

# *Northside Intermediate* Local Improvement Plan



# Diagnosed Essential Actions

## Essential Action 1.1

Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities

## Essential Action 1.2

Compelling and aligned vision, mission, goals, values focused on a safe environment, high expectations, and rigorous instruction

## Essential Action 2.1

Recruit, select, assign, induct, and retain a full staff of highly qualified educators

## Essential Action 3.1

Explicit behavioral expectations and management systems for students and staff

## Essential Action 4.1

Daily use of high-quality instructional materials

## Essential Action 5.1

Professional development for effective classroom instruction

## Essential Action 5.2

Build teacher capacity through observation and feedback cycle

## Essential Action 5.3

Data-driven instruction

# DATA AND GOALS

COMPONENTS	2025	2026 Goal
Academic Achievement (30%)	12	20
Academic Growth (50%)	7	20
ELP Status (10%)	3	3
Student Success (STAAR Performance) (10%)	4	4

2 lowest performing groups 2026 accountability
African American
Hispanic

Northside Target Indicator Areas for TSI
African American Math Growth African American RLA Growth

## Prioritized Essential Action 5.3

- This Essential Action is prioritized based on Common Formative Assessment (CFA) data analysis, which revealed a consistent need for targeted Tier 2 instruction to address specific gaps in student learning. The data indicates that while Tier 1 instruction provides a foundation, a significant percentage of students are not yet demonstrating mastery of priority TEKS without supplemental intervention. Therefore, the implementation of data-driven Tier 2 instructional practices supported by a progress monitoring tool and intervention tracker is essential for ensuring instructional decisions are informed by real-time student performance.
- Focusing on this Essential Action will move the campus forward in the school improvement process by establishing a systematic and accountable intervention structure within MTSS. Consistent progress monitoring will ensure fidelity of intervention, allow teachers to adjust instruction based on student response, and support instructional leaders in tracking both student growth and intervention effectiveness. This focus will lead to accelerated learning, reduce instructional gaps, and increase the percentage of students meeting grade-level expectations on state and local assessments, ultimately strengthening overall instructional effectiveness campus-wide.

### Rationale Statement

5.3 is prioritized based on the CFA data analysis due to the need for teachers to deliver targeted Tier 2 instruction aligned to specific student learning gaps. Focusing on this area will ensure that instructional decisions are data-driven and responsive to student needs. The use of a progress monitoring tool and intervention tracker will allow teachers and administrators to consistently monitor student growth, adjust instruction, and ensure intervention fidelity within the MTSS framework. This action will support overall academic growth and contribute to improved campus performance on state assessments.

## Specific Steps:

- Essential Action 5.3 – Data-Driven Instruction within MTSS
- In general, Northside is implementing:
- A structured CFA (Common Formative Assessment) calendar
- Weekly PLC data meetings with a clear protocol
- A campus-wide Tier 2 intervention system
- Use of an MTSS intervention tracker and progress monitoring tools
- Small-group targeted instruction aligned to priority TEKS
- Leadership monitoring of intervention fidelity
- Coaching and feedback cycles for teachers
- Capacity building so the campus can sustain systems independently

# *Henderson Middle School* Local Improvement Plan



# Diagnosed Essential Actions

## Essential Action 1.1

Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities

## Essential Action 1.2

Compelling and aligned vision, mission, goals, values focused on a safe environment, high expectations, and rigorous instruction

## Essential Action 2.1

Recruit, select, assign, induct, and retain a full staff of highly qualified educators

## Essential Action 3.1

Explicit behavioral expectations and management systems for students and staff

## Essential Action 4.1

Daily use of high-quality instructional materials

## Essential Action 5.1

Professional development for effective classroom instruction

## Essential Action 5.2

Build teacher capacity through observation and feedback cycle

## Essential Action 5.3

Data-driven instruction

# DATA AND GOALS

COMPONENTS	2025	2026 Goal
Academic Achievement (30%)	14	20
Academic Growth (50%)	21	23
ELP Status (10%)	0	1
Student Success (STAAR Performance) (10%)	5	5

2 lowest performing groups 2026 accountability
2 or more races
African American

HMS Target Indicator Areas for ATS
Math Growth for 2 or more races RLA Growth for 2 or more races Closing the Gaps Scaled Score for 2 or more races

## Prioritized Essential Action 5.3

Lack of data in between summative assessments and needing more direction for PLC meetings that allows more focus on student data.

Common formative assessments with data protocols during PLC that reflects on CFA data, identify high leverage content gaps, and sorts/places students into groups based on performance. Response days will see teachers use the data to form and execute a plan of action.

### Rationale Statement

5.3 is prioritized based on the self-assessment due to the need for campus administrators to monitor and support the implementation of campus expectations and instructional practices. Focusing on this area will help establish strong, consistent processes for teachers, individually and in PLCs, to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to respond. This action will help support the overall growth of the campus on the state assessment.

## Specific Steps:

- Essential Action 5.3 – Evidence Collection and Analysis (CFA & PLC Process)
- In general, HMS is implementing:
- A consistent CFA creation and administration process
- Use of the Formative platform for assessment tracking
- Structured PLC agendas for analyzing student data
- Student grouping based on specific content gaps
- Planned “response instruction” days tied to CFA results
- Development of teacher-led PLC facilitation
- Leadership walkthroughs and feedback cycles
- Gradual release from administrator-led PLCs to teacher-led systems