

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 Mult

communication skills. These higher-level thinking and communication skills drive student achievement and student growth. Covid-19 continues to bring about more than ever, it is extremely important to work with students to meet their needs. The use of Conscious Discipline and CHAMPS across campus, we will maintain and build on these areas. Class meetings are also utilized in each classroom to learn and grow in these areas. In addition, we have added the Ron Clark Connection to build community and promote positive behavior across the grade levels. While facing many challenges, the Arbor Creek Cardinals will continue to provide a safe, supportive environment while maintaining high academic expectations.

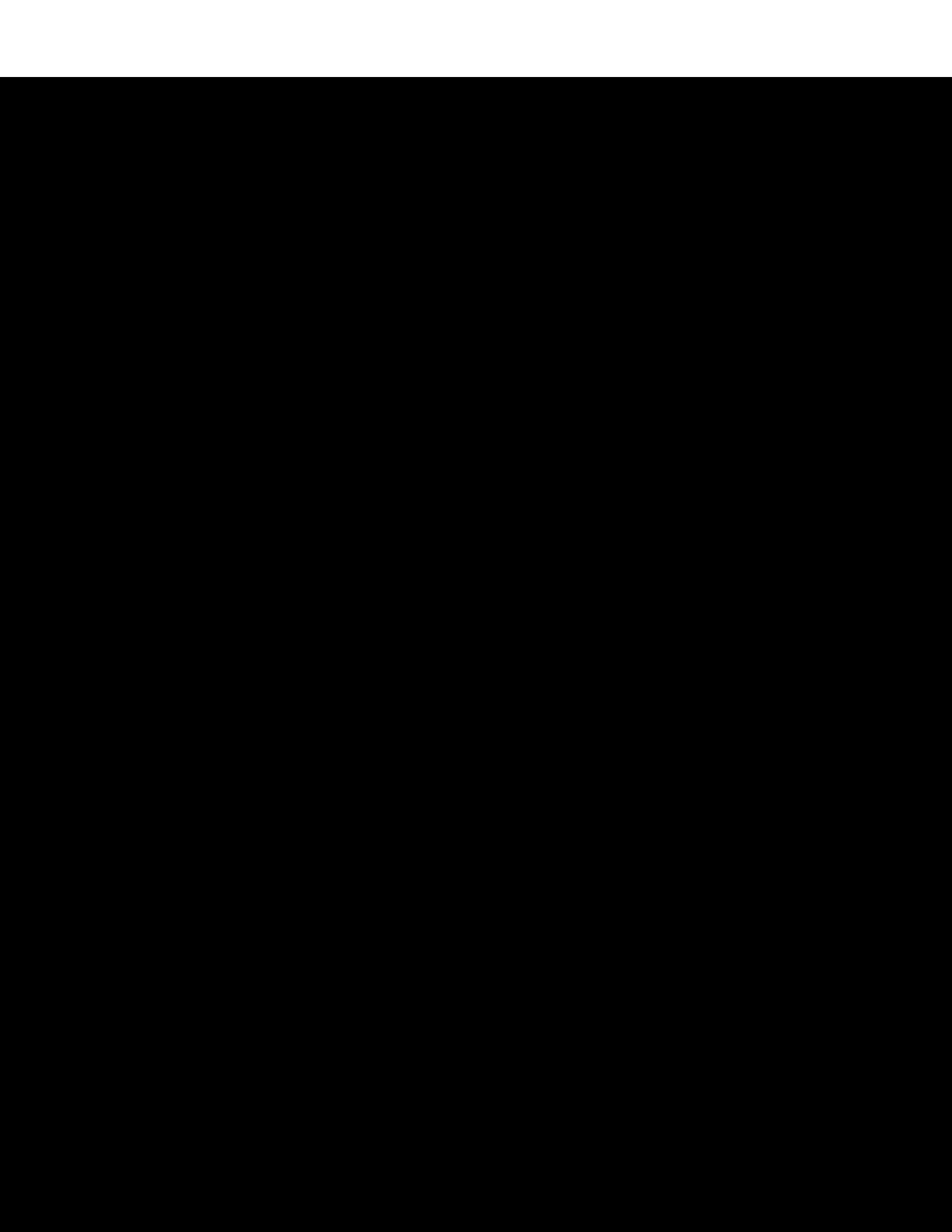
Bedford Heights Elementary School

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 Practice)

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



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

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 r

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 c 1 . 8

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

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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 loss 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

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.

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