New Caney Independent School District

School Improvement Intervention: Targeted Improvement Plan for Oakley Elementary

Area(s) for Improvement: Second Year Accountability Grade D, Hispanic, White, Economically Disadvantaged, Emergent Bilingual, Special Education (Current Students), Continuously Enrolled

[OES TIP Feedback Survey]

Parents and community, after reviewing the plan, we would appreciate your input via the link above.

2026 STAAR Results

2026 STAAR Results - All Tests/All Students

Approaches	**57%**
Meets	**29%**
Masters	**13%**

Campus Goals

2027 Campus Goals - All Tests/All Students

Approaches	**75%**
Meets	**50%**
Masters	**25%**

Areas for Improvement

- Tightly Aligned Instructional Core and Managed Instruction
- Quality Observation & Feedback
- Supported Student Intervention & Data Tracking

Milestone #1	
What specific action or deliverable will be completed?	Develop and communicate clearly defined district and campus expectations for the consistent implementation of High-Quality Instructional Materials (HQIM) with fidelity. Establish clear instructional non-negotiables (“Tights”) while identifying areas of campus and teacher flexibility (“Looses”) to ensure alignment, consistency, and effective instructional practices across all classrooms. District HQIM Tight/Loose expectations document and accompanying professional learning presentation to train campus leadership teams on implementation expectations, monitoring, and accountability.
Timeline – By what checkpoint will this milestone be completed?	☑ August 2026 - December 2026 ☐ January 2027 - May 2027 ☐ June 2027 - August 2027
Responsible Roles – Who is accountable for this milestone?	District Administrators, Campus Administration & Campus Instructional Coaches
Evidence of Completion – What artifact, data, or observable action will verify completion?	● Tight/Loose document ● Presentation ● Staff Sign-In sheets
Support Needed – What training, coaching, resources, or tools are required?	● HQIM Tight/Loose Expectations Document outlining district instructional non-negotiables and areas of flexibility. ● Professional learning presentation communicating to teachers/staff on implementation expectations.

Milestone #2	
What specific action or deliverable will be completed?	Develop and implement a campus year-at-a-glance PLC and instructional planning calendar that establishes a consistent structure for collaborative planning, lesson internalization, and data-driven instructional decision-making. The calendar will align PLC activities with HQIM pacing and implementation expectations to ensure intentional planning, consistent instructional practices, and implementation fidelity across all grade levels. Campus Year-at-a-Glance PLC and Instructional Planning Calendar outlining scheduled PLC meetings, lesson internalization, collaborative planning priorities, and data analysis cycles aligned to HQIM implementation expectations.
Timeline – By what checkpoint will this milestone be completed?	☐ August 2026 - December 2026 ☑ January 2027 - May 2027 ☐ June 2027 - August 2027
Responsible Roles – Who is accountable for this milestone?	Campus Administration and Campus Instructional Coaches
Evidence of Completion – What artifact, data, or observable action will verify completion?	• Calendar for PLC/Planning Meetings (YAG) • Agendas • Sign-in Sheets
Support Needed – What training, coaching, resources, or tools are required?	• District and campus admin collaboration to develop the YAG. • Time - meeting with admin, meeting time with teachers, master schedule with designated PLC time.

Milestone #3	
What specific action or deliverable will be completed?	Establish and implement differentiated PLC structures that provide targeted, job-embedded professional learning based on teacher needs and HQIM proficiency levels. PLCs will intentionally focus on strengthening teacher capacity in unit/module internalization, lesson internalization, SWAP, and lesson rehearsal to improve instructional planning, delivery, and fidelity of HQIM implementation. Differentiated PLC framework outlining targeted professional learning priorities, teacher support structures, and instructional practices aligned to HQIM implementation expectations.
Timeline – By what checkpoint will this milestone be completed?	☐ August 2026 - December 2026 ☑ January 2027 - May 2027 ☐ June 2027 - August 2027
Responsible Roles – Who is accountable for this milestone?	Campus Instructional Coaches & Campus Administration
Evidence of Completion – What artifact, data, or observable action will verify completion?	• PLC agendas • PLC sign-in sheets • Internalization protocols • Module/Unit challenge overviews
Support Needed – What training, coaching, resources, or tools are required?	• Training on PLC protocols (internalization, SWAP, lesson rehearsal). • Training on PLC systems (agendas, roles, etc.) Instructional Coaches.

Milestone #4	
What specific action or deliverable will be completed?	Establish a structured system of weekly collaboration between district instructional specialists and campus instructional coaches to strengthen PLC planning, facilitation, and effectiveness. This ongoing support will ensure PLCs are purposeful, differentiated based on teacher needs, and aligned to the campus Year-at-a-Glance (YAG) calendar and HQIM implementation expectations. Teacher performance data, classroom walkthrough evidence, and identified PLC strengths and areas for growth will drive targeted coaching actions, professional learning priorities, and continuous instructional improvement. Weekly District Specialist and Campus Instructional Coach Collaboration Schedule, documented PLC planning and coaching agendas, and data-driven coaching action plans outlining targeted instructional support, identified teacher needs, and next steps for strengthening PLC effectiveness and HQIM implementation.
Timeline – By what checkpoint will this milestone be completed?	☐ August 2026 - December 2026 ☑ January 2027 - May 2027 ☐ June 2027 - August 2027
Responsible Roles – Who is accountable for this milestone?	Campus Instructional Coaches, District Content-Area Specialists & Campus Administration
Evidence of Completion – What artifact, data, or observable action will verify completion?	• PLC debrief/planning agendas • Calendar invites with the team • Coaching portfolios
Support Needed – What training, coaching, resources, or tools are required?	• PLC support/training • Time - weekly meeting with coaches/district specialists • PLC planning agenda/tool

Milestone #5	
What specific action or deliverable will be completed?	Identify, develop, and implement consistent, research-based instructional strategies to address the academic and linguistic needs of the following student groups: Emergent Bilingual students, students receiving Special Education services, Hispanic students, and White students. Establish campus-wide expectations for intentionally using strategies such as sentence stems, QSSSA, and AB/BA partner discussions to increase student engagement, academic discourse, language development, and access to grade-level instruction. Monitor implementation through classroom walkthroughs and student performance data to evaluate effectiveness and inform instructional adjustments. Campus Instructional Strategies One-Pager outlining designated instructional strategies, implementation expectations, and targeted supports to improve academic and linguistic outcomes for identified student groups.
Timeline – By what checkpoint will this milestone be completed?	☑ August 2026 - December 2026 ☐ January 2027 - May 2027 ☐ June 2027 - August 2027
Responsible Roles – Who is accountable for this milestone?	Campus Administration & Campus Instructional Coaches
Evidence of Completion – What artifact, data, or observable action will verify completion?	Campus one-pager
Support Needed – What training, coaching, resources, or tools are required?	• Time - admin/coach meeting • District support on identifying target populations • Campus EOY data

Milestone #6	
What specific action or deliverable will be completed?	Implement and monitor the consistent use of campus-wide, high-impact instructional strategies outlined in the Campus Instructional Strategies One-Pager to strengthen Tier 1 instruction and improve academic and linguistic outcomes for all students, with intentional support for Emergent Bilingual students and students receiving Special Education services. Prioritize increased student academic discourse, bell-to-bell instruction, and frequent opportunities for purposeful writing ("Write a Little, A Lot"). Campus leadership and instructional coaches will reinforce expectations through professional learning, classroom walkthroughs, actionable feedback, and targeted coaching to ensure consistent implementation and continuous instructional improvement. Campus Instructional Strategies One-Pager outlining instructional non-negotiables, implementation expectations, and observable teacher and student practices, supported by classroom walkthrough data and coaching feedback documenting implementation and progress.
Timeline – By what checkpoint will this milestone be completed?	☐ August 2026 - December 2026 ☑ January 2027 - May 2027 ☐ June 2027 - August 2027
Responsible Roles – Who is accountable for this milestone?	Campus Instructional Coaches, Campus Administration & Teachers
Evidence of Completion – What artifact, data, or observable action will verify completion?	• Training agendas • Obs/Feedback form with designated instructional strategies • Strategy of the month calendar • Adjustment of one-pager based on data and needs
Support Needed – What training, coaching, resources, or tools are required?	• Training from specific departments for designated strategies • Obs/Feedback form

Milestone #7	
What specific action or deliverable will be completed?	Establish and implement a systematic classroom observation and feedback process utilizing targeted walkthrough tools to monitor the consistent implementation of high-quality behavioral supports, campus-wide instructional strategies, HQIM/district-designated curriculum, and targeted instruction during prevention time. Campus administrators and instructional coaches will conduct intentional, data-driven walkthroughs to identify instructional strengths and areas for growth, provide timely, actionable, bite-sized feedback, and follow up with coaching and observations to monitor progress. Walkthrough trends will inform differentiated teacher support, professional learning priorities, and continuous improvement of Tier 1 instruction and student outcomes. Targeted Classroom Walkthrough and Feedback Tools, documented observation and feedback records, and walkthrough trend data identifying instructional strengths, areas for improvement, and targeted coaching actions to strengthen instructional practices and monitor implementation over time.
Timeline – By what checkpoint will this milestone be completed?	☐ August 2026 - December 2026 ☑ January 2027 - May 2027 ☐ June 2027 - August 2027
Responsible Roles – Who is accountable for this milestone?	Campus Instructional Coaches & Campus Administration
Evidence of Completion – What artifact, data, or observable action will verify completion?	• Feedback Tool • Observation Tracker • Classroom Tracker • Grade-Level Feedback Email • Coaching Portfolio
Support Needed – What training, coaching, resources, or tools are required?	• District Classroom Walkthroughs • Monthly Coaches Meetings • Twice-a-Week Meetings for Campus Instructional Team

Milestone #8	
What specific action or deliverable will be completed?	Establish and implement a consistent, data-specific process during designated collaborative planning time to analyze student assessment results, monitor progress toward mastery of grade-level TEKS, and evaluate the effectiveness of instructional practices. Through structured data discussions, teachers and campus leaders will identify students demonstrating academic success, students needing additional support, and instructional practices producing desired outcomes. Teams will use these findings to determine targeted instructional adjustments, plan differentiated interventions and enrichment, and establish measurable next steps. Ongoing progress monitoring will ensure instructional decisions are responsive to student needs and lead to improved academic outcomes. Documented Data Meeting Agendas and Minutes, student performance data trackers aligned to TEKS mastery, and data-driven instructional action plans identifying targeted student supports, instructional adjustments, responsible staff, and timelines for monitoring progress and evaluating effectiveness.
Timeline – By what checkpoint will this milestone be completed?	☐ August 2026 - December 2026 ☐ January 2027 - May 2027 ☑ June 2027 - August 2027
Responsible Roles – Who is accountable for this milestone?	District Administrators, Campus Instructional Coaches & Classroom Teachers
Evidence of Completion – What artifact, data, or observable action will verify completion?	• District data trackers • Data Meeting Agendas • Calendar Invites • Sign-in Sheets
Support Needed – What training, coaching, resources, or tools are required?	• Allotted Time • Training for Campus Administrators • District Support

Milestone #9	
What specific action or deliverable will be completed?	Establish and implement a systematic, data-driven process to tier classroom teachers based on multiple measures, including teacher evaluations, formal and informal classroom observations, instructional walkthrough data, and student academic performance. Campus leadership will use teacher tiering data to identify instructional strengths and areas for growth, differentiate coaching and professional learning opportunities, and prioritize targeted support based on individual teacher needs. Teacher tiers will be reviewed and adjusted periodically based on evidence of instructional improvement and student progress to ensure coaching efforts are intentional, responsive, and focused on improving student outcomes. Campus Teacher Tiering Tracker documenting teacher placement based on multiple data sources, differentiated coaching and professional learning plans aligned to identified needs, and ongoing progress-monitoring records reflecting instructional growth, coaching adjustments, and the impact of targeted support on student achievement.
Timeline – By what checkpoint will this milestone be completed?	☐ August 2026 - December 2026 ☑ January 2027 - May 2027 ☐ June 2027 - August 2027
Responsible Roles – Who is accountable for this milestone?	Campus Instructional Coaches & Campus Administrators
Evidence of Completion – What artifact, data, or observable action will verify completion?	• Tiered Document • Coaching Portfolio
Support Needed – What training, coaching, resources, or tools are required?	• Observation Feedback • Coaching Cycles

Milestone #10	
What specific action or deliverable will be completed?	Establish and implement a structured, data-driven prevention time focused on accelerating student learning through targeted, differentiated instruction. Use universal screener results, ongoing formative assessments, and student performance data to identify specific skill gaps, group students by instructional need, and provide timely, explicit interventions and enrichment aligned to grade-level TEKS. Campus leadership and instructional coaches will monitor the effectiveness of prevention time through classroom observations, student progress monitoring, and regular data reviews. Instructional groups and strategies will be adjusted based on student response to ensure measurable academic growth and progress toward grade-level proficiency. Campus Prevention Time Instructional Plan outlining scheduling, student grouping, targeted instructional strategies, and progress-monitoring expectations; student intervention and enrichment plans; and ongoing student performance data trackers documenting academic growth, instructional adjustments, and intervention effectiveness.
Timeline – By what checkpoint will this milestone be completed?	☐ August 2026 - December 2026 ☑ January 2027 - May 2027 ☐ June 2027 - August 2027
Responsible Roles – Who is accountable for this milestone?	District Specialists, Campus Instructional Coaches, Classroom Teachers & MTSS Specialist
Evidence of Completion – What artifact, data, or observable action will verify completion?	• Prevention Plan Schedule • Prevention time blitz/walkthrough feedback/documentation • Student groups by grade level
Support Needed – What training, coaching, resources, or tools are required?	• Prevention Time training • Observation and feedback • Prevention Time scope and sequence • Paraprofessional training for providing classroom support