

understanding during independent practice . Midway Park is a part of the five-school cohort involved in the learning and implementation of Bi -Weekly Data Meetings. Campus administration and our instructional team meets with 3rd-6th grade math teachers every other week to unpack gradelevel TEKS and analyze student work on district-created Common Formative Assessments (CFA's). This allows administration and teachers to collaboratively develop re-teach plans and track/monitor student growth throughout the six weeks. Throughout the year, we will continue to monitor our English Language Learner's progress, as well as our Special Ed

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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 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 ops

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Spring Garden Elementary School

Spring Garden has three major focuses for the 20192020 school year. We are focusing on growth for all students as

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

Through Professional Learning Communities and grade level teams, the goals for K2 include a specific focus on the weaknesses in accuracy and comprehension. K-2nd grade teachers were retrained in the new curriculum/resources and will implement the structure for balance literacy with fidelity. In analyzing the data, the Reading 3^d-6th teams, identified a weakness in summarizing. The new curriculum and resources will be a focus for reading teachers in 3^d-6th. The Math 3-6 Professional Learning Community (PLC), identified a weakness in problem solving and will work to differentiate instruction and utilize the workshop model to increase student success. The campus is reemphasizing and updating our system of discipline through CHAMPS, Conscious Discipline and the campus discipline plan by setting team goals and follow-up training for staff members.

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

Central Junior High School

Central Junior High School is one of five junior high schools in the Hurst -Eules-Bedford Independent School District. CJH is unique among HEB ISD junior highs in that students zoned for both L.D. Bell High School and Trinity High School attend our campus. Central is the only junior high in HEB ISD that offers Asian language classes (Mandarin Chinese, Hindi, and Arabic) as part of the district's International Business Initiative. In addition, our campus is the only HEB campus to offer 8th grade students Pre-AP Biology and 9th grade students AP Physics.

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

Growth of English Language Learners performance on TELPAS and STAAR progress for all students in 7th grade math and 8th grade reading are campus priorities this school year. Performance of identified sub-groups at the Meets level on STAAR English, Reading and Math are secondary priorities. Instructional focus areas for the current school year include incorporating quick writes for summarization three times per week in all content areas, movement/structured pair conversation, cold call questioning with follow up questions on the how and why, and engaging students with a hook/daily learning objective/closure every period, every school day. CJH is in the second year of the Plan Do Study Act Continuous Improvement process to improve the language instruction for English Learners across all contents. Professional development throughout the school year will focus on differentiating for English Learners.

Eules Junior High School

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

This year we will continue to focus on student performance in 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, and more emphasis on computation skills. To help increase student success in ELA we will focus on test taking strategies, breaking down the writing process into smaller steps, incorporate quick writes in history and science, and utilize a pull-out intervention program for students who show a need on the first DBA. SLO will also be utilized in both areas for intentional monitoring and adjustments for our most struggling students. Special attention and focus will also be given to Special education and LEP student performance in all areas.

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

Harwood Junior High School

Harwood Junior High is one of five junior highs in the Hurst -Eules-Bedford Independent School District. The enrollment for the 2019 -2020 school year is approximately 1036 students. Our campus is one of two junior highs to offer Spanish Immersion Advanced Language to our students who feed us from the SI program at Meadow Creek

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

Lastly, HuJH will focus on consistent discipline and outstanding student attendance. The administrative team will use a systems approach to our discipline process in an effort to change student behavior. Administrators will utilize

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

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