

HEB Campus Improvement Plan Summaries 2021-2022

ELEMENTARY CAMPUS IMPROVEMENT PLAN SUMMARIES

Arbor Creek Elementary

Arbor Creek Elementary opened during the 2020 - 2021 school year and is located in Eules, TX. While we had approximately 400 students on campus last year, we now have over 700 students on campus each day for the 2021 - 2022 school year. Through PLCs, our teams evaluated the data that was collected through various data points last year and developed the Campus Needs Assessment and Campus Improvement Plan. Throughout the 2021 - 2022 school year, we will focus on student achievement and academic growth for all of our students across the campus. Phonemic Awareness, Author's Purpose and Craft, and Multi-step problem solving will be some of our most targeted areas across grade levels based on TEK analysis. Our 5th and 6th grade students will have the opportunity to experience Fine Arts Enrichment courses, which will allow them 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 continues to bring about 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. In addition, we have added the Ron Clark House System this school year to build community and promote positive behavior across the grade levels. 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 2021 STAAR testing. In addition, objective survey data from students, families, and faculty members was used. 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 scores in K-2 early literacy with a focus on phonemic awareness, target 3rd grade reading to ensure gaps are being close from 2nd to 3rd grade transitions, target 5th grade math to ensure students are scoring Meets or higher on STAAR, and target 5th grade science to ensure students are engaged in hands-on lab experiences this year to close gaps due to COVID. In addition, BHE staff will be immersed with LTEP (Leading Through Exemplary Practices) to ensure quality planning occurs before the first teach. This will allow teachers to focus on what they are teaching to ensure students are receiving rigorous instruction. Bedford Heights commits to high levels of academic success and building strong relationships with all stakeholders. At Bedford heights we....Create Confident and Responsible Bulldogs!

Bell Manor Elementary School

Bell Manor CIP will be addressing goals not met in Reading 3D (DIBELS and TRC) and STAAR (Reading and Math) content areas through Student Learning Objectives (SLO) and specific data collection throughout the year. While our staff will be monitoring student growth in K-2 DIBELS and TRC, and G3-6 Math, Reading, and Science, our CIP specifically addresses: 1st Grade DIBELS and TRC, Grade 3 Reading, and Grade 6 Math. There is a school-wide focus on growth with all staff identifying gaps in learning and providing small group instruction to increase exposure that was affected by COVID-19 and close academic gaps 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. Through Planning PLCs, Bi-Weekly Data Meetings, and Aggressive Monitoring, Math and

Reading teachers in G2-6 and Instructional Specialists are implementing, reinforcing, and refining processes to address specific TEKS, identify a high-leverage error, and create a reteach plan. K-6 teachers will use data dashboards to track all short-term, benchmark, District, and State assessments to monitor growth. These dashboards are also instrumental in monitoring our students on “watch lists” and RtI 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 reach performance objectives for Meets and Masters on STAAR.

Bellaire Elementary School

During the 2021– 2022 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 ensure 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 the first teach and the gradual release model while incorporating daily number fluency and problem solving. Teachers in grades 3-6 for reading and math will collaborate with IS to implement Leading Through Exemplary practices, effective PLC meetings. 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.

Donna Park Elementary School

Donna Park carried over a “Met Standard” rating for our campus for the 2020-2021 school year. 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. For the 2021-2022 school year, Donna Park will focus on providing strategies and action plans to increase the percentage of students in third and sixth grade in reading as well as in math at the meets level to correspond with our performance projections or higher. Primary grade focus is on improving Reading 3D scores in the area of DIBELS for first and second grade. Donna Park Elementary is in its second year of Leading Through Exemplary Practices (LTEP) implementation. We are continuing the process with our teachers in math and are beginning to implement the process into our reading classes for the 2021-2022 school year. In addition to the specific academic improvements, our campus recognizes the need to nurture the emotional and social needs of the child and to address this; 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 580 students, all of which strive to Be Exceptional Always. The goals and strategies included on the 2021-2022 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 Reading grades K-5, we will implement small group targeted teaching daily and targeted reading intervention in addition to independent practice time. Teachers will participate in Planning PLCs 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 515 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 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 three Distinction Designations in the areas of academic achievement in ELA/Reading, Science, and postsecondary readiness. This year, Hurst Hills plans to continue our focus on formative assessments, continuous improvement, CHAMPS, Conscious Discipline and HEB Teaching and Learning Systems. We have implemented a new house system called Falcon PRIDE that focuses on character traits with Positivity, Respect, Integrity, Determination, and Excellence. The focus for this house system is the social and emotional needs of our students to build a sense of belonging and community to our campus. 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 21-22 school year will center on showing growth with student groups (Asian, Hispanic, Sp. Ed, and ELL students), Early Literacy for grades K-2, 6th Grade math 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 took a slight dip because of COVID and virtual options. 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 2020-2021 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

4th Grade ELA and Math (Meets and Masters)

Meets level for Special Education Students

Meets level for African American Students

LWE is working on tightening our RTI and inclusion support. We are working to put strong research based interventions in place as a tier 1 strategy. In the lower grades, LWE will 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

Meadow Creek Elementary's vision is: "Motivating Children to Excel." The 2021-2022 Campus Improvement Plan reflects this vision. By utilizing collaboration, continuous improvement, and coaching, the Meadow Creek Campus Improvement Plan will focus on achieving the highest levels of academic success for all students.

Goal Teams were created for the following academic areas: K-2 Reading, 3-6 Reading, K-2 Math, 3-6 Math, and 3-6 Science. These teams provide opportunities for staff to be involved in improvement and hold everyone accountable for contributing to key improvement priorities. Using SWOT analysis, each goal team identified strengths, weaknesses, opportunities for improvement, and threats to improvement within the 2021 Reading 3D, M Class, and STAAR performance data. This process also identified and established the priority problem statements listed below.

- 60% of Kindergarten students were At or Above Grade Level on TRC and the district incremental goal is 63%.
- 31% of First Grade students were At or Above Grade Level on M Class and the district incremental goal is 34%.
- 51% of Third Grade students Met Grade Level on the Reading STAAR and the district incremental goal is 54%.
- 26% of Third Grade students Met Grade Level on the Math STAAR and the district incremental goal is 29%.
- 63% of Fifth Grade students Met Grade Level on the Science STAAR and the district incremental goal is 66%.

Goal Teams determined common formative and summative assessments, as well as progress monitoring tools. They also collaborated on the following Tier 1 Universal supports: anchor charts, word walls, small group instruction, and spaced or spiral practice. Each Goal Team's action plan is monitored and supported through planning, data, and professional learning community meetings, as well as professional development opportunities and walkthroughs.

The Meadow Creek Elementary Campus Improvement Plan will focus on identified priority problem statements through the alignment of collaboration and instructional processes, as well as a systematic approach to improvement. Moreover, our MIGHTY community will continue our commitment to motivating children to excel academically, socially and emotionally.

Midway Park Elementary School

For the 2021-2022 school year, Midway Park has set the following goals. We remain focused on improving reading at all levels, PK-6. Use of higher level questioning in ELA, combined with a focus on the implementation of linguistic strategies that touch the four domains of TELPAS (listening, speaking, reading and writing), will be a focus and look-for during our first teach. Additionally, 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. Early literacy remains a focus as well. We want to bridge the literacy gap between our Kindergarten-1st and 1st-2nd grade students by providing solid guided reading instruction. We know this process begins in Kindergarten, which is why we want to specifically grow our Kindergarten TRC by increasing the passing percentage of our African American students. Through progress monitoring, guided reading groups will remain fluid based on student needs. In addition to early reading, our goal as a campus is to grow our meets and masters percentages especially in 4th grade math and 6th grade reading. With the growth progress measure in play for the 2021-2022 school year, we will work to track and monitor student growth at all STAAR grade levels 3rd-6th. Building on continued understanding of Continuous Improvement, Midway Park teachers will continue utilizing Plan-Do-Study-Act to establish and review cycles of learning in their classrooms, and encourage students to set classroom and personal goals. Besides academic growth, our campus remains committed to ensuring high levels of social and emotional growth for students. We will continue the use of CHAMPS and Conscious Discipline to guide student behavior across all classrooms and common areas. Midway Park has also implemented the "Midway Park House System," which divides our campus staff and students into six houses. This system is designed to promote unity and excitement among students and staff as we work together to complete house challenges and cheer on one another. Now in its third year, our Computer Science School of Choice proudly services students in 3rd through 6th grade. The staff of Midway Park is ready to take "Be the Light" as we work to close social/emotional and learning gaps for our students brought on by the pandemic.

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. Our enrollment is approximately 500 students with a student population representative of 18 countries and 15 different languages. We work daily to differentiate instruction and provide targeted intervention based on progress monitoring data. Student growth is a specific focus for all as we continue to analyze data and use that data to inform instruction. Our goal is to know the individual needs of each student and provide instruction supported by best practices daily to fill gaps to meet their needs. The specific learning goals at North Eules include meeting and exceeding our Meets Performance Objective targets for first grade DIBELS and TRC, fourth grade Reading and fifth grade Reading and 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 school effectively implements Conscious Discipline and CHAMPS strategies with a purpose to develop the whole child. It is our goal to meet the social and emotional needs of our students as well as we are striving to transition all learners to in person learning. 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

Oakwood Terrace commits to building strong relationships that empower our community to engage, motivate and grow all students. The areas of focus and measurable targets included on the 2021-2022 Oakwood Terrace Campus Improvement Plan were determined through the analysis of multiple data. Data reviewed included CBAs, DBAs, Reading 3D and 2021 STAAR. The primary point of emphasis at Oakwood Terrace Elementary is the expectation of students achieving the highest levels of academic success and show growth from year to year. Oakwood Terrace will focus on aggressively monitoring during the first teach to ensure students are working towards mastery of the learning objective. With the implementation of CHAMPS and our guidelines to success, students will learn how to be successful school citizens. Oakwood Terrace guidelines to success are **Striving to do your best, Owning your actions, Always working together, and Respecting yourself and others.** Oakwood Terrace Owls will SOAR during the 2021-2022 school year.

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 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 – 6th grade, we will focus on geometry and problem-solving strategies in mathematics, building stamina. 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

The goals and strategies included in Shady Brook Elementary's 2021-2022 Campus Improvement Plan were determined through a deep analysis of 2020-2021 STAAR, Reading 3D, and Amplify Math data, available survey data, and 2020-2021 discipline data. Campus Professional Learning Communities were highly invested and took ownership in identifying root causes of learning deficits, as well as committing to specific action steps to set our campus on a positive trajectory. Targeted areas of improvement are campus-wide reading workshop instruction, implementing Units of Study to increase writing performance, utilizing collaborative design meetings to increase math rigor, progress monitoring with fidelity, and targeting student deficits through strategic intervention. We will continue to utilize Continuous Improvement strategies, implement high-yield instructional strategies, and increase student engagement across content areas. We will focus our efforts on lesson planning for the "first teach", especially differentiation, 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, 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, as well as using our Education Foundation Grant, to create a welcoming atmosphere for all of our families.

Shady Oaks Elementary School

The areas of focus and measurable targets included in the 2021-2022 Shady Oaks Campus Improvement Plan were determined through the analysis of multiple sources of data. Data reviewed included CBAs, DBAs, Reading 3D and 2021 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 collaboration meetings/planning sessions between classroom teachers, Instructional Specialists, Language Acquisition Coach, Instructional Resource teachers and paraprofessionals. Collaboration will be intentional, focused and data driven to ensure student success. 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. With 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. Based off our 2020-2021 assessment and survey data we have decided to set our campus goals this year to focus on 3rd Grade Reading and Math STAAR performance, 2nd Grade TRC, and increasing our teachers' proficiency in working with students who have disabilities. This year South Eules Elementary is involved with the Leading Through Exemplar Practices (LTEP) cohort and we are excited to begin this journey into collaboratively planning and creating rigorous lessons that will support and engage our learners. We are continuing to use our House System as a structure to add a sense of family and trust on our campus. South Eules Elementary utilizes CHAMPS and Conscious Discipline as positive behavior support systems as we 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 Eules Elementary with an exemplary educational experience. We strive daily to meet our campus mission: "Every Student, Every Day, Excellence"!

Spring Garden Elementary School

Spring Garden has three major focuses for the 2021-2022 school year. First, we are focusing on increased phonemic awareness for all students. To do this we are redesigning intervention supports where all students are being instructed in a manner that will fill phonological gaps, which will increase fluency, and reading skill. Secondly, we are supporting all students with their mathematical fluency by using math workshops and intervention opportunities to provide computational practice with immediate feedback. Most importantly, all staff are ready to provide growth for all students. By analyzing formative data, using aggressive monitoring regularly, and designing instructional plans that best support individual students through intervention, we are expecting 100% of our students to grow.

Our academic goals and strategies were determined through analysis of the data points provided on the 2021 STAAR, MAP results, Reading 3D, and district assessments. We are continuing to strategically align strategies and supports that will support our Cougars. 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.

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

At Stonegate Elementary, our mission is to create and promote a school environment that maintains high expectations in **service, character, scholarship, unity and leadership**. Every student and staff member are assigned a team color that represents our house system, 5 Teams... 1 Dream. We focus on supporting the Whole Child by starting our day the “Brain Smart” with morning meetings and every classroom is equipped with a safe place, so students are calm and ready for learning. Our students participate in clubs that provide mentoring, social impact, and college and career ready skills.

Our Campus Improvement Plan for the 2021-2022 school year will address student achievement with a focus on student growth, engaging in high-quality instruction and identifying and closing gaps for all students. Our CIP will address goals not met in Reading 3D (early literacy) and STAAR Math, both areas we saw the most significant decline in scores. Our three performance objective areas under the goal of student achievement are 6th Grade Math passing performance at Masters level, 5th Grade Math passing performance at Meets level, and Kindergarten TRC. Our campus instructional leadership team will actively participate in the Leadership Through Exemplary Practices Year 2 Cohort, 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 through 6. Our instructional leadership team and teachers will meet in weekly PLCs to discuss curriculum, upcoming TEKS, misconceptions, and use TEKS trackers to monitor student growth. We believe that by tracking progress and analyzing data to plan for strategic intervention at every level, all students will meet expected growth by the end of the year.

Trinity Lakes Elementary School

The Trinity Lakes Elementary motto for the 2021-2022 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 2021-2022 school year were determined based on an analysis of 2020-2021 data from STAAR 3-6 content areas, Reading 3-D for K-2, parent/staff/student surveys and individual goals of grade level teams. Through Professional Learning Communities and grade level collaboration teams, the goals for K-2 include a focus on the weaknesses/learning gaps in phonemic awareness, comprehension and fluency, reading 3rd-6th identified a weakness in summarizing and math 3rd-6th determined a weakness in problem solving with all operations and numeracy. Targeted intervention, new teacher coaching and small group instruction are being implemented to close the gaps. K-6th grade level teachers are using curriculum/resources to close the gaps in learning created by the pandemic. The TLE campus is continuing its system of discipline through CHAMPS, Conscious Discipline and the campus discipline plan. Parent/student academic events will occur to support learning at home. The overall culture and climate at Trinity Lakes

Elementary is a focus for the 2021-2022 school year due to the social emotional needs of students due to the pandemic, rezoning and new students to the area.

Viridian Elementary School

Viridian Elementary is a PK-6 campus with 642 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 student success during classroom 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 2021-2022 Viridian Campus Improvement Plan were determined through the analysis of the TEA Accountability Report, 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 2021-2022 Wilshire Campus Improvement Plan were determined through the analysis of the 2021 DBA/CBA data, STAAR data, BOY MAP data, Reading 3D and math Amplify results, along with parent and staff feedback. The CIP will continue to address goals not met in K-2 Reading 3D and Math Amplify and 3-6 STAAR during the 2020-2021 school year, due to the COVID restrictions placed in the classroom along with online STAAR testing. 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. Wilshire also has a highly experienced first grade teacher to fill the ESSER intervention position to close gaps in ELAR. As well a Language Acquisition Coach to help model and support teachers with ELL strategies and activities to increase academics within our Bilingual Emergent population. 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 reading and math, 3rd grade reading and math, 5th grade reading, as well as K-2 reading and math. Excellence in student achievement will be reached by focusing on the district’s best practices, workshop models, intentional guided reading planning and math 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.

HEB Campus Improvement Plan Summaries

2021-2022

SECONDARY CAMPUS IMPROVEMENT PLAN SUMMARIES

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 2021-2022 school year, Bedford junior High has 58 teachers to serve a student population of 966.

Areas of emphasis this year include academic growth for every student. More specifically, we will strategically focus on Emerging Bilingual students and SPED populations. We will address the issue with a campus training on ELlevation program as well as Differentiation training provided by the district SPED department. In addition to a refinement in instructional practices, Bedford JH has implemented several common 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, talk read talk write, 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 fourth 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 2021–2022 school year, CJH has approximately 1,122 students in 7th, 8th and 9th grades, which is a decrease of 56 students compared to the prior school year. Our current enrollment includes 330 7th graders, 384 8th graders, and 408 9th graders. Our campus race/ethnicity profile includes 27% Hispanic, 9% Asian, 26% Black/African American, 3% Pacific Islander, 29% White/Caucasian, and 6% two or more races. Our special population includes 38% percent at risk, 62% economically disadvantaged, 9.4% limited English proficient, 13% ESL, 12% gifted and talented, and 10% 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. Staff professional development focuses on maximizing student engagement and purposeful application of classroom technology. 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 1,180 students, making us the largest junior high school in HEB. Our current enrollment includes 391 7th graders, 374 8th graders, and 414 9th graders. Our campus race/ethnicity profile includes 32% Hispanic, 9% Asian, 31% Black/African American, 5% Pacific Islander, 16% White/Caucasian, and 6% two or more races. Our special population includes 43% percent at risk, 71% economically disadvantaged, 9.4% limited English proficient, 13% ESL, 6% gifted and talented, and 11% of students are supported by Special Education.

Areas of accomplishments this past year include: four of the Trinity High School's top ten graduates were from Eules Junior High including the valedictorian and salutatorian, staff attendance over 98%, all fine arts programs who participated in UIL received a superior rating, and the addition of the Native Spanish Speakers Language program.

Eules Junior High is phasing out the School of Choice for Cyber Security program and adding Computer Science. In our 1st year of Computer Science we have 50 students in the program. We are adding an Esports team this year for our cyber and Computer Science students and will be competing competitively in the spring.

Areas of focus this year at Eules Junior High include: 7th, 8th, and 9th grade math, 8th grade reading, Special education, and English Language learners. Our goal for all students is meeting or exceeding the growth measure on STAAR, EOC, & TELPAS. These teams of teachers have committed to using Read 180, System 44, Power Up, and Prodigy programs for frequent progress measures. They are also committed to using Continuous Improvement strategies along with the provided curriculum to help fill the educational gaps from last school year.

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 2021-2022 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 42.1% economically disadvantaged, 8.6% gifted and talented, and 12.5% receive special education services. Our campus race/ethnicity profile includes 27% Hispanic, 20% Black, 8% Asian, and 37% White.

Areas of emphasis this year include 8th grade history/science/English/math. 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 school amongst all five Junior Highs in HEB ISD. HJH currently has an enrollment of 1,009 students. HJH is very proud of the diversity among the student body with 40% Hispanic, 6% Asian, 17% Black, 1% Pacific Islander, 30% White and 4% Two or More Races. Of these students, 69.9% are economically disadvantaged, 20.6% are LEP and 12% 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 seven distinctions from TEA.

Hurst Jr. High is proud to be an HEB ISD School of Choice for Cyber Security program. We currently have two 9th grade classes, two 8th grade classes and two 7th grade classes that serve the 134 students in this 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 2021 - 2022 school year, addressing academic gaps and re-acclimating students to the traditional school setting are the main priorities. Growth in 7th grade English, 8th grade English and all three grade-levels of mathematics are of the highest importance. We will accomplish our goal by implementing the district's curriculum with fidelity, utilizing strategic intervention programs and creating additional STAAR classes. Additionally, we will consistently use System 44 and Read 180 to facilitate growth with our ESL students. Campus-wide, administration will continue to provide relevant walkthrough feedback, everyone will analyze data and Continuous Improvement will be utilized to ensure our processes and systems are effective and efficient.

L.D. Bell High School

For the 2021–2022 school year, L.D. Bell has an enrollment of 2348 students in 10th, 11th and 12th grades, which is an increase of 33 students compared to the prior school year. Our current enrollment includes 838 Sophomores, 786 Juniors, and 724 Seniors. Our campus race/ethnicity profile includes 31% Hispanic, 6% Asian, 16% Black/African American, 2% Pacific Islander, 40% White/Caucasian, and 5% two or more races. Our special population includes 39% percent at risk, 52% economically disadvantaged, 10% limited English proficient, 12% gifted and talented, and 8% of students are supported by Special Education.

Campus wide focus areas for the 2021-2022 school year include achieving a 20% decrease in the number of credit deficient students by End of Year 2021-2022. Assessing and developing systems to drive a 20% increase in the percentage of students engaged in clubs/organizations & school activities outside of the school day. Developing and documenting internal systems for monitoring and supporting the social and emotional health of students.

Instructional priorities for the 2021-2022 school year include English I Retester and English II EOC Performance. Developing systems of support for LEP students served and supported in Sheltered English II classes. Walk-through feedback and calibration with the leadership team including assistant principals and department leadership to develop and guide instructional priorities. Monitoring and growing the enrollment of students who are on track for the IB diploma.

Trinity High School

Trinity High School is a campus whose student body is 58% 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 four 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 8 weeks prior to the tests.

The campus will achieve a weekly student attendance rate of 85% for the 2021-22 school year. Strategy processes will include the use of RaaWee Truancy program and incentives for perfect / improved attendance. We will reinstate our annual career fair where our students have a chance to meet 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. Our key word at KEYS is "Options."

KEYS will continue our partnerships with AAUW, Parker Law Firm, St. Philips, Communities in Schools, and other adopters, 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.

As an accelerated campus, KEYS has implemented a 6-period day this year in order for students to work on an extra class. I will study the data of course completions this year compared to the past 2 years.

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 have 90% of career and technical education students pass all certification exams and licensure exams taken. The BCTEA will have 100% of instructors add a new instructional strategy. The BCTEA will have 96% of instructors re-implement Employability Skills.

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 2021-2022 school year establishes the foundation of our DAEP Behavior Management System as we look toward further implementation of the Boys Town Behavior Model.