Science (TFAR) 12/9/26: Benchmark data to principals to review with campus ILT 12/16/26: Benchmark data reviewed at principal PLC (principal, principal supervisor, DCSI, Assistant Superintendent of C&I)	1/7/26: MOY Screener (K-5 RLA Amira, K-5 Math NWEA, 5th Science District created) ends 1/23 1/14: Region IV TIL Support visit by 1/26: mid-year IA step back 1/28: Region IV TIL Support visit 1/29: Region IV TIL Observation and Feedback Day 1 1/30/26: MOY Screener data to campuses to review with campus ILT 2/5: Region IV TIL Observation and Feedback Day 2 2/10/26: MOY Screener data reviewed at principal PLC (principal, principal supervisor, DCSI, Assistant Superintendent of C&I) 2/19/26: 3-5 RLA Benchmark (STAAR Interim), 3-5 Math (STAAR Interim), 5 Science (STAAR Interim)	2/26: Region IV TIL Implementation Support Visit 2/27/26: Benchmark data to principals to review with campus ILT 3/3/26: Benchmark data reviewed at principal PLC (principal, principal supervisor, DCSI, Assistant Superintendent of C&I) 4/1/:Region IV TIL Support Visit 4/20: EOY Screener (K-5 RLA Amira, K-5 Math NWEA, 5th Science District created) ends 5/8 5/15/26: EOY Screener data to campuses to review with campus ILT 5/19/26: EOY Screener data reviewed at principal PLC (principal, principal supervisor, DCSI, Assistant Superintendent of C&I) 5/28:Region IV Final TIL Support Visit

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Please describe how district and campus leaders will monitor the successful implementation of this plan.		How frequently will progress toward milestones be reviewed?	How will milestone progress data be collected?	How will milestone progress data be collected?
District and campus leaders will ensure the successful implementation of this plan through systematic monitoring and accountability structures. Monitoring will occur through scheduled data analysis meetings, formal walkthroughs, and progress checks aligned to district and state performance indicators. Campus leaders will be responsible for collecting and analyzing evidence of implementation, including instructional practices, professional development participation, and student outcome data. Findings will be documented and reported regularly to district leadership.	District leaders will review campus reports, conduct joint monitoring visits, and facilitate leadership meetings to ensure fidelity to the plan. Adjustments will be made based on evidence from formative assessments, performance trends, and stakeholder feedback. This multi-level monitoring system will provide consistent oversight, promote alignment across campuses, and ensure that both district and campus leaders are accountable for achieving the identified goals.	Monthly	Data will be collected through multiple sources to ensure accuracy and alignment with the plan's objectives. Student Achievement Data: Collected from state assessments, district benchmarks, progress monitoring tools, and classroom-based assessments entered into the district's data management system. Instructional Practice Evidence: Gathered through scheduled classroom walkthroughs, formal observations, and implementation checklists completed by campus administrators. Professional Development Participation: Tracked through sign-in sheets	Progress Monitoring Reports: Compiled by campus leaders using attendance records, intervention logs, and curriculum pacing guides. Stakeholder Feedback: Collected through staff surveys, parent/community input forms, and focus groups when applicable. All data will be centralized in the district's reporting system, reviewed during scheduled leadership meetings, and used to guide continuous improvement efforts.

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How will milestone progress data be shared with district leadership and other relevant stakeholders?	How will milestone progress data be shared with district leadership and other relevant stakeholders?	Please share the required costs to implement plan and source of funds		
Milestone progress data will be shared with district leadership and relevant stakeholders through structured and transparent communication processes. Campus principals will submit scheduled progress reports aligned to established milestones, which will be reviewed during district-led leadership meetings to analyze data trends, address challenges, and plan next steps. Within the campus, progress will be communicated to staff during faculty meetings and professional learning communities (PLCs) to ensure teachers receive timely updates and can make necessary instructional adjustments.	At the district and community level, summarized updates will be presented in board reports, newsletters, and campus communications to promote accountability and transparency. Parents and families will also be informed of milestone progress through parent-teacher conferences, school websites, and family engagement events. This comprehensive approach ensures that all stakeholders remain informed and engaged in supporting the successful implementation of the plan. The campus principal, principal supervisor, DCSI, and Deputy Superintendent of Curriculum and instruction will review the data once a month during the Principal PLC to ensure that the campus is on track to meet their goals set.	Region IV Total TIL Support	Use of Product Advisors from Region IV to assist with Planning and Implementation of Bluebonnet Curriculum along with PLC support	Partnering with Region IV for TIL to provide training to Campus ILT and Principal supervisors in high yield instructional strategies to increase student outcomes and teacher efficiency.
If the strategy is contingent on a grant funding source, what is your alternative funding?				
Strong Foundations Grant				