

HEB Campus Improvement Plan Summaries 2020-2021

ELEMENTARY CAMPUS IMPROVEMENT PLAN SUMMARIES

Arbor Creek Elementary

Arbor Creek Elementary is a brand new elementary school located in Euless, TX. The majority of the students and staff have come to ACE from other campuses in HEB ISD. Because of this, our teams evaluated the data that was shared, and we developed the Campus Needs Assessment and Campus Improvement Plan. Throughout the 2020 – 2021 school year, we will focus on student achievement and academic growth for all of our students across the campus. Our 5th and 6th grade students will have the opportunity to experience Fine Arts Enrichment courses, which will allow them to practice more in-depth, higher-level thinking. With the addition of Theater to our Fine Arts rotations for all grades, students will learn valuable communication skills. These higher-level thinking and communication skills directly connect to our goals of high student achievement and student growth.

Covid-19 has provided many challenges. That is why now, more than ever, it is extremely important to work with students to meet their social emotional needs. Through the use of Conscious Discipline and CHAMPS across campus, we will maintain a focus on helping the students learn and grow in these areas. Class meetings are also utilized in each classroom to help build a sense of community and build relationships. While this school year has brought many challenges, the Arbor Creek Cardinals will continue to provide a safe, nurturing learning environment while maintaining high academic expectations.

Bedford Heights Elementary School

The Bedford Heights' Campus Improvement Plan was created through the analysis of CBA's, DBA's, Reading 3D and 2019 STAAR testing. In addition, objective survey data from students, families, and faculty members was utilized. 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 from year to year, and show a percentage growth in Meets Grade Level Expectations in the Special Education student group in reading and 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 Distinction Designations in 2020-2021. Bedford Heights is also working to move to a state accountability rating of A. Bedford Heights commits to high levels of academic success and building strong relationships with all stakeholders.

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 3-6 are monitoring "watch list" students on their SLO Student Data Tracker. 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 Specialists 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. Math and Reading classrooms in G2-6 are implementing Bi-Weekly Data Meetings to address specific TEKS and the identified learning error in addition to the 2019-2020 focus of Aggressive Monitoring. 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 analyze student work and instructional practices to increase percentages of students in Grades K-2 that meet Blue Level of TRC, and Grades 3-6 that reaches for 66% Meets and 34% Masters on STAAR.

Bellaire Elementary School

During the 2020 – 2021 school year, Bellaire will continue to focus on reading based on our Reading 3D data and BOY district assessments. In grades K-2, teachers will utilize the Guided Reading model with fidelity daily focusing on DIBELS and Text Reading Comprehension. Each grade level teacher for English Language Arts will meet with the Reading Instructional Specialist weekly to focus on curriculum and intervention planning with a focus on the First Teach and ELL instructional strategies. In grades 3-6, we will continue to extend the Guided Reading Structure to help close gaps and insure students demonstrate success on district and state assessments, clearly focusing 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. Conscious Discipline implementation school-wide continues to help with the social emotional wellness of all students. COVID-19 has affected the way we engage families, however with the partnership of the Bellaire PTA we are implementing new opportunities for families to engage with their school community.

Donna Park Elementary School

For the 2020-2021 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—especially for first and second grade due to COVID 19 affecting instruction the last 12 weeks of the 19-20 school year. Scores for students entering 1st grade and 2nd 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. 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

Harrison Lane Elementary consists of 620 students, all of which strive to Be Exceptional Always. The goals and strategies included on the 2020-2021 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. K-2 reading will be an area of focus. We will continue to increase engagement during targeted centers, utilizing the strategies and implement the 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 523 students. Hurst Hills offers PK-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 2018-2019 school year and received an overall B rating from TEA. Hurst Hills received 3 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 prekindergarten 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 with emphasis on a minimum of year's growth per student. Our priorities during the 20-21 school year will center on Early Reading Instruction in K-2, showing growth with student groups (Asian, Hispanic, Sp. Ed, and ELL students) and showing growth for all students in grade 4-6 with meets or exceeds progress.

Lakewood Elementary School

Lakewood Elementary is a diverse neighborhood school serving 650 students. In the 2019-2020 school year, Lakewood was able to move from a strong C to a weak B. Last year, our data supported that we would move to a stronger B, but we lack the state testing information. With this in mind, 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 2019-2020 campus needs assessment, Lakewood staff and the Campus Level Improvement Committee developed areas for improvement for our 2020-2021 Campus Improvement Plan.

Early Literacy: Kinder TRC, 1st DIBELS and TRC, 2nd DIBELS

3rd Grade Reading (Meets and Masters)

4th Grade ELA and Math (Meets and Masters)

6th 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, LWE will implement new curriculum, focus on strong Guided Reading practices and put research-based interventions in place to close gaps. In the upper grades, LWE 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 increase stakeholder feelings of safety at Lakewood. Discipline continues to be an area of focus at Lakewood. 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 core values for Meadow Creek Elementary are compassion, connection, integrity, positive attitude, and growth. The 2020-2021 Meadow Creek Campus Improvement Plan reflects these values. Information from the campus needs assessment identified strengths and opportunities for improvement. By utilizing collaboration and systematic improvement process, the Meadow Creek Campus Improvement Plan will focus on achieving the highest levels of academic success for all Meadow Creek students, in addition to growth.

Meadow Creek Elementary set expectations high with the goal of 50% of our students achieving the Masters level on STAAR. We also established 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 are aligned with district priorities and include early literacy, writing, establishing a system to promote positive student behavior, as well as a safe, healthy, and nurturing campus. Meadow Creek Elementary is a MIGHTY community that expects excellence from our students. There are STRENGTH IN OUR NUMBERS and our commitment to provide every opportunity for all students to experience success.

Midway Park Elementary School

For the 2020-2021 school year, Midway Park has set the following goals. We remain focused on improving reading at all levels, PK-6. Besides refining our first time teach in ELA, our teachers in grades 3-5 will continue the process of

effective implementation of guided reading and progress monitoring to ensure all students receive systematic reading instruction. In Math, we will continue the process of implementing our Bi-Weekly Data Meetings for the purpose of analyzing student progress on TEKS to identify gaps in student learning. Early literacy remains a focus as well. We want to bridge the literacy gap between our 1st and 2nd grade students by providing solid guided reading instruction. Through progress monitoring, guided reading groups will remain fluid based on student needs. Last year we monitored the progress of our English Language Learners, as well as our Special Education Population (especially in Reading), and we were keeping a close watch on our Hispanic performance in Math. We will continue that practice this year. We will also continue to track and monitor student growth at all grade levels 3rd-6th. Building on last year's renewed understanding of Continuous Improvement, Midway Park teachers will continue utilizing 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. Now in its second year, our Computer Science School of Choice services students in grades 4th-6th. Our Midway Park staff is ready to take on the challenges of the 2020-2021 school year and "be the change" for the 650+ students we teach each day.

North Eules Elementary School

Our mission at North Eules Elementary is to prepare our students to study, live, and work in a diverse world by promoting high academic standards, providing a safe and nurturing environment, ensuring parent and community involvement, and creating a lifelong pursuit of learning. North Eules Elementary maintained the accountability rating of "Met Standard" and earned a Distinction Designation in Math during the 2018-2019 school year. 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 approximately 500 students with a student population representative of 18 countries and 15 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. Student growth is a targeted focus as we continue to analyze data and use that data to inform instruction. We work daily to differentiate instruction and provide targeted intervention based on progress monitoring data. Our school effectively implements Conscious Discipline and CHAMPS strategies 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 2020-2021 Oakwood Terrace Campus Improvement Plan were determined through the analysis of multiple data. Data reviewed included CBAs, DBAs, Reading 3D and 2019 STAAR. 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. Oakwood Terrace received four Distinction Designations out of six possible according to the state accountability system from the previous school year. Oakwood Terrace will focus on aggressively monitoring during the first teach to ensure students are working towards mastery of the learning objective in both the traditional and online school setting for the 2020-2021 academic school year. 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 a 2019 Texas Honor Roll School, and we 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's working and what's 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 – 6th 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 5th 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 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 in the most recent accountability report, in addition to the Post-Secondary Readiness Distinction. This school year we will continue our focus on student achievement along with student character development. The goals and strategies included in the 2020-2021 Campus Improvement Plan were determined through analysis of 2019-2020 DBA and Reading 3D data, available survey data, and 2019-2020 discipline data. Targeted areas of improvement will be campus-wide reading, progress monitoring, and strategic intervention. We will continue to effectively utilize Continuous Improvement strategies, implement high-yield instructional strategies, and develop a deeper understanding of effective student engagement. We will focus our efforts on lesson planning for the “first teach”, increasing our efficacy as educators. Student academic growth is a specific, targeted focus as determined by the 2019 State Accountability Report Card. Finally, the effective implementation of Conscious Discipline, CHAMPS, and our school-wide discipline and positive reinforcement plan will guide students to develop self-discipline as we support their social and emotional needs. Finally, we will continue to connect and collaborate with our Shady Brook PTA to create a welcoming atmosphere for all of our families.

Shady Oaks Elementary School

The areas of focus and measurable targets included in the 2020-2021 Shady Oaks Campus Improvement Plan were determined through the analysis of multiple sources of data. Data reviewed included CBAs, DBAs, Reading 3D and 2019 STAAR. 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 virtual school-wide family engagement nights focusing on literacy and STEM. 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 earned all 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 this year are to increase the percentage of students who meet grade level to reach district's Performance Objective levels in all STAAR and Reading 3D tested areas. We are continuing to use our House System as a structure to catapult a sense of family and trust on our campus. South Eules Elementary utilizes CHAMPS and Conscious Discipline as positive behavior support systems. We will continue a whole-child developmental approach in order to raise our students to be kind and productive citizens of

the world. COVID-19 has created a challenge for our community, but we remain steadfast in our commitment to provide the families of South Euless Elementary with an exemplary educational experience.

Spring Garden Elementary School

Spring Garden has three major focuses for the 2020-2021 school year. First, we are focusing on safety for all. To do this we are learning new technology such as Canvas, refining our use of See Saw and Google Classroom and incorporating appropriate usage in the classrooms all while making sure to follow all CDC and district safety requirements. Secondly, we are focusing on growth for all students as supported by data driven decisions, strong curriculum choices, and individualized RTI supports. Lastly, we are continuing to foster our house system which supports character development and strong school spirit.

Our academic goals and strategies were determined through analysis of the data points provided on the 2019 STAAR, Reading 3D, and district assessments. We are continuing to strategically align strategies and supports that will provide a strong base to our 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 continue to indicate that our campus and community is proud of our strong, unified, child-centered environment. Spring Garden will be working hard to be a top tier school that supports all students.

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.

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 2020-2021 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 participated 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, 3rd and 6th Reading performance, 4th 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 determined individual benchmarks in order for students to achieve a minimum of one-year (Expected) growth in 2019-20, and will adjust pending the accountability plan from TEA for 2020-2021.

At Stonegate Elementary, we know that all students need to feel safe and welcomed. We have Stonegate Huddle (virtually) on Fridays 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 clubs (modified list due to COVID) like our mentoring programs, G.L.O.W and Code B.L.U.E. We are finding safe ways to continue to build positive relationships with all stakeholders.

Trinity Lakes Elementary School

The Trinity Lakes Elementary motto for the 2020-2021 school year is "Lion Proud". The Trinity Lakes Elementary Campus Improvement Plan was developed using the Continuous Improvement Model for success. The goals and action steps included in the CIP for the 2020-2021 school year were determined based on an analysis of 2018-2019 and 2019-2020 data from STAAR 3-6 content areas, Reading 3-D for K-2, parent/staff/student surveys and individual goals of grade level teams.

The analysis showed gains in DIBELS for Kindergarten and TRC for second grade. Overall STAAR Scores for All Subjects was 82% approaches grade level, 51% meets grade level and 28% masters grade level. 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. TLE/WHE earned five distinctions in the areas of closing the Gaps,

Postsecondary Readiness, Academic Growth, Science, and Mathematics. The 2019-2020 Reading and Math DBA and Reading 3-D scores show growth for students prior to moving to on-line education in March of 2019.

Through Professional Learning Communities and grade level collaboration teams, the goals for K-2 include a focus on the weaknesses in accuracy and comprehension, reading 3rd-6th identified a weakness in summarizing and math 3rd-6th determined a weakness in problem solving. Targeted intervention, new teacher coaching and small group instruction on-line and traditionally are being implemented to close the gaps. K-6th grade level teachers are using curriculum/resource changes for a combination of traditional and on line learning.

The TLE campus is continuing its system of discipline through CHAMPS, Conscious Discipline and the campus discipline plan. Parent training opportunities to support student learning will include sessions for helping students with academics at home. The overall culture and climate at Trinity Lakes Elementary is positive and creates learning success for students.

Viridian Elementary School

Viridian Elementary is a PK-6 campus with 615 students currently enrolled and earned a “B” and good standing on our most recent TEA School Report Card in 2018-2019. We build relationships and promote a positive campus culture by offering a variety of unique programs including Suzuki Strings, Spanish Immersion, World Languages (Arabic and Mandarin) and Core Knowledge Pre-K. In order to support student learning and maintain a safe environment, we incorporate CHAMPS and Conscious Discipline Classroom Management, social emotional learning strategies, and a focus on growth mindset school-wide. We also celebrate traditional and on-line student success during virtual awards programs each marking period and collaborate in professional learning communities to carefully monitor student progress and provide academic and behavior supports to meet the needs of our students.

The goals and strategies included on the 2020-2021 Viridian Campus Improvement Plan were determined through the analysis of the TEA Report Card, K-2 Reading 3D results, classroom assessments, as well as District Performance Objectives. The strategies will support the overall goal of students achieving the highest levels of academic success by providing rigorous and differentiated 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. We will use the systems approach to Continuous Improvement and focus on increased student growth through the HEB ISD Teaching and Learning System.

Wilshire Elementary School

The goals and strategies included in the 2020-2021 Wilshire Campus Improvement Plan were determined through the analysis of the 2020 DBA/CBA and MOY Reading 3D results, along with parent and staff feedback. The CIP will continue to address goals not met in K-2 Reading 3D and 3-6 STAAR during the 2019-2020 school year, due to the COVID shutdown. In order to support student learning, we have two instructional specialists that will help implement the district’s Response to Intervention criteria support and collaborate with teachers to identify data and instructional intervention practices needed for our special populations, along with addressing the needs of our students through virtual learning. The Wilshire Elementary Campus Needs Assessment includes strategies that will support the overall goal of students achieving the highest levels of academic success, increasing employee collaboration in vertical meetings to align strategies, RTI, 4th grade writing, 4th grade Reading & math, 3rd grade Reading and math, 5th grade Reading, as well as K-2 Reading. Excellence in student achievement will be reached by focusing on the district’s best practices, workshop models, intentional guided reading planning, aggressive monitoring, and daily formative and informative assessments to help close academic learning gaps. Wilshire is also focusing on the whole child through CHAMPS/Conscious Discipline and the social emotional strategies to help equip our students with the tools they need to be successful in and out of the classroom. We will continue the use of the restorative room, which is also a key component to support our campus discipline plan and teaching the whole child.

SECONDARY CAMPUS IMPROVEMENT PLAN SUMMARIES

The start to the 2020-2021 school year has been unique because of the challenges presented by COVID-19. The school district has provided students with the opportunity to attend school either in the traditional format (face to face) or as virtual learners. The Return to Learn Plan was created and implemented throughout the district in order to create a safe and healthy learning environment for students that chose the Traditional learning model.

Bedford Junior High School

Bedford Junior High is one of the five junior high schools 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 2020-2021 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 7th 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, and respond. We will focus on getting more PreAP students to the Masters level. 7th 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. 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 2020–2021 school year, CJH has approximately 1,178 students in 7th, 8th and 9th grades, which is a decrease of 29 students compared to the prior school year. Our current enrollment includes 405 7th graders, 400 8th graders, and 374 9th graders. Our campus race/ethnicity profile includes 29% Hispanic, 8% Asian, 22% Black/African American, 2% Pacific Islander, 32% White/Caucasian, and 7% two or more races. Our special population includes 39% percent at risk, 55% economically disadvantaged, 9.4% limited English proficient, 13% ESL, 14% gifted and talented, and 9% of students are supported by Special Education.

Focus areas for the current school year center around the safety of students/staff and the building/delivery of rigorous content in all three current models. CJH currently has 552 students engaged in virtual learning and 626 students engaged in traditional/face-to-face learning. Staff professional development focuses on maximizing student engagement and purposeful application of classroom technology, including developing system-wide processes for virtual, hybrid, and traditional instruction around the safety protocols of the COVID-19 pandemic. Our instructional focus areas include incorporating "quick writes" three times per week in all content areas, movement/structured pair

collaboration in a technology driven environment, 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.

Eules Junior High School

This year at Eules Junior High, we have approximately 1,160 students, with 62.5 teacher units. Areas of accomplishments this past year include: five of the Trinity High School's top ten graduates were from Eules Junior High, third consecutive year for the percent of students earning a 3 or higher on the AP Human Geography exam has increased, and for the sixth consecutive year, EJH has had the highest secondary staff attendance with over 97% attendance each year.

Eules Junior High is in its third year as a School of Choice for Cyber security program. Our 8th and 9th grade cohort numbers remain steady while our 7th grade program continues to grow. We are looking to add an E-Sports team this year.

This year we will continue to focus on student performance in 7th grade ELA, 7th grade math, 9th 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. Teachers will also record lessons to help with understanding when **students are** away from the classroom. 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, increase teaching with depth and complexity, and utilize a pull-out intervention program for students who show a need on the first DBA. Special attention and focus will also be given to Special education and LEP student performance in all areas.

The RAAWEE system will be used to help track attendance issues early, so interventions can be put in place. Attendance secretary will call on every unexcused absence, we will double check virtual absences to Canvas, and we will also utilize our CIS social worker and truancy officers 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 2020-2021 school year is approximately 1100 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 38.6% economically disadvantaged, 8.8% gifted and talented, and 11.4% receive special education services. Our campus race/ethnicity profile includes 28% Hispanic, 19% Black, 10% Asian, and 36% White.

Areas of emphasis this year include a strategic focus on 7th 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. 8th 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 group 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 continue 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 is the fourth largest Junior High amongst all five Junior Highs in the Hurst-Eules-Bedford school district. HJH currently has an enrollment of 1,009 students. We have experienced growth amongst our Pre-AP population as our incoming 7th grade class sizes continue to grow. HJH is very proud of the diversity among the student body with 39% Hispanic, 6% Asian, 18% Black, 1% Pacific Islander and 32% White. Of these students, 66.7% are economically disadvantaged, 22.01% are LEP and 10.9% 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, HJH students continue to excel, receiving all 7 distinctions from TEA.

Hurst Jr. High is proud to be an HEBISD School of Choice for Cyber Security program. We currently have one 9th grade cohort, two 8th grade classes and two classes in the 7th grade program. Additionally, Hurst Jr. High 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.

For the 2020 - 2021 school year, Hurst Junior High is focusing on student and staff safety, and implementation of the Canvas Learning Management System with fidelity. Hurst Junior High has developed and implemented COVID-19 safety protocols in accordance with guidelines from the district. Administrators, faculty and staff are involved in executing the arrival, lunch and dismissal processes. Additionally, faculty and staff have a process for classroom safety that includes offering hand sanitizer, sanitizing work areas and appropriate social distancing. Also, administration will enforce COVID-19 safety procedures developed by the athletic department for all athletic events. During the 2020 – 2021 school year, Hurst Jr. High School teachers will utilize the Canvas Learning Management System for instruction, assignments and assessments for traditional, virtual and hybrid classes.. Teachers attended Tech Fest and Canvas training prior to the start of school, they currently attend Technology PLCs on Wednesdays and regularly collaborate with their grade-level teams and departments to share ideas and strategies. Administration and faculty will utilize Continuous Improvement strategies within Canvas, and constantly use the PDSA cycle to evaluate all processes.

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 the previous year. The 2019-20 plan had far fewer changes, and this year's plan is quite similar to 2019-20. The reason for the continuation is that we still have much work to do in those areas addressed by previous plans, and last year was cut short.

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. Complicating this issue is the fact that there was no testing data last year, and there is an instructional gap that will certainly prove challenging to close. English teachers will continue the use of successful strategies from the past, and work with Terri Smith to employ promising new strategies.

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 have installed electronic door locks across the campus. We also continue to check exterior doors three times per day for security.

Student and staff health is a major concern for 2020-21. The pandemic is a huge challenge to student and staff health, and we are following HEB ISD protocol to ensure the safest environment possible.

We continue to focus on student attendance, though currently it is a bit more difficult to have a highly effective plan. With students on-line as well as on campus, new obstacles to attendance efforts present themselves daily. The Truancy Department will be utilized more than ever. Counselors are assisting students with unique issues that inhibit their attending classes. Simply put, engaging students in 2020-21 will be more challenging than ever, so we will utilize all resources, whether they be technological or personnel based, available to assist us.

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.

KEYS High School

The mission of Keys High school is to provide our students with opportunities for accelerated learning, character development, problem-solving practice, job-related skills training, and communication skills enhancement as they achieve a high school diploma. We will focus on English 1, English 2, Algebra and US History testers/re-testers through intensive tutoring at least 4 weeks prior to the tests.

The campus will achieve a weekly student attendance rate of 85% for the 2020-21 school year. Strategy processes will include the use of RaaWee Truancy program and incentives for perfect / improved attendance. Due to COVID, in lieu of our annual career fair, we will have virtual or small socially distanced focus groups with members from the community, education entities and military services. We will expose our students to as many career opportunities and options as we can to help promote a spark of interest for their futures.

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; however, we are in the planning stages of what this will look like in our COVID world. 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; again, this will be done in small socially distanced group settings.

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 licensure 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 within the first month of hire and throughout the year. 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 to continue the implementation of our point card system and the utilization of an improved DAEP 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 2020-2021 school year establishes the foundation of our DAEP Behavior Management System as we look toward further implementation of the Boys Town Behavior Model.