

# **HEB Campus Improvement Plan Summaries 2018-2019**

## **ELEMENTARY CAMPUS IMPROVEMENT PLAN SUMMARIES**

### **Bedford Heights Elementary School**

The Bedford Heights' Campus Improvement Plan was created through the analysis of 2018 student academic performance on 2018 STAAR testing and objective survey data from students, families, and faculty members. Campus goals align with district goals and tie specifically to district-wide priorities and Bedford Heights' needs. The primary point of emphasis at Bedford Heights Elementary is on the expectation of student's achieving the highest levels of academic and assessment success.

The strategies and processes that support the completion of the goals all point to increasing Reading 3D scores, Meets Grade Level Expectations, and Masters Grade Level Expectations on STAAR testing. The established academic goals have been set through using grade-level specific SMART goals.

Our primary goals this year are to increase Masters Grade Level Expectations percentages in 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades and increase Progress and Growth percentages of individual students and specific student groups. Bedford Heights is striving to move from Quartile 2 in a majority of the Comparison Group rankings to Quartile 1 and to achieve a Distinction Designation in 2018-2019. Bedford Heights is striving to maintain a state accountability rating of A.

### **Bell Manor Elementary School**

Bell Manor CIP will be addressing goals not met in Reading 3D (DIBELS and TRC) and STAAR (Grades 3-6) content areas through Student Learning Objectives (SLO) and specific data collection throughout the year. There is a school wide focus on growth with all staff identifying gaps in learning and providing small group instruction to close that gap over time. Teachers in Grades 4-6 will add a growth goal on their T-Tess Self Reflection and Goal Setting. The purpose will be to monitor student progress and growth in small group instruction to increase student learning based on last year's data. Math and ELA Instructional Specialist will provide training in curriculum and resources to use for intervention in small group instruction. Instructional Specialists will also increase coaching of teachers by pushing into their classrooms, videotaping, and meeting with them to discuss instructional strengths and gaps. The charts and graphs created by Instructional Specialists for all teachers will be used to track data in all grade levels, as well as SPED, PPCD, PALS and ESL. Our focus this year is to grow all students by changing the way we provide instructional practices to increase percentages of students in Grades K-2 that meet Blue Level of TRC, and Grades 3-6 that reaches for 70% Meets and 30% Masters on STAAR.

### **Bellaire Elementary School**

Bellaire received a School Report Card ranking of 81% from TEA for the 2017-2018 school year receiving two distinctions in Academic Achievement in Science and Top 25 Percent Closing Performance Gaps. As a school, we are continuing our focus on reading. In grades K-2, teachers focus on utilizing the Guided Reading model with fidelity daily with a laser focus on DIBELS and Text Reading Comprehension. Each grade level teacher for English Language Arts will meet with the Reading Leads weekly to focus on curriculum planning, writing and planning short cycle assessment with a focus on the First Teach and instructional strategies. The extension of the Guided Reading Structure is a component Bellaire is insuring students have access to in grades 3-6, as it has demonstrated success on district and state assessments, allowing a clear focus on growing all of our students to meet or exceed growth expectations. In mathematics, grade level teams will collaborate with the Math Instructional Specialist to plan curriculum with a focus on implementing the gradual release model and incorporating daily number fluency and problem solving. Bellaire will continue to provide a quality education for all students with the shared partnership of parents, students, and the community. Systematic implementation of CHAMPS continues to guide our school-wide and classroom expectations of Excellence. With the partnership of PTA, family engagement is growing.

### **Donna Park Elementary School**

For the 2017-2018 school year, Donna Park received a "Met Standard" rating from the state as well as earned one distinction in the area of science. Through the campus needs assessment and review of the existing data, there

were several key points identified to increase student performance in early literacy as well as STAAR scores at the meets and masters level. Primary grade focus is on improving Reading 3D scores in both areas—DIBELS and TRC. Scores for students entering 1<sup>st</sup> grade and 3<sup>rd</sup> grade were unusually low so supports through specific targeted intervention are in place to address identified specific student gaps. Upper grade focus will be on increasing scores at the meets and masters level in both reading and math. Teachers in grades K-6th will be involved in professional development throughout the year on our campus provided by our Reading and Math IS and the District Coordinators to add support for focused instruction. All grade levels are working to implement workstations in the core subjects. Recognizing the need to nurture the emotional and social needs of the child, the campus utilizes a CHAMPS and Conscious Discipline approach for student ownership of behavior, including attendance.

### **Harrison Lane Elementary School**

The goals and strategies included on the 2018-2019 Harrison Lane Campus Improvement Plan were determined through the analysis of multiple data. Harrison Lane will continue to focus on initiatives to improve the overall campus wide discipline plan. Strategies to decrease office referrals, build an overall positive school culture, and create a more efficient management system are included in the plan. We will continue to implement CHAMPS and Conscious Discipline expectations building wide. In math grades 3-5, we will implement small group targeted teaching daily and targeted Math Intervention. Teachers will participate in math unit studies and plan with fidelity. Student progress will be monitored in both reading and math through a cohort tracking system and growth tracker sheets. These growth tracker sheets will be utilized during all analysis meetings to determine student growth and areas for improvement. K-2 reading will be an area of focus. We will continue to increase engagement during targeted centers, utilizing the strategies and techniques learned at Lone Star Literacy. The Campus Improvement Plan strategies will support the overall goals to increase student success. We will continue to live out our Harrison Lane Mission: Nurture, Engage, Empower: Be Exceptional Always!

### **Hurst Hills Elementary School**

Hurst Hills Elementary School has a diverse population of about 500 students. Hurst Hills offers K-6 instruction, English as a Second Language (ESL), Gifted and Talented, Suzuki Strings, and FACI. The school's mission is that as Hurst Hills Falcons, we will soar to excellence by showing respect and responsibility and challenging ourselves to reach our goals. The staff believes in forming strong partnerships with parents and the community to promote success for all children. Hurst Hills Elementary has an outstanding school leadership team comprised of administrators, teachers, parents and community members. Based on the State Accountability System, Hurst Hills met standards for the 2017-2018 school year and received an overall B rating from TEA. Hurst Hills received 4 Distinction Designations in the areas of academic achievement in ELA/Reading, Math, and Science as well as top and postsecondary readiness. This year, Hurst Hills plans to continue our focus on formative assessments, continuous improvement, CHAMPS, and HEB Teaching and Learning Systems. We will implement Conscious Discipline in kindergarten through sixth grade to address the social and emotional needs of our students. Our priorities during the 18-19 school year will center on Early Reading Instruction in K-2 and showing yearly progress for students in grade 4-6.

### **Lakewood Elementary School**

This year the Lakewood Elementary theme is, "Off to the Masters". We are using this driving force to put strong systems of instruction, collaboration and data analysis to push our students towards mastery. After completing the 2018-2019 campus needs assessment, Lakewood staff and the Campus Level Improvement Committee developed areas for improvement for our 2018-2019 Campus Improvement Plan. These areas are 1) Early Literacy: Kinder TRC, 1<sup>st</sup> DIBELS, and 2<sup>nd</sup> DIBELS, 2) 3<sup>rd</sup> Grade Math (Masters), 3) 4<sup>th</sup> Grade ELA and Math (Masters), 4) 5<sup>th</sup> Grade All Subjects (Masters), 5) meets level for Special Education Students, and 6) meets level for Asian Students.

This year Lakewood has committed to a campus-wide writing plan to strengthen the depth of engagement for all students, all grade levels and all contents. Teachers are working to progress monitor effectively and are using data as a tool to identify gaps and intervene. As a school, we are tracking progress and monitoring weekly. In addition to data driving our instruction, we are working to tighten small group instruction and short cycle assessments. Guided Reading and strategy groups are a top instructional focus. Safety continues to be a priority on our campus not only for our students but also for our staff and parents. While survey results were extremely positive, we expect to maintain or even improve slightly increase stakeholder feelings of safety at Lakewood.

Discipline continues to be an area of focus at Lakewood. We are working to include Restorative practices as well as strengthening our CHAMPS/Conscious Discipline implementation by re-training all new and veteran teachers in order to implement an effective school-wide behavior system. At Lakewood, we strive to minimize loss of instructional time due to disruptive behavior.

### **Meadow Creek Elementary School**

The Meadow Creek Staff and Leadership Team created the 2018-2019 Meadow Creek Campus Improvement Plan. Information from the campus needs assessment helped to identify areas of strength and areas of improvement. By utilizing a continuous improvement process, the Meadow Creek Campus Improvement Plan will guide the work of the Goal Teams, grade level teams and individual staff members to achieve academic success for all of our students. Our focus is the expectation of achieving the highest levels of academic success for all Meadow Creek students.

Student Achievement is our focus with setting the expectations high with the goal of 45% of our students achieving the Masters level on STAAR. By focusing on high levels of achievement and increased student growth, our goal is to receive an "A" rating from the State and receive additional Distinction Designations on our Accountability Report. Our goals will be aligned with the priorities established by the district including, early literacy, writing, transition from 2<sup>nd</sup> grade to 3<sup>rd</sup> grade and establishing a system to promote positive student behavior and a safe and nurturing campus. We will provide support strategies for specific student groups to help increase the Met and Master achievement levels to maximize their academic success. We are adding strategies to increase attendance of students and staff, improve the environment so all students, staff and parents feel safe and to continue to maintain a high quality staff. We remain a proud staff and community that expects excellence from our Meadow Creek students and we are committed to provide every opportunity to make that success happen.

### **Midway Park Elementary School**

Midway Park Elementary will be addressing several areas in our Campus Improvement Plan this year. One main instructional focus is our K-2 Early Literacy. As a campus we have recommitted our instructional practices to focus on achieving 81% or higher on TRC and 90% or higher on DIBELS. Our K-2 teachers have committed to weekly lesson planning with our Instructional Specialist, data analysis of progress monitoring, and intervention that provides support necessary for student growth. Additionally, campus administration will conduct targeted walk-throughs to ensure components of the balanced literacy framework are both understood and implemented by all classroom teachers. In grades 3-6, we are focusing our efforts on growing reading and writing scores on STAAR and targeting students at all levels to improve our student growth measures in both reading and math. Teachers have analyzed STAAR data and prior TEKS to develop assessments designed to identify gaps in student knowledge to ensure remediation. In doing so, our goal is to grow students at all levels. We have purchased GradeCam this year, and are using it to design common grade-level formative assessments to identify strengths and gaps in TEKS for students. Additionally, we are tracking data for several student groups including Pacific Islanders, Special Education (reading) and our EL's. Besides academic growth, our campus remains committed to ensuring high levels of social and emotional growth for students. We will continue using CHAMPS and Conscious Discipline to guide student behavior across all classrooms and common areas. With over 770 students and a staff of 70+, Midway Park continues to build our legacy of being, "Simply the Best."

### **North Eules Elementary School**

North Eules Elementary maintained the accountability rating of "Met Standard" and received the following Distinctions: Academic Achievement in Reading, Academic Achievement in Science, and Postsecondary Readiness. We strategically plan as a team to continue to reach our goals using Continuous Improvement strategies, implementation of educational best practices, student engagement activities and the common belief to do what is best for each child. Our enrollment is currently over 730 students with a student population representative of 24 countries and 29 different languages. There is an academic focus at North Eules for ALL students to set goals for Masters Grade Level for all areas tested. In addition, 90% or more of students in kindergarten, first, and second grades will meet or exceed their goals for the Reading 3D End-of-Year assessment. In addition to after school tutorials, we also offer clubs to include NEE Choir, Running Club, Volleyball Club, Trackers, and Club We Can with a purpose to develop the whole child. Our commitment to differentiated instruction daily is evident in our classrooms and our results. We strive to work collaboratively

with all stakeholders to create a positive learning environment conducive to academic achievement for all students in order to "Grow Lifelong Learners Through Educational Excellence".

### **Oakwood Terrace Elementary School**

The areas of focus and measurable targets included on the 2018-2019 Oakwood Terrace Campus Improvement Plan were determined through the analysis of multiple data. Data reviewed included STAAR and Reading 3D. The primary point of emphasis at Oakwood Terrace Elementary is on the expectation of student's achieving the highest levels of academic success and showing growth from year to year. For the 2017-2018 school year, Oakwood Terrace received five Distinction Designations out of six possible according to the state accountability system. Oakwood Terrace will focus on creating systems of progress monitoring during the first teach to ensure students are working towards mastery of the learning objective. Oakwood Terrace commits to building strong relationships that empower our community to engage, motivate and grow all students.

### **River Trails Elementary School**

Our mission at River Trails Elementary is to inspire lifelong learning, advance knowledge, and strengthen our community by providing a safe environment where all students can excel. During the 2017-2018 school year, River Trails Elementary received four out of the six possible distinction designations from the Texas Education Agency, was recognized at a Texas Honor Roll School, and received local recognition for the highest student attendance for all HEB ISD elementary schools. This year we will work to maintain our attendance rate of over 97% or greater, increase our Meets Grade Level and Masters Grade Level performance in Mathematics, Reading, Writing, and Science, and increase our performance in Expected and Accelerated Student Growth. We will use a systems approach and focus on increased student growth through the HEB Teaching and Learning System, instructional best practices, high quality instruction, progress monitoring, and scientifically research-based interventions aligned to individual student needs. The River Trails staff will work collaboratively through Instructional Improvement Teams to gather evidence of current levels of student learning, develop and implement strategies to build on strengths and address weaknesses in that learning, and analyze what is working and what is not, in order to make improvements to curriculum, instruction, and intervention in the next cycle of continuous improvement. In Kindergarten through 2nd grade, we will work to increase the number of students achieving Advanced on both DIBELS and TRC through progress monitoring, comprehension, phonics, fluency, speed, and independent reading. In Kindergarten – 6<sup>th</sup> grade, we will focus on computation/algebraic reasoning and problem-solving strategies in mathematics, building stamina and increased uninterrupted time for independent reading, and revising and editing as part of the writing process. World Walls is the vehicle we will use to increase performance in 5<sup>th</sup> grade science by focusing on Earth and Space instruction. We will continue to utilize our school-wide discipline plan, CHAMPS, and Conscious Discipline to provide a safe and orderly environment, and will offer families opportunities to be involved in their student's education by offering parenting workshops and grade-level family nights focused on the areas of Reading, Mathematics, Science, and Fine Arts.

### **Shady Brook Elementary School**

Shady Brook Elementary received a Met Standard rating for the 2017 – 2018 school year in addition to three distinctions; Top 25% Closing Achievement Gaps, Post-Secondary Readiness and Top 25% Comparative Academic Growth. The goals and strategies included in the 2018 – 2019 Campus Improvement Plan were determined through analysis of 2018 STAAR and Reading 3D data, available survey data and individual goals of grade level teams. A targeted area of improvement will be campus-wide Reading and 4<sup>th</sup> grade Writing results. We will continue to improve using Continuous Improvement strategies, implementation of educational best practices and by developing a deeper understanding of effective student engagement. Through all of this, a continued focus on student growth is the overall goal for students across the campus. Finally, the effective implementation of Conscious Discipline and CHAMPS will guide us in supporting the social and emotional needs of the students at Shady Brook Elementary. The use of the Shady Brook Family Chant on the announcements each day helps to remind both the adults and students at Shady Brook Elementary that we are a family and we will work to take care of each other every day. This helps to create a positive campus climate and culture. Shady Brook's theme "Together We Will" sums up all of the areas mentioned because, Together We Will Succeed!

### **Shady Oaks Elementary School**

Shady Oaks Elementary received a Met Standard rating from TEA for the 2017-2018 school year and received three academic distinctions: Reading, Science and Post-Secondary Readiness. This school year we will continue

our focus on student achievement along with student character development. We will do a faculty book study of *The Growth Mindset Coach* to focus our efforts on instilling in our students the importance of having a growth mindset for their academic success. We will concentrate on knowing our students so we can grow our students as we track academic growth for individual students. CHAMPS, along with our Great Oaks and Links of Respects programs, will highlight the importance of self-discipline and practicing good character traits. We will offer families the opportunity to be involved in their child's education by hosting parenting workshops and school wide family engagement nights focusing on Reading and Mathematics. Our mission at Shady Oaks is to develop high achieving, intrinsically motivated, life-long learners through excellent teaching in a safe, nurturing, and supportive environment.

### **South Euless Elementary School**

South Euless Elementary school received a Met Standards from TEA for the 2017-18 school year, and received four distinctions: Academic Achievement in Reading, Academic Achievement in Science, Post-Secondary Readiness and Top 25 Percent Closing Performance Gaps. We will work to improve student achievement by focusing on knowing our students and growing our students. Our academic goals are to increase our students who Meet Grade level to reach district's Performance Objectives in all STAAR and Reading 3D tested areas. We are energized by the creation of our House System last year and are using this structure to catapult a sense of family and trust on our campus. CHAMPS and Conscious Discipline provide a positive behavior support system and we will continue a whole child developmental approach through attention on positive character traits in order to raise good citizens of the world. This year we are centering on becoming more trauma informed as we seek to make strides to aid our students with their social-emotional skills in order to, not only help them achieve academically, but also to be contributing members of society.

### **Spring Garden Elementary School**

Spring Garden is celebrating "Ohana, our school family", in the 2018-2019 school year. Our vision, Children First, Now, Always will guide our focus of equally supporting student's academic, social, and emotional well-being. Our academic goals and strategies were determined through analysis of the data points provided on STAAR, Reading 3D, and district assessments. Focusing on our Kindergarten students, we will strategically align strategies and supports that will provide a strong base to our young Cougar's literacy skills. Focusing on data trends will assist our campus in all other academic subjects as we learn from past successes and weaknesses and assure that all students can and will grow academically. With CHAMPS and Conscious Discipline as our foundation of supporting student's social and emotional well-being, we are focusing on increasing positive behavior and relationships in all classrooms. Our student, staff, and community survey results indicate that our campus and community want a strong, unified, child-centered environment. Spring Garden will be working hard to become a destination campus that make our community and district proud.

### **Stonegate Elementary School**

After receiving a TEA Campus score of 78 and "Met Standard" with no distinctions for the 2017-18 school year, our staff closely reviewed our Campus Needs Assessment that indicated a need for an emphasis on student growth. We created a new mission statement for Stonegate Elementary, "Connect with our Family, Engage in Learning, and Commit to Growth." Our campus improvement plan for the 2018-2019 school year will address student achievement with a focus on student growth, engaging in high-quality instruction that yields positive results, and address both academic and social-emotional needs of our students. Our CIP will address Kinder TRC, 3<sup>rd</sup> and 4<sup>th</sup> grade math, 6<sup>th</sup> Grade Math and Reading, and student growth. The administrators, instructional specialist, and teachers will meet bi-weekly for collaboration meetings (C.E.C) to discuss curriculum, upcoming TEKS, misconceptions, and complete the backwards design. We have determined individual benchmarks in order for students to achieve a minimum of one-year (Expected) growth in 2018-19. We will meet bi-weekly for RtI meetings to discuss students who have not shown growth & Did Not Meet on benchmarks and last year's STAAR.

At Stonegate Elementary, we know that all students need to feel safe and welcomed. We have Stonegate Huddle every Monday and Friday to unite and commit to our goals with our entire school family. Every classroom has morning meetings each day and is equipped with a safe place for students. We focus on educating the whole child by providing opportunities for students to participate in choir, art club, instrument club, safety patrol and running club. We are also implementing several new programs this year that include mentoring, student ambassadors, Stonegate Street Team, Dad's Club and Helping Hands to continue to build positive relationships

with all stakeholders. As a campus, we will also focus on building relationships and promoting a positive campus culture for all stakeholders. We will do this through our Stonegate Huddle, as well as, parent engagement opportunities to support student learning.

### **Viridian Elementary School**

Viridian Elementary builds relationships and promotes a positive campus culture by offering a variety of unique programs including Suzuki Strings, Spanish Immersion, World Languages and Core Knowledge Pre-K. In order to support student learning, we continue our implementation of CHAMPS school-wide and will offer a variety of academic and cultural enrichment activities and parent engagement opportunities.

The goals and strategies included on the 2018-2019 Viridian Campus Improvement Plan were determined through the analysis of 2018 STAAR and Reading 3D student data, as well as District Performance Objectives. The Viridian Elementary Campus Plan strategies will support the overall goal of students achieving the highest levels of academic success by providing targeted instruction to meet the needs of individual students. Excellence in student achievement will be reached by focusing on the whole child as well as by providing meaningful, relevant, highly engaging, and targeted instruction in all content areas.

### **West Hurst Elementary School**

The West Hurst motto for the 2018-2019 school year is “Journey to Excellence”. A Continuous Improvement Model was used in developing our Campus Improvement plan and it is our guide as we implement plans to help students reach their full academic potential. An analysis of 2017-2018 data from STAAR 3-6 content areas, Reading 3-D for K-2, parent/staff/student surveys and individual goals of grade level teams provided the data for our Needs Assessment. This analysis showed gains overall in DIBELS for K-2<sup>nd</sup> grades as compared to the previous year. Performance Objectives targets were met for first grade DIBELS and TRC, as well as Kindergarten DIBELS. Overall STAAR Performance Data for All Subjects was 80% Approaches grade level, 47% Meets grade level and 25% Masters grade level. Through Professional Learning Communities (PLC) and grade level teams, comprehension goals for K-2 include a specific focus on fluency and retelling. K-2<sup>nd</sup> grade teachers will implement the structure for balance literacy learned in Lone Star Literacy Institute (LSLI) training with fidelity. In analyzing the data, the Reading 3<sup>rd</sup>-6<sup>th</sup> grade teams, identified a weakness in supporting ideas with evidence from text. Balanced Literacy training through LSLI will also be a focus for the upper grade levels. The PLC for Math in grades 3<sup>rd</sup>-6<sup>th</sup>, determined a concern with justifying the reasonableness of solutions in problem solving and will continue their work with the math consultant as well as the district math initiative.

The campus is reemphasizing and updating our system of discipline through CHAMPS, Conscious Discipline and the campus discipline plan by setting team goals and follow-up training for staff members. Parent training opportunities to support student learning will include sessions for helping students with academics at home as well as understanding the rigor of testing. The overall culture and climate at West Hurst is positive and creates learning success for students. Parent training opportunities to support student learning will include sessions for helping students with academics at home as well as understanding the rigor of testing.

### **Wilshire Elementary School**

The goals and strategies included on the 2018-2019 Wilshire Campus Improvement Plan were determined through the analysis of the 2018 STAAR and Reading 3D results along with parent and staff feedback. The CIP will address goals not met in K-2 Reading 3D and 3-6 STAAR during the 2017-2018 school year. In order to support student learning, we have two content specialists that will help implement the district’s Response to Intervention criteria, guide teachers through backward planning with focused daily learning objectives, and the implementation of guided math and the Lone Star Literacy Approach. The Wilshire Elementary Campus Needs Assessment includes strategies that will support the overall goal of students achieving the highest levels of academic success as well as increased employee collaboration in vertical meetings with a specific focus on aligned strategies, RTI, 4<sup>th</sup> grade writing, 5<sup>th</sup> and 6<sup>th</sup> grade Reading, as well as K-2<sup>nd</sup> Reading. Excellence in student achievement will be reached by focusing on the district best practices; Lone Star approach and workshop models, student strategy groups, unit studies, and daily formative and informative assessments to help close academic learning gaps through fidelity.

## **SECONDARY CAMPUS IMPROVEMENT PLAN SUMMARIES**

### **Bedford Junior High**

Bedford Junior High is one of the five junior high in the Hurst-Eules-Bedford school district. It is located in Bedford and is a direct feeder school to LD Bell High School. Bedford Junior High also participates in the HEB Schools of Choice program by offering Spanish Immersion and Theatre Arts to the students of the district. For the 2018-2019 school year, Bedford junior High has 53 teachers to serve a student population of 867. An additional teacher has been added for the Theatre School of Choice. The student population consists of 309 seventh graders, 265 eighth graders and 284 ninth graders. The campus race/ethnicity profile is 25% Hispanic or Latino, 3% Asian, 13% African American, and 53% White. The special populations include 31% At Risk, 40% Economically Disadvantaged, 5% Limited English Proficient, 4.3% ESL, 13% Gifted and Talented, and 10.8% receiving Special Education services.

Areas of emphasis this year will continue to be on level Algebra and seventh grade math scores. As well as ELA scores in the seventh, eighth, and ninth grades.

### **Central Junior High**

Central Junior High School is one of five junior high schools in the Hurst-Eules-Bedford Independent School District. CJH is unique among HEB ISD junior highs in that students zoned for both L.D. Bell High School and Trinity High School attend our campus. Central is the only junior high in HEB ISD that offers Asian language classes (Mandarin Chinese, Hindi, and Arabic) as part of the district's International Business Initiative. In addition, our campus is the only HEB campus to offer 8<sup>th</sup> grade students Pre-AP Biology and 9<sup>th</sup> grade students AP Physics. CJH is in the third year of a STEM school of choice implementation, centered on Project Based Learning in Science instruction and introductory classes in Robotics and Engineering.

For the 2018 - 2019 school year, CJH has approximately 1,194 students in 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> grades, an increase of 108 students compared to the prior school year. Our current enrollment includes 439 7<sup>th</sup> graders, 375 8<sup>th</sup> graders, and 390 9<sup>th</sup> graders. Our campus race/ethnicity profile includes 29% Hispanic, 7% Asian, 27% Black/African American, 2% Pacific Islander, and 29% White/Caucasian. Our special population includes 44% percent at risk, 64% economically disadvantaged, 10% limited English proficient, 10% ESL, 13% gifted and talented, and 9% of students are supported by Special Education. Our campus achieved all seven of the seven possible distinctions from the Texas Education Agency based on 2017-2018 performance and 94% on the A – F preliminary rating system.

Instructional Focus areas for the current school year include incorporating quick writes three times per week in all content areas, movement/structured pair conversation, cold call questioning with follow up questions on the how and why, and engaging students with a hook/daily learning objective/closure every period, every school day. CJH is also currently working through the Plan Do Study Act Continuous Improvement process to implement a written system for supporting students new to the English language and shifting our campus discipline system to include restorative practices.

### **Eules Junior High**

Eules Junior High is one of five junior high schools in the Hurst-Eules-Bedford Independent school District. It is located in Eules and is a direct feeder school to Trinity High School. Enrollment for the 2017-2018 school year is approximately 1,053 students; 324 seventh graders, 402 eighth graders, 327 ninth graders. EJH takes pride in being the most diverse junior high campus with our student body consisting of 31% Hispanic, 28% Black, 21% white, 9% Asian, 6% Pacific Islander, and 5% of our students being two or more races. Of these students 68% are classified as economically disadvantage, 47% at risk, 9% LEP, 8% ESL, 7% Special Education, and only 5% Gifted and Talented.

Educating the whole child is important at Eules as evident by having the largest junior high athletic and fine arts programs in the district. Currently we have 294 students in Choir, 271 students in Band, 284 boys and 222 girls in athletics.

The staff at Eules is dedicated and understands their attendance is key in the success of our campus and for the third consecutive year has won the secondary staff attendance award having over 97% attendance.

With strong systems in place, exceptional staff and a focus on bell-to-bell instruction, we do not let our campus demographics determine our success. In 2017-2018, Eules Junior High earned 7 of 7 distinctions from TEA, bringing the total to 19 out of 21 distinctions in the past three years.

Eules Junior High will continue our systems approach practice through consistently implementing our four core systems of instruction, discipline, communication, and our safety-net program. We will continue to focus on continuous improvement to make data driven decisions and assist students with setting and achieving personal and academic goals.

### **Harwood Junior High**

Harwood Junior High is one of five junior highs in the Hurst-Eules-Bedford Independent School District. The enrollment for the 2018-2019 school year is approximately 993 students. Currently we have 351 7<sup>th</sup> graders, 319 8<sup>th</sup> graders, and 323 9<sup>th</sup> graders. Our campus is one of two junior highs to offer Spanish Immersion Advanced Language to our students who feed us from the SI program at Meadow Creek Elementary and, in several years, from Viridian Elementary as well. Additionally, our campus is also one of two junior highs to offer the Theater Program as a School of Choice. Our special populations include 36.3% economically disadvantaged, 10.3% gifted and talented, and 11.2% receive special education services. Our campus race/ethnicity profile includes 26% Hispanic, 19% Black, 9% Asian, and 39% White. Our campus achieved 7 of 7 possible distinctions from the Texas Education Agency based on 2017-2018 performance. Our campus was also recognized as a Texas Honor Roll School in 2018-2019 for the third year in a row. Finally, our campus was recognized by the Texas Education Agency for attendance over 97% for the six consecutive year. Harwood Junior High was also one of 13 middle schools in the state to be recognized as a Texas Middle School Association and National Middle School Association School to Watch in 2017 and presented at the National Conference in Washington D.C. This designation will run through 2020, at which time the school can submit to be a Re-designated School to Watch.

### **Hurst Junior High**

Hurst Junior High is the second largest Junior High amongst all five Junior Highs in the Hurst-Eules-Bedford school district. HJH currently has an enrollment of 1,125 students. We have experienced growth amongst our Pre-AP population as our incoming 7<sup>th</sup> grade class sizes continue to grow. HJH is very proud of the diversity among the student body with 37% Hispanic, 6% Asian, 18% Black, 2% Pacific Islander and 34% White. Of these students, 57.3% are economically disadvantaged, 15.2% are LEP and 9.6% utilize our Special Education program. We have 27 different languages spoken among our Red Raider family. Our demographics have shifted over the past few years as we see our Hispanic population decline and our African American and White population increase. While a small increase each year, changes are noted. Despite the challenges that may come with low socioeconomic needs, HJH students continue to excel, receiving all 7 distinctions from TEA.

We attribute our success to an intense focus on individual student success and growth. We will continue this focus throughout the current school year as we implement our new data room. This room provides a place to maintain individual student data. Teachers are able to see student data of those who have lacked growth at the “Meets” and “Masters” level last year as well as students still working to reach the “Approaches” level on STAAR and track student progress throughout the 2018-2019 school year. This room has provided a place for specific continuous improvement conversations around teacher instruction and intervention that will best impact student growth.

This 2018-2019 school year, HJH staff is committed to raising the rigor of questioning in their classroom and starting targeted intervention by September. In addition, at HJH, our systematic approach to continuous improvement remains the backbone of all decision making and student achievement along with consistently upholding our 3 core values: Commit To Learning, Respect Others and Do What Is Right.

We have continued our student-led conferences using data folders in lieu of open house. Teacher are implementing student-talk and quick writes in their daily lesson plans. We recognize writing as our area of focus and have held true to the research that teacher writing is one of the strongest strategies to increase student learning. Therefore, we have a campus wide writing initiative and every classroom has posted and implements our Hurst Junior High Writing Expectations. Throughout the year, HJH administration and the Campus Improvement Committee will monitor these goals and focus areas for continual improvement.



Lastly, and believed to be most impactful at our success level, is the new focus on restorative practices. Our goal this year is that every student be able to state they have a trusted adult on campus. Administration and counselors received training in restorative practice in regards to discipline and social-emotional trials. Teachers will receive training in January and begin utilizing restorative circles in the classroom to develop relationships and build community.

### **L.D. Bell High School**

The Bell High School Campus Improvement Plan (CIP) is a dynamic instrument that may appear, to the casual observer, to be altered little from year-to-year, but not this year. This year's plan has changed considerably in form and content. The scope of the efforts towards improvement have been streamlined. That is not to imply that there is less effort towards improvement, but rather the plan highlights the main priorities. Student achievement is the focus, and only with campus plans that are aligned with the district strategic plan will we accomplish our goals. With that said, regarding achievement, a primary focus of the 2018-19 CIP must include preparing our students for the end-of-course (EOC) exams that they must pass. There is a change here as we strive to hone in on the "first teach." We realize that re-testers, based on data, will generally rise to the "approaches" level of achievement. Therefore, it is critical that we get students on the "first teach" so that they can excel on the "first test." As such, English II teachers are utilizing multiple new strategies that will allow them to prepare their students as well as possible.

There is an even heightened level of emphasis on college, career and military readiness (CCMR), specifically in areas such as SAT / ACT preparation, TSI, CTE coherent sequence, and advanced academics. In addition to dedicated prep classes, we will work to increase the imbedding of SAT / ACT and TSI curricular components in some math and English classes.

We continue our systematic approach to school-wide improvement, and we are intentional in our efforts to refine the processes by which we get better. We have maintained and reinforced our commitment to providing the best customer experience possible for all who have a stake in L.D. Bell High School. Communication, awareness of needs, timeliness and service are the foci for all at Bell.

Aligned efforts of change are the standard at L.D. Bell. A systematic approach, complete with the identification of needs, the defining of processes, and the fidelity of implementation, are the expectations in any improvement effort. Student safety, achievement, and positive experience are the priorities. Working within the framework of the district's strategic plan, the BHS CIP is designed as a roadmap to success for all.

### **Trinity High School**

Trinity High School is a campus whose student body is 50% economically disadvantaged and 40% at risk. We serve a student body in which the minority student groups make up the majority of our campus. We are a campus that celebrates its diversity and sees that diversity as a source of pride and strength. Our targets are based on our analysis of the academic data and the review of stakeholder surveys. First, we will implement strategies to increase the number of IB students in the program, scoring a 4 or better on their exams, and obtaining the IB Diploma. In addition, we will implement strategies to increase the number of students meeting the growth measure indicator on the English II EOC exam. Also, we will continue to work to improve Special Education and LEP student performance on all EOC exams. Moreover, Trinity has a goal to earn all seven distinctions each year.

The Campus Improvement Committee will continue to meet regularly and monitor the progress of the above-mentioned goals and strategies.

### **KEYS High School**

The mission of Keys High school is to provide our students with opportunities for accelerated learning, strength of character, effective 21<sup>st</sup> century problem solving and communication skills as they achieve a high school diploma.

The campus will achieve a student attendance rate of 85% for the 2018-2019 school year. Strategy processes will include the use of RaWee and incentives for perfect attendance. KEYS High School will host a career fair in

October for all KEYS students with at least 20 members from the community. We will continue our support with AAUW and CIS, which provide necessary supplies, clothes, counseling, student activities, and field trips. Emphasis on African American male student achievement will be included in all classroom improvement plans, especially in English and Algebra 1. Guest speakers and mentors will begin a “How to Do School” program that targets young male students in need of social skills and self-esteem. At least two teachers will apply for and receive the demonstration classroom distinction. In November of 2018, all teachers will be trained in how to spot and handle signs of sexual abuse in students.

### **Buinger Career and Technical Education Academy**

The mission of the Gene A. Buinger CTE Academy is to provide students with opportunities to explore and develop personal and professional goals in order to achieve college & career readiness. The BCTEA will have 100% of career and technical education students pass all certification exams and licensures exams taken. The BCTEA will demonstrate proficiency in the use of a systems approach to continuous improvement. The BCTEA will have 95% or more of employees report engagement and satisfaction on district employee survey. The BCTEA will have 97% or higher annual average employee attendance. The BCTEA will have 95% or more of employees report they feel safe in the work environment. The BCTEA will have a 5% increase in number of issued volunteer badges.

### **DAEP / Truancy**

The mission of the DAEP Campus and Truancy Department is that 100% of HEBISD students referred to the DAEP Campus will fully complete all behavior, academic, and attendance expectations in order to be fully prepared to return and remain on their home campus. The goal of the DAEP campus is to change student behaviors to produce successful academic results.