

# **HEB Campus Improvement Plan Summaries 2019-2020**

## **ELEMENTARY CAMPUS IMPROVEMENT PLAN SUMMARIES**

### **Bedford Heights Elementary School**

The Bedford Heights' Campus Improvement Plan was created through the analysis of 2019 student academic performance on 2019 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 points of emphasis through the creation and implementation of this Campus Improvement Plan are to:

- Increase the Academic Growth scale score from 69 to 80.
- Show a percentage growth in Meets Grade Level Expectations in the Special Education student group in reading and math.
- Show academic growth in the White student group in reading.
- Show academic growth in the Hispanic student group in math.

Continued goals this year are to increase Masters Grade Level Expectations percentages in third, fourth, fifth, and sixth grades and increase Academic Growth percentages and progress of individual students and specific student groups. Bedford Heights is striving to move from Quartile 3 in a majority of the Comparison Group rankings to Quartile 2 and to achieve a Distinction Designation in 2019-2020. Bedford Heights is also working to move to 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 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 2018-2019 school year receiving two distinctions in Academic Achievement in Math and Top 25 Percent Closing the Gaps. As a school, we are continuing our focus on reading. In grades K-2, teachers continue the focus of 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 K-2 Content Lead and the Reading Instructional Specialist weekly to focus on curriculum planning, writing and planning short cycle assessment with a focus on the First Teach and ELL instructional strategies. The extension of the Guided Reading Structure is a component Bellaire is insuring students have access to in grades 3-6, it has demonstrated success on district and state assessments, allowing a clear focus on growing all students to meet or exceed growth expectations.

In mathematics, grade level teams will continue to collaborate with the Math Instructional Specialist to plan curriculum with a focus on implementing Aggressive Monitoring and the gradual release model while 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. A Systematic implementation of CHAMPS continues to guide our school-wide and classroom expectations of Excellence. We are implementing Conscious Discipline school-wide to help with the social emotional success of all students. Last, Family engagement is continuing to grow with the partnership of the Bellaire PTA.

### **Donna Park Elementary School**

For the 2018-2019 school year, Donna Park received a “Met Standard” rating from the state. Primary grade focus is on improving Reading 3D scores in both areas—DIBELS and Text Reading Comprehension (TRC). While we achieved improvement in TRC as a campus, kindergarten and second grade scores were below district average. DIBELS is an area of focus for all primary grade levels. Increasing MEETS and MASTERS scores for STAAR in both reading and math and improved percentage of the students who show growth is our goal in the upper elementary grades. Teachers in grades 3<sup>rd</sup>-6<sup>th</sup> math will be participating in the Leading Through Exemplary Practices cohort. As a campus, we will learn how to utilize Aggressive Monitoring during independent practice and how to determine gaps in learning through weekly data analysis meetings. 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, both academic and socio-emotional. An updated school-wide discipline manual is our guide in supporting student needs and address systems for success.

### **Harrison Lane Elementary School**

Harrison Lane Elementary consists of about 700 students, all of which strive to Be Exceptional Always. The goals and strategies included on the 2019-2020 Harrison Lane Campus Improvement Plan were determined through the analysis of multiple data. Harrison Lane 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 in addition to Aggressive Monitoring during independent practice time. Teachers will participate in math unit studies and plan their first teach with fidelity. Student progress will be monitored in both reading and math through a cohort tracking system and growth tracker sheets. In addition, teachers will utilize their Turning Information into Action Form (TIA) to monitor their data each six weeks. These forms 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 implement the new curriculum with fidelity. The Campus Improvement Plan strategies will support the overall goals to increase student success. We will continue to live out our Harrison Lane Vision: Build Character! Value Learning! Be Exceptional Always!

### **Hurst Hills Elementary School**

Hurst Hills Elementary School has a diverse population of about 532 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. Based on the State Accountability System, Hurst Hills met standards for the 2018-2019 school year and received an overall B rating from TEA. Hurst Hills received three Distinction Designations in the areas of academic achievement in ELA/Reading, Science, and postsecondary readiness. Hurst Hills also received a Texas Honor Roll School designation for the second year in a row. This year, Hurst Hills plans to continue our focus on formative assessments, continuous improvement, CHAMPS, Conscious Discipline 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. We are also using professional learning communities to focus on individual student growth, vertical alignment, and targeted TEKS to increase student achievement. Our priorities during the 19-20 school year will center on Early Reading Instruction in K-2, showing growth with student groups (Asian, Hispanic, Special Education, and ELL students) and showing growth for all students in grades 4-6 with meets or exceeds progress.

### **Lakewood Elementary School**

Lakewood Elementary is a diverse neighborhood school serving 650 students. This past year Lakewood was able to move from a strong C to a weak B. This year we will focus on strong systems of data analysis, aggressive progress monitoring and effective RTI practices. We are using this driving force to analyze student-to-student growth and give in the moment feedback 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 2019-2020 Campus Improvement Plan.

Early Literacy: Kinder TRC, 1<sup>st</sup> DIBELS and TRC, 2<sup>nd</sup> DIBELS

3<sup>rd</sup> Grade Reading (Meets and Masters)

4<sup>th</sup> Grade ELA and Math (Meets and Masters)

6<sup>th</sup> Grade Reading (Meets and Masters)

Meets level for Special Education Students

Meets level for Two or More Races

As a school, we are working on tightening our RTI and inclusion support. We are working to put strong research based interventions in place as a tier 2 strategy. In the lower grades, Lakewood will implement new curriculum, focus on strong Guided Reading practices and put research-based interventions in place to close gaps. In the upper grades, Lakewood will focus on creating strong exemplars to ensure student fidelity in the rigor of the work. 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 positive, we expect to maintain or even improve slightly increase stakeholder feelings of safety at Lakewood. Discipline continues to be an area of focus. We will include Restorative practices as well as strengthen 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 2019-2020 Meadow Creek Campus Improvement Plan focuses on student growth and academic achievement. 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 and growth for all of our students. Our focus is the expectation of achieving the highest levels of academic success for all Meadow Creek students, and for all students to demonstrate growth during the 2019-2020 school year.

Student Achievement is our focus with setting the expectations high with the goal of 50% of our students achieving the Masters level on STAAR. We have a goal that at least 75% of our students will show growth. By focusing on high levels of achievement and increased student growth, our goal is to again 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 Meet and Master achievement levels to maximize their academic success, specifically African American and Economic Disadvantaged student groups. We are maintaining 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 for all students to experience success.

### **Midway Park Elementary School**

Midway Park Elementary is focused on improving reading at all levels, PK-6 this year. Our instructional focus is an increased understanding and implementation of the new ELA TEKS and instructional materials to meet the needs of all learners in the areas of reading and writing. Additionally, our math teachers in grades 2-6 have begun implementing the strategy of aggressive monitoring to develop a routinized procedure to check for student

understanding during independent practice. Midway Park is a part of the five-school cohort involved in the learning and implementation of Bi-Weekly Data Meetings. Campus administration and our instructional team meets with 3<sup>rd</sup>-6<sup>th</sup> grade math teachers every other week to unpack grade level TEKS and analyze student work on district-created Common Formative Assessments (CFA's). This allows administration and teachers to collaboratively develop re-teach plans and track/monitor student growth throughout the six weeks. Throughout the year, we will continue to monitor our English Language Learner's progress, as well as our Special Education Population (especially in Reading), and we will keep a close watch on our Hispanic performance in Math. We will continue to track and monitor student growth in all grade levels, 3<sup>rd</sup>-6<sup>th</sup>. With a renewed understanding of Continuous Improvement, Midway Park teachers will utilize Plan-Do-Study-Act to establish and review cycles of learning in their classrooms. 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. As a new "Computer Science School of Choice," Midway Park is poised for the adventures of the 2019-2020 school year, and on behalf of the 70+ staff members and over 780 students, our Parrot Pride is high and we are ready to achieve our goals.

### **North Euless Elementary School**

North Euless Elementary maintained the accountability rating of "Met Standard" and earned a Distinction Designation in Math. 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 700 students with a student population representative of 24 countries and 29 different languages. There is an academic focus at North Euless 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. Student growth is a targeted focus as we continue to analyze data and use that data to inform instruction. In addition to after school tutorials, we also offer clubs to include NEE Choir, Athletics Club, Trackers Club, Rubik's Cube Club 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 2019-2020 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 the expectation of students achieving the highest levels of academic success and showing growth from year to year. For the 2018-2019 school year, Oakwood Terrace received four Distinction Designations out of six possible according to the state accountability system. Oakwood Terrace will focus on aggressively 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 2018-2019 school year, River Trails Elementary earned an "A" rating and five out of the six possible distinction designations from the Texas Education Agency. We were also recognized as 2019 Texas Honor Roll School, and received local recognition for the highest student attendance for all HEB ISD elementary schools. In order to maintain this high performance, 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 to Continuous Improvement and focus on increased student growth through the HEB Teaching and Learning System, instructional best practices, high quality instruction, progress monitoring, aggressive 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 continue to focus on increasing the number of students achieving Advanced on both DIBELS and TRC on Reading 3D assessments 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. We will also focus on increasing performance in 5<sup>th</sup> grade science by focusing on Force, Motion, and Energy instruction using Word Walls. We will continue to utilize our school-wide discipline plan, CHAMPS, and Conscious Discipline to provide a safe and orderly environment. We will also offer families opportunities to be involved in their student's education by participating in the All Pro Dad's Club and the Home Visit Project, and 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 2018-2019 school year in addition to the Post-Secondary Readiness Distinction. The goals and strategies included in the 2019-2020 Campus Improvement Plan were determined through analysis of 2019 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 the implementation of Aggressive Monitoring in Grade 2-6 math classes. We will continue to effectively utilize Continuous Improvement strategies, implementation of educational best practices and develop a deeper understanding of effective student engagement. Student academic growth is a specific, targeted focus as determined by 2019 data and the State Accountability Report Card. 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 of their role in the learning day. This helps to create a positive campus climate and culture. Shady Brook has adopted the District's theme "Made for This!" and has added, "#shetlandkindness" to connect with our collaborative efforts with our Shady Brook PTA to promote a positive student culture.

### **Shady Oaks Elementary School**

Shady Oaks Elementary received a Met Standard rating from TEA for the 2018-2019 school year and received three academic distinctions: Mathematics, Science and Post-Secondary Readiness. This school year we will continue our focus on student achievement along with student character development. Our focus will be on increasing academic growth for all students in the areas of Reading and Mathematics through the implementation of the Aggressive Monitoring system. We will also strive to increase our English Language Learners proficiency in English as measured by the annual TELPAS assessment. We will do this by increased teacher collaboration about effective ESL strategies and monitoring of our ESL system. Through the use of CHAMPS and our Great Oaks program, we will highlight the importance of self-discipline and character development. 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 literacy and STEM. We will also implement All Pro Dad, a program designed to provide an opportunity to bring fathers into schools. 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 Eules Elementary School**

South Eules Elementary school received a Met Standards from TEA for the 2018-19 school year, and received six distinctions: Academic Achievement in Reading, Math, Science, Post-Secondary Readiness, Top 25 in Comparative Growth, and Top 25 Percent Closing Performance Gaps. 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 two years ago and are using this structure to catapult a sense of family and trust on our campus. South Eules utilizes CHAMPS and Conscious Discipline as a positive behavior support system and will continue a whole child developmental approach and focus on positive character traits in order to raise good citizens of the world.

### **Spring Garden Elementary School**

Spring Garden has three major focuses for the 2019-2020 school year. We are focusing on growth for all students as supported by Aggressive Monitoring, making data driven decisions using Continuous Improvement strategies, and creating the house system supporting character traits to bring all students and staff together as one family for the 2019-2020 school year. The mission of Spring Garden Elementary is to provide a safe and nurturing environment to challenge, inspire and support student growth in order to positively impact our community. 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. Reviewing 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. Our student, staff, and community survey results indicate that our campus and community is proud of our 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**

Our campus received a Met Standard rating from TEA along with two distinctions in Science and Post-Secondary Readiness. Our Campus Improvement Plan for the 2019-2020 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 campus instructional leadership team is participating in the cohort for Leadership Through Exemplary Practices, and we will turn the downward trend in math to upward gains as we implement bi-weekly data meetings and aggressive monitoring with math teachers in grades 2 – 6. Our CIP will address early literacy intervention, 3<sup>rd</sup> and 6<sup>th</sup> Reading performance, 4<sup>th</sup> grade all subjects, and student growth. We will continue to focus on student attendance and increase incentives for students and families. Our instructional leadership team and teachers will meet bi-weekly 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 2019-20.

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 mentoring programs. We are also implementing several new programs this year that include Code B.L.U.E and student council to continue to build positive relationships with all stakeholders.

### **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 2019-2020 Viridian Campus Improvement Plan were determined through the analysis of 2019 STAAR, TEA Accountability Report Card 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 2019-2020 school year is "Leaving a Legacy". The goals and action steps included in the CIP for the 2019-2020 school year were determined based on an analysis of 2018-2019 data from STAAR 3-6 content areas, Reading 3-D for K-2, parent/staff/student surveys and individual goals of grade level teams.

This analysis showed gains in DIBELS for Kindergarten and TRC for second grade. Overall STAAR Scores for All Subjects is 82% Approaches grade level, 51% Meets grade level and 28% Masters grade level, which is an increase from 2017-2018. The 2019 Accountability Report Card shows growth in Domain I-Student Achievement, Domain II-School Progress, and Domain III-Closing the Gaps with an overall score of 86/B. WHE earned five distinctions in the areas of closing the Gaps, Postsecondary Readiness, Academic Growth, Science, and Mathematics.

Through Professional Learning Communities and grade level teams, the goals for K-2 include a specific focus on the weaknesses in accuracy and comprehension. K-2<sup>nd</sup> grade teachers were trained in the new curriculum/resources and will implement the structure for balance literacy with fidelity. In analyzing the data, the Reading 3<sup>rd</sup>-6<sup>th</sup> teams, identified a weakness in summarizing. The new curriculum and resources will be a focus for reading teachers in 3<sup>rd</sup>-6<sup>th</sup>. The Math 3-6 Professional Learning Community (PLC), identified a weakness in problem solving and will work to differentiate instruction and utilize the workshop model to increase student success. 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.

### **Wilshire Elementary School**

The goals and strategies included on the 2019-2020 Wilshire Campus Improvement Plan were determined through the analysis of the 2019 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 2018-2019 school year. In order to support student learning, we have two content specialists that will help implement the district's Response to Intervention criteria, support and collaborate with teachers to identify data and instructional interventions for our special populations, and the implementation of guided math and the new reading curriculum. 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, 4th grade writing, reading & math, 3rd grade reading and math, 5<sup>th</sup> grade reading, as well as K-2 Reading. Excellence in student achievement will be reached by focusing on the district best practices; workshop models, intentional guided reading planning, aggressive monitoring, and daily formative and informative assessments to help close academic learning gaps through fidelity. Wilshire is also focusing on CHAMPS/Conscious Discipline and emotional poverty to help equip our students with the tools they need to be successful in and out of the classroom. The restorative room is also a key component to support our campus discipline plan, which focuses on the whole child.

## **SECONDARY CAMPUS IMPROVEMENT PLAN SUMMARIES**

### **Bedford Junior High School**

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 2019-2020 school year Bedford junior High has 53 teachers to serve a student population of 855.

Areas of emphasis this year include academic growth for every student. More specifically, we will strategically focus on 7<sup>th</sup> Grade English. We will address the issue with a campus SLO focus again on Literary Analysis, relying on more collaboration and cross-curricular influence on creating better readers and thinkers. In addition, 8th Grade Science Masters level scores will be a focus as teachers utilize ways for their students to think scientifically. Teachers will use several strategies including the CER method, claim, evidence, respond. We will focus on getting more PreAP students to the Masters level. 7<sup>th</sup> math continues to be a focus as students come to us with larger gaps in their learning, we have more blocked classes and more STAAR math classes to close gaps and get students to perform at grade level and exceed growth.

With a campus SLO focused on literary analysis teachers received a targeted monitor group with specific progress checks to assess student achievement. In addition to a focused campus SLO, Bedford JH has implemented several common instructional practices that will continue to be monitored and assessed across all content areas. These are: a

refresher on HEB Lesson Cycle (Daily Learning Objectives with academic vocabulary embedded, Unit objectives posted and communicated with classroom PDSA, Formative assessments that drive instruction, Learning processes influenced by Marzano's high yield instructional strategies, Effective closure for each lesson), Teacher positioning (power zone), Frequent small groups discussions and purposeful talk, Effective Feedback and Conversation starters, and Structured student talks or quick writes.

### **Central Junior High School**

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 8th grade students Pre-AP Biology and 9th grade students AP Physics.

For the 2019 - 2020 school year, CJH has approximately 1,205 students in 7th, 8th and 9th grades, an increase of 34 students compared to the prior school year. Our current enrollment includes 432 7th graders, 405 8th graders, and 368 9th graders. Our campus race/ethnicity profile includes 29% Hispanic, 8% Asian, 25% Black/African American, 2% Pacific Islander, and 30% White/Caucasian. Our special population includes 41.5% percent at risk, 61% economically disadvantaged, 9.4% limited English proficient, 9.4% ESL, 14% gifted and talented, and 9% of students are supported by Special Education. Our campus achieved six of the seven possible distinctions from the Texas Education Agency based on 2018-2019 performance and 91% on the A – F rating system.

Growth of English Language Learners performance on TELPAS and STAAR progress for all students in 7th grade math and 8th grade reading are campus priorities this school year. Performance of identified sub-groups at the Meets level on STAAR English, Reading, and Math are secondary priorities. Instructional focus areas for the current school year include incorporating quick writes for summarization 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 in the second year of the Plan Do Study Act Continuous Improvement process to improve the language instruction for English Learners across all contents. Professional development throughout the school year will focus on differentiating for English Learners.

### **Eules Junior High School**

This year at Eules Junior High we have approximately 1,153 students, with 61.5 teacher units. Areas of accomplishments this past year include: fifth consecutive year winning the secondary staff attendance award having over 97% attendance for the school year and 7 of 7 distinctions with an "A" rating from Texas Education Agency. Eules Junior High is in the second year as a School's of Choice for Cyber security program. We have one 8th grade cohort and 2 full classes in the 7th grade program.

This year we will continue to focus on student performance in 7<sup>th</sup> grade ELA, 7<sup>th</sup> grade math, 9<sup>th</sup> grade ELA, and student attendance. To help increase success in math we will utilize intentional monitoring, focused tutoring, word walls and anchor charts focusing on vocabulary, and more emphasis on computation skills. To help increase student success in ELA we will focus on test taking strategies, breaking down the writing process into smaller steps, incorporate quick writes in history and science, and utilize a pull-out intervention program for students who show a need on the first DBA. SLO will also be utilized in both areas for intentional monitoring and adjustments for our most struggling students. Special attention and focus will also be given to Special education and LEP student performance in all areas.

The RAWEE system will be used to help track attendance issues early so interventions can be put in place. We will also utilize our CIS social worker when outside resources are needed to help with attendance.

### **Harwood Junior High School**

Harwood Junior High is one of five junior highs in the Hurst-Eules-Bedford Independent School District. The enrollment for the 2019-2020 school year is approximately 1036 students. 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 39.3% economically disadvantaged, 10.3% gifted and talented, and 11.2% receive special education services. Our campus race/ethnicity profile includes 26% Hispanic, 19% Black, 10% Asian, and 38% White.

Areas of emphasis this year include a strategic focus on 7<sup>th</sup> Grade English. We will implement Aggressive Monitoring to increase the number of students passing this exam as well as meeting the growth measure indicator. We anticipate this focus to also bring more Pre-AP students to the Masters level. 8<sup>th</sup> grade history continues to be a focus for us at Harwood Junior High. This team has committed to using personal data trackers for all students, frequent small groups discussions, structured student talks, and immediate feedback on all assignments to get students to perform at grade level and exceed growth. We continue to focus on our English Language Learners. We would like to see them show more growth on the TELPAS exam. To see this growth we have strategically scheduled our ESL teacher to work with small groups and do push-in inclusion in English classes. In addition, we will provide additional training and resources for our teachers to help our English Language Learners.

To continue to excel at Harwood Junior High, we feel it is important to utilizing Continuous Improvement strategies in our classrooms and campus systems. As well, as continue our proud tradition of excellence to ensure each student is empowered today to excel tomorrow.

### **Hurst Junior High School**

Hurst Junior High (HuJH) is the third largest Junior High amongst all five Junior Highs in the Hurst-Eules-Bedford school district. HuJH currently has an enrollment of 1,135 students. We have experienced growth amongst our Pre-AP population as our incoming 7th grade class sizes continue to grow. HuJH is very proud of the diversity among the student body with 39% Hispanic, 6% Asian, 17% Black, 2% Pacific Islander and 32% White. Of these students, 65.2% are economically disadvantaged, 17.9% are LEP and 9.1% 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 White population decline and our African American and Hispanic population increase. While a small increase each year, changes are noted. Despite the challenges that may come with low socioeconomic needs, HuJH 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 2019-2020 school year. Additionally, data is posted for students at all grade levels that demonstrated zero growth during 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 2019-2020 school year, HuJH staff is committed to raising the rigor of questioning in their classroom and starting targeted intervention by September. In addition, at HuJH, 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.

HuJH is proud to be an HEBISD School of Choice for Cyber Security program. We currently have one 8th grade cohorts and two classes in the 7th grade program. Additionally, HuJH offers exceptional athletic programs, award winning fine arts programs and numerous clubs and organizations. It is a priority to encourage all of our students to be involved in an activity outside of the academic school day.

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 HuJH Writing Expectations.

Throughout the year, HuJH administration and the Campus Improvement Committee will monitor these goals and focus areas for continual improvement.

Lastly, HuJH will focus on consistent discipline and outstanding student attendance. The administrative team will use a systems approach to our discipline process in an effort to change student behavior. Administrators will utilize the RaaWee program to guide our truancy prevention process and help us achieve our goal of exceeding the 97% standard.

### **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. In 2018-19, great revisions were made in content and context as compared to 2017-18. This year's plan is quite similar to 2018-19, and that is because we still have much work to do in those areas addressed by previous plans.

Our main area of priority is, and for the foreseeable future will remain, English II EOC. We maintained the same level of success, even as our ELL and Economically Disadvantaged numbers continue to grow. While that is progress, it is not enough. The English department is dedicated to trying new and innovative strategies to increase the efficacy of the "first teach" opportunity. While re-teaching of those who have already failed the test is important, the emphasis is that we increase the percentage of those passing the test the first time. A new curriculum coordinator and a new curricular focus are two of the components of a plan that we believe will prove successful.

Additionally, in regards to accountability, we are continuing with our efforts to utilize Bell as a TSI testing site. This allows our students a convenient avenue by which they can be designated as CCMR (College, Career, or Military Ready). We will continue to provide SAT prep across the curriculum as well.

Student and staff safety are a priority, and we plan to implement electronic door locks in the 2019-20 school year. In the meantime, we continue to check exterior doors three times per day for security.

A systems approach is utilized across the campus in all endeavors, and this year we are re-dedication to Continuous Improvement. Clarification of terminology, tools and processes are a focus. The intent is that all parts of this plan will mesh to make L.D. Bell a very successful high school, as it always has been.

We continue to focus on student attendance, as we realize that we cannot teach the students if they are not in school. We are striving to better address the obstacles that exist in students' lives that might preclude their coming to school. Support takes on many identities, because each student's case is unique. Home visits, one-on-one counseling, parental support, and consistent conferences are some of the ways that we hope to assist students in getting to school.

### **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.

We will continue our focus on student performance on the English II End of Course Exam. We will implement strategies to increase the number of students passing this exam as well as meeting the growth measure indicator. Special attention and focus will be given to our Special Education and LEP students' performance.

We will continue to improve our IB Program by implementing strategies to increase the number of students in the program, increase the number of students scoring a 4 or better on their exams, and increase the percentage of students obtaining the IB Diploma.

Trinity has a goal to earn all seven distinctions each year and to receive an A rating. In order to meet this rating, we will provide additional training and resources for our teachers to help our English Language Learners show more growth on the TELPAS exam.

As an underlying means to better meet all of our goals, we have reaffirmed our commitment to utilizing Continuous Improvement strategies in our classrooms and campus operations. By providing in-depth training at the start of the year we have insured that everyone has the same base level of knowledge and understanding of CI and the expectations of its utilization.

### **KEYS High School**

The mission of Keys High school is to provide our students with opportunities for accelerated learning, strength of character, effective 21st 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 2019-20 school year. Strategy processes will include the use of RaaWee Truancy program and incentives for perfect / improved attendance. Keys High School will host a career fair on Friday October 25, 2019 for all KEYS students with at least 20 members from the community, education entities and military services. KEYS will continue our partnerships with AAUW and Communities in Schools, which provide necessary supplies, clothes, counseling, and student activities. KEYS will also seek to partner more closely with the area military recruiters and other charitable organizations. Emphasis on student achievement through mentoring will be included in KEYS' improvement plan. Guest speakers and mentors will meet with male and female students selected by the CIS and classroom teachers that target social skills, right decisions and self-esteem. We will focus on English 1, English 2 and US History testers/re-testers through intensive tutoring at least 3 weeks prior to the tests.

Finally in addition to military recruiting, our students are daily reminded through conversation, announcements and teacher modeling how to be prepared for the business world in the areas of dress, attendance and electronics policies.

### **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 increase military exposure opportunities for students. 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 provide onboarding to new staff with the first month and throughout the year. The BCTEA will provide students with club opportunities with an additional three new clubs this year, which includes, the first HEB ISD Varsity eSports team, ethical hacking team competing in CTF, and the Millionaires club that will teach students financial literacy. The BCTEA will have 97% or higher annual average employee attendance.

### **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.

At DAEP our target this year is the full implementation of our point card system and the utilization of an improved Behavior Management System. Utilizing the Boys Town Behavior Model as our guide, both the SOS Program and the Crossroads Program have implemented the use of a behavior tracking point card system. Our point card system creates a strong sense of accountability for each student to be responsible for his or her own behavior every day of attendance at DAEP. Students will be directly responsible for earning his or her return to the home campus based on the accumulation of daily behavior points.

This focus for the 2019-2020 school year establishes the foundation of our DAEP Behavior Management System as we look toward further implementation of the Boys Town Behavior Model.