Local Improvement Plans

Northside and HMS

Texas Education Agency
2025 Identification of Schools for Improvement
NORTHSIDE EL (201902108) - HENDERSON ISD - RUSK COUNTY
✳ Confidential ✳

Northside African American= 76 Students

This campus is identified for targeted support and improvement.

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)*	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled
Count of Indicators Missed for Three Consecutive Years*												
A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.												
	3	1	2	-	-	-	0	2	2	0	-	2
Academic Achievement Status: Reading/Language Arts (RLA)												
2023	0	0	2	-	-	-	0	0	0	2	-	1
2024	0	1	0	-	-	-	1	1	0	2	0	0
2025	1	2	2	-	-	-	2	3	1	0	-	2
Academic Achievement Status: Mathematics												
2023	2	2	2	-	-	-	2	2	2	2	-	2
2024	0	0	0	-	-	-	0	0	0	0	0	0
2025	1	2	0	-	-	-	2	1	2	0	-	1
Academic Growth Status: RLA												
2023	1	0	0	-	-	-	2	0	0	3	-	0
2024	0	3	0	-	-	-	3	0	2	0	0	0
2025	0	0	1	-	-	-	0	0	0	0	-	0
Academic Growth Status: Mathematics												
2023	3	3	2	-	-	-	3	2	2	3	-	2
2024	0	0	0	-	-	-	0	0	0	0	0	0
2025	1	3	2	-	-	-	2	2	3	2	-	2
Student Success (Student Achievement Domain Score (STAAR Component Only))												
2023	1	1	1	-	-	-	0	1	1	2	1	1
2024	0	0	0	-	-	-	0	0	0	1	0	0
2025	0	1	0	-	-	-	2	0	1	0	-	1
Progress in Achieving English Language Proficiency (EB/EL Current)												
2023									3			
2024									4			
2025									3			

HMS 2 or More Races= 29 Students

This campus is identified for additional targeted support.
This is the second year this campus has been identified for additional targeted support.
The targeted support and improvement data table is provided for informational purposes.

Targeted Support and Improvement Information

|	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)*	Special Ed (Current)	Special Ed (Former)	Continu ously Enrolled
Count of Indicators Missed for Three Consecutive Years*												
A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.												
	2	1	1	-	-	-	4	0	0	0	-	2
Academic Achievement Status: Reading/Language Arts (RLA)												
2023	0	0	0	-	-	-	0	0	3	0	0	0
2024	0	2	1	-	-	-	0	1	3	0	0	1
2025	2	3	2	-	-	-	1	3	3	2	-	2
Academic Achievement Status: Mathematics												
2023	0	1	0	-	-	-	1	2	2	3	0	0
2024	0	0	0	-	-	-	1	0	0	0	0	0
2025	1	1	2	-	-	-	0	1	1	1	-	1
Academic Growth Status: RLA												
2023	0	0	0	-	-	-	2	0	0	0	0	0
2024	1	2	1	-	-	-	3	2	2	3	0	1
2025	2	3	3	-	-	-	0	3	3	3	-	3
Academic Growth Status: Mathematics												
2023	2	3	2	-	-	-	0	3	3	3	3	3
2024	0	0	0	-	-	-	0	0	0	0	0	0
2025	2	3	2	-	-	-	1	3	3	3	-	2
Student Success (Student Achievement Domain Score (STAAR Component Only))												
2023	0	1	0	0	2	-	1	1	2	3	0	0
2024	0	0	0	-	0	-	0	0	0	0	0	0
2025	1	2	1	-	1	-	0	2	2	1	2	1
Progress in Achieving English Language Proficiency (EB/EL Current)												
2023									0			
2024									2			
2025									0			

Additional Targeted Support Information

|	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)*	Special Ed (Current)	Special Ed (Former)	Continu ously Enrolled
2025 ATS Entry Cut Point - Bottom 5% CTG Scaled Score	57	57	57	57	57	57	57	57	57	57	57	57
2025 Student Group CTG Scaled Score	74	85	78	-	-	-	51	85	80	79	-	76
2025 Student Group Identified for TSI and Below ATS Cut Point	N	N	N	N	N	N	Y	N	N	N	N	N

How to Read This Report
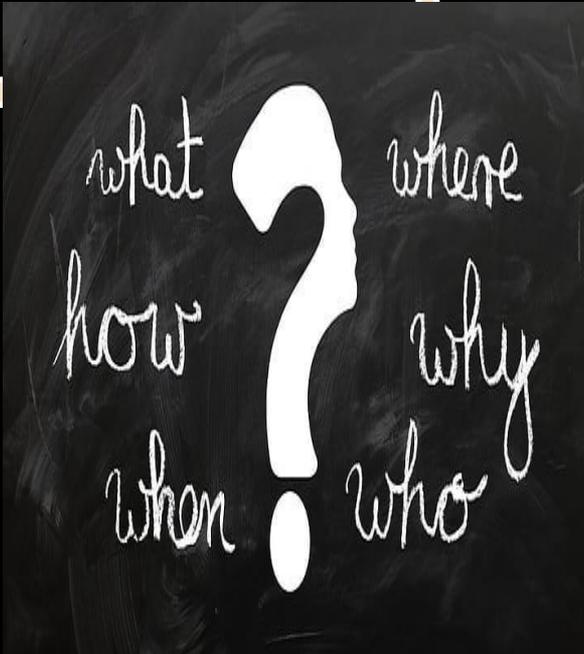
Top Row:
- Count of Indicators Missed for Three Consecutive Years
- 0 = No indicators met the 3-year persistent pattern
- These zeros are not red (Good Zero)

Component Section:
- The number represents component points earned
- Not the number of indicators missed
- 0 = Zero points earned- group did not meet the federal threshold
- These zeros are red (Not a Good Zero)

Red Shading:
- This performance area did not meet federal expectations
- Red shading is tied to meeting or not meeting the target, not the numeric value itself.
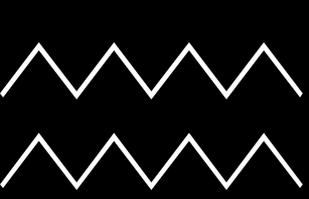
Frequently Asked Questions

Does this mean the campus is failing?

No. This applies to specific student groups, not overall campus performance.

Is this based on one bad year?

No. Identification requires three consecutive years.

Are there sanctions?

No automatic sanctions. The focus is support and improvement.

So… What Do We Have To Do?

A Local Improvement Plan must:

- Identify the student group(s) that triggered the label
- Identify the specific indicators missed (growth, achievement, etc.)
- Outline targeted strategies to address those gaps
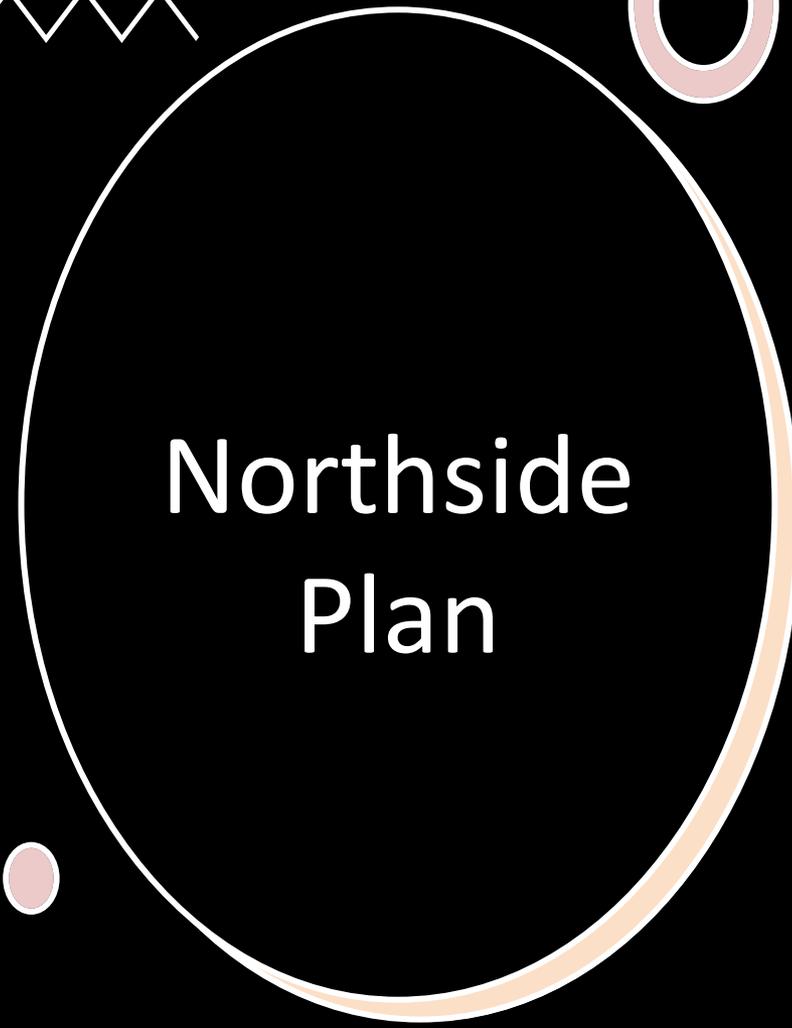- Include progress monitoring measures

How Do We Exit These Labels?

For Both Northside and HMS (TSI)

Math Growth

RLA Growth

For HMS (ATS)

Raise Closing the Gaps scaled score for Two or More Races above 57

Northside Plan

Primary Focus:

- 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
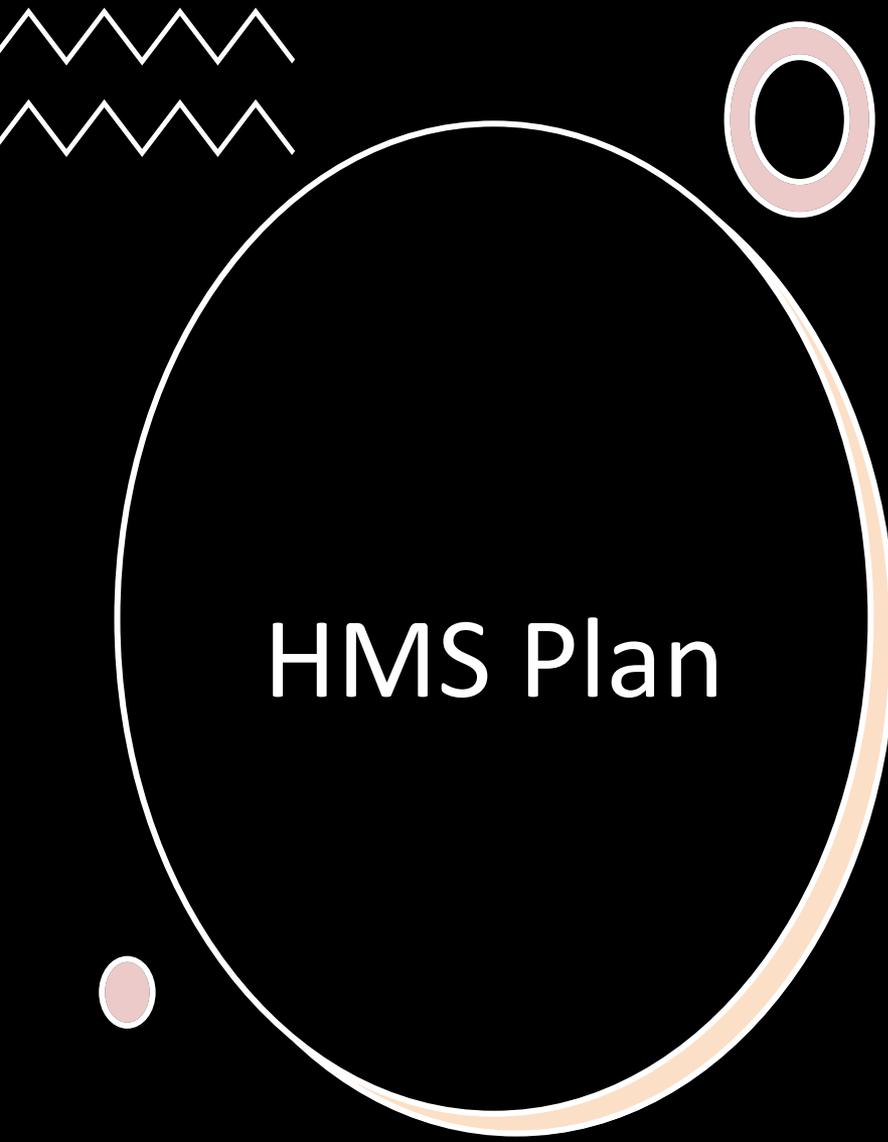
HMS Plan

Primary Focus:

- 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

QUESTIONS