



Goose Creek Consolidated Independent School District Harlem Elementary 2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) [§39A.053](#) to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section [§39A.053](#) of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27.

Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TIP is likely to be denied.

Yes

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Targeted Improvement Plan, in accordance with Texas Education Code (TEC) [§39A.055\(2\)](#), with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Targeted Improvement Plan.

Yes

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) [§39A.056](#), and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) [§39A.055](#) and [§39A.057](#), to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

Yes

Please select the date of board approval for this plan:

November 2, 2026

Please upload a copy of public comments or additional documents explaining the lack of public comments: (Optional)

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SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Which, if any, program is this campus engaged with for the 26-27 school year?

LIFT

Which, if any, program is your school system interested in to support this strategy?

LIFT PLC Support

Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.

National Institute for Excellence in Teaching, Region 4

How many district staff members will be responsible for capacity building with this campus?

5

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

Campus, state and federal funds are focused on school improvement. There is no anticipated additional money from other sources.

If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

The strategy is not contingent on additional funding.

How will the campus or district redistribute talent and resources to proportionately support this campus's needs?

Some teachers who have a designation through Teacher Incentive Allotment have been placed in teaching positions to support students who did not approach or meet their projected growth. Teaching and learning coaches provide support to teachers based on student data.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Bluebonnet Learning Math Grades K-5/Aprendizaje Bluebonnet Matematicas K-5, Edicion 1

Is this the curriculum that will be implemented for the duration of the plan for: K-5 Math?

Yes

How many instructional minutes per week are in the master schedule for K-5 Math curriculum delivery?

600

Does the amount of minutes meet the required/recommended number of minutes for the K-5 Math curriculum?

Yes

Please select the adopted curriculum for: K-5 RLA

Bluebonnet Learning K-5 Reading Language Arts/Aprendizaje Bluebonnet Artes del lenguaje y lectura K-5, Edicion 1

Is this the curriculum that will be implemented for the duration of the plan for: K-5 RLA?

Yes

How many instructional minutes per week are in the master schedule for K-5 RLA curriculum delivery?

600

Does the amount of minutes meet the required/recommended number of minutes for the K-5 RLA curriculum?

Yes

Please select the adopted curriculum for: 6-8 Math

Not applicable

Please select the adopted curriculum for: 6-8 RLA

Not applicable

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

How many instructional days are included in the 2026-2027 calendar?

170

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

Type of Assessment	Campus or District	Frequency	Purpose (how will these results be used)
Benchmark	District	BOY/MOY/EOY	The data will be used to make data driven decisions for reteaching, tutoring and small group instruction in order to improve student outcomes in Core subject areas for Grades 3-5: Reading, Math and Science.

Describe the campus system for monitoring student growth data, including how student growth data will be tracked and monitored.

Students will track and monitor data using their student data folders twice a week on Thursdays and Fridays. The data will also be monitored/tracked during PLC meetings with teachers (once per week) and with our Educentric Navigator (Ms. Judy Diaz) when we meet with her monthly. The administrative team and Teaching/Learning Coaches will track/monitor data for the whole campus every 2 weeks.

What is the campus plan for student intervention and supporting students below grade level and in special populations?

The campus plan includes reteaching and then planning for small group instruction which happens daily, before/after school tutorials (Tuesday and Thursday morning and afternoon) and tracking and monitoring student data weekly on Thursdays and Fridays, particularly focusing on special populations.

Will the campus implement a PLC structure?

Yes

How will PLCs be organized (by grade level, content area, etc.)?

They will be organized by grade level and Core content area for all grades Kindergarten through 5th grade.

How frequently will PLCs occur?

PLC's will occur twice per week for 60 minutes each time for a total of 120 minutes.

Who will facilitate PLCs?

The Teaching and Learning coaches and our teachers.

Who is required to attend PLCs?

All teachers, including bilingual/dual, special education and general education. Administrators will also attend.

Please describe the PLC protocol used at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.

The PLC protocol includes lesson internalization, lesson rehearsals (at-bats) and student work analysis.

Upload PLC agenda (optional):

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Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

Role	Training/PD Description	Delivered By	Attended By
Teacher	Clarification/additional training on the GCCISD 9 Student Engagement Strategies on 9/25/26.	Principal and Campus TLC's	Core Classroom Teachers

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?

Administrators will use walkthrough data weekly to advise Teaching & Learning Coaches and they will then do coaching cycles with teachers weekly. Training will be individualized by coaching in the moment and having individual meetings with those teachers.

Inexperienced staff (less than 2 years): Training will focus on foundational skills, classroom management, instructional planning and implementation of the GCCISD 9 Engagement Strategies. Inexperienced staff will receive support including: mentoring, modeling, observations/feedback and one on one meetings as needed with administrators. Ongoing coaching and feedback will ensure these staff members build confidence and competence to ensure student success and teacher growth.

Experienced staff (2 years or more): Training will focus on foundational skills, instructional planning and implementation of the GCCISD 9 Engagement Strategies. Teachers will receive ongoing coaching and feedback from administrators to ensure student success and teacher growth.

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?

T-TESS evaluating system and our GCCISD Spot Form. The look fors on the Spot Form include planning, instruction and classroom culture. We will be looking for the 9 Student Engagement strategies for reading/writing/listening and speaking.

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Other

Please describe the observation frequency:

Every 2 weeks

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

Bilingual/dual teachers receive district support through planning, classroom visits and training on PLC days that is specific to their core content area: Reading, Math and Science. Special Education teachers receive training on PLC days and ongoing training throughout the year.

Milestones

List 8-10 key milestones your campus will complete to implement this strategy. Milestones should span one year (August 2026 - August 2027). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027.

Milestone 1

Description – What specific action or deliverable will be completed?

Principal attended Region 4 School Improvement PD on 9/22/26.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

Certificate of Attendance on 9/22/26.

Support Needed – What training, coaching, resources, or tools are required?

N/A

Milestone 2

Description – What specific action or deliverable will be completed?

Principal attended Bailey Leadership Academy on 9/16/26.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

Monitoring of principal's goals.

Support Needed – What training, coaching, resources, or tools are required?

Ongoing coaching from my Assistant Superintendent as needed.

Milestone 3

Description – What specific action or deliverable will be completed?

Principal, Teaching & Learning Coaches and 4 core teachers attended KT Accountability PD.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Harlem's KT Accountability Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

The team presented the PD and our campus plan to our staff on 9/25/26. The artifact is the Canva document used that date.

Support Needed – What training, coaching, resources, or tools are required?

Ongoing monitoring of our campus goals and student achievement data.

Milestone 4

Description – What specific action or deliverable will be completed?

Principal, Assistant Principal, Teaching & Learning Coaches and 4 core teachers attended Educentric PD on July 14 & 15, 2026.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Educentric Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

We will meet the goals we set for our campus.

Support Needed – What training, coaching, resources, or tools are required?

Ongoing meetings and support from our Educentric Navigator, Ms. Judy Diaz.

Milestone 5

Description – What specific action or deliverable will be completed?

Boy (Beginning of the Years) screeners will be administered to all students in Grades 3-5.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Testing Coordinator and Core Content Teachers

Evidence of Completion – What artifact, data, or observable action will verify completion?

This milestone is complete when 100% of students in grades 3-5 will complete the screener within the testing window.

Support Needed – What training, coaching, resources, or tools are required?

NWEA Test Administrator Training is required.

Milestone 6

Description – What specific action or deliverable will be completed?

MOY (Middle of the Year) screeners will be administered to all students in Grades 3-5. .

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Testing Coordinator and Core Content Teachers

Evidence of Completion – What artifact, data, or observable action will verify completion?

This milestone is complete when 100% of students in grades 3-5 will complete the screener within the testing window.

Support Needed – What training, coaching, resources, or tools are required?

NWEA Test Administrator Training is required.

Milestone 7

Description – What specific action or deliverable will be completed?

EOY (End of Year) screeners will be administered to all students in Grades 3-5.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Testing Coordinator and Core Content Teachers

Evidence of Completion – What artifact, data, or observable action will verify completion?

This milestone is complete when 100% of students in grades 3-5 will complete the screener within the testing window.

Support Needed – What training, coaching, resources, or tools are required?

NWEA Test Administrator Training is required.

Milestone 8

Description – What specific action or deliverable will be completed?

BOY (Beginning of Year) screeners will be administered to all students.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Campus Testing Coordinator and Core Content Teachers

Evidence of Completion – What artifact, data, or observable action will verify completion?

This milestone is complete when 100% of students in grades 3-5 will complete the screener within the testing window.

Support Needed – What training, coaching, resources, or tools are required?

NWEA Test Administrator Training is required.

Performance Management

Please describe how district and campus leaders will monitor the successful implementation of this plan.

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 walktroughs, and progress checks aligned to district and state performance indicators.

Who will be responsible for reviewing progress towards the milestones described in the previous section?

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.

How frequently will progress toward milestones be reviewed?

Per Semester

How will milestone progress data be collected?

Data will be collected through multiple sources to ensure accuracy and alignment with the plan's objectives. Student Achievement Data will be collected from state assessments, district benchmarks, progress monitoring tools, and classroom based assessments entered into the district's data management system. Instructional Practice Evidence will be gathered through scheduled classroom walkthroughs using Spot Forms, formal observations, and implementation checklists completed by campus administrators. Professional Development participation will be tracked through sign in sheets.

How will milestone progress data be shared with district leadership and other relevant stakeholders?

Progress Monitoring Reports will be compiled by campus leaders using attendance records, intervention logs, and curriculum pacing guides. Stakeholder feedback will be collected through staff surveys and parent/community surveys. All data will be centralized in the district's reporting system and reviewed during leadership meetings and used to guide continuous improvement efforts.

Student Outcome Goals

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	80
Meets Grade Level	56
Masters Grade Level	25

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	80
Meets Grade Level	56
Masters Grade Level	25

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	80
Meets Grade Level	56
Masters Grade Level	25

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?

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Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 26-27?

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Did your school have a graduation class for the 2025-2026 school year?

No

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 26-27?

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Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 26-27?

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Additional Info

Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

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Upload additional documents (optional):

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