

# **HEB Campus Improvement Plan Summaries 2018-2019**

## **ELEMENTARY CAMPUS IMPROVEMENT PLAN SUMMARIES**

### **Bedford Heights Elementary School**

The Bedford Heights' Campus Improvement Plan was created through the analysis of 2018 student academic performance on 2018 STAAR testing and objective survey data from students, families, and faculty members. Campus goals align with district goals and tie specifically to district-wide priorities and Bedford Heights' needs. The primary point of emphasis at Bedford Heights Elementary is on the expectation of student's achieving the highest levels of academic and assessment success.







our focus on student achievement along with student character development. We will do a faculty book study of *The Growth Mindset Coach* to focus our efforts on instilling in our students the importance of having a growth mindset for their academic success. We will concentrate on knowing our students so we can grow our students



## **SECONDARY CAMPUS IMPROVEMENT PLAN SUMMARIES**

### **Bedford Junior High**

Bedford Junior High is one of the five junior high in the Hurst-Eules-Bedford school district. It is located in Bedford and is a direct feeder school to LD Bell High School. Bedford Junior High also participates in the HEB Schools of Choice program by offering Spanish Immersion and Theatre Arts to the students of the district. For the 2018-2019 school year, Bedford junior High has 53 teachers to serve a student population of 867. An additional teacher has been added for the Theatre School of Choice. The student population consists of 309 seventh graders, 265 eighth graders and 284 ninth graders. The campus race/ethnicity profile is 25% Hispanic or Latino, 3% Asian, 13% African American, and 53% White. The special populations in H1.9 (l)si

With strong systems in place, exceptional staff and a focus on bell-to-bell instruction, we do not let our campus demographics determine our success. In 2017-2018, Eules Junior High earned 7 of 7 distinctions from TEA, bringing the total to 19 out of 21 distinctions in the past three years.

Eules Junior High will continue our systems approach practice through consistently implementing our four core systems of instruction, discipline, communication, and our safety-net program. We will continue to focus on continuous improvement to make data driven decisions and assist students with setting and achieving personal and academic goals.

### **Harwood Junior High**

Harwood Junior High is one of five junior highs in the Hurst-Eules-Bedford Independent School District. The enrollment for the 2018-2019 school year is approximately 993 students. Currently we have 351 7<sup>th</sup> graders, 319 8<sup>th</sup> graders, and 323 9<sup>th</sup> graders. 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 36.3% economically disadvantaged, 10.3% gifted and talented, and 11.2% receive special education services. Our campus race/ethnicity profile includes 26% Hispanic, 19% Black, 9% Asian, and 39% White. Our campus achieved 7 of 7 possible distinctions from the Texas Education Agency based on 2017-2018 performance. Our campus was also recognized as a Texas Honor Roll School in 2018-2019 for the third year in a row. Finally, our campus was recognized by the Texas Education Agency for attendance over 97% for the six consecutive year. Harwood Junior High was also one of 13 middle schools in the state to be recognized as a Texas Middle School Association and National Middle School Association School to Watch in 2017 and presented at the National Conference in Washington D.C. This designation will run through 2020, at which time the school can submit to be a Re-designated School to Watch.

### **Hurst Junior High**

Hurst Junior High is the second largest Junior High amongst all five Junior Highs in the Hurst-Eules-Bedford school district. HJH currently has an enrollment of 1,125 students. We have experienced growth amongst our Pre-AP population as our incoming 7<sup>th</sup> grade class sizes continue to grow. HJH is very proud of the diversity among the student body with 37% Hispanic, 6% Asian, 18% Black, 2% Pacific Islander and 34% White. Of these students, 57.3% are economically disadvantaged, 15.2% are LEP and 9.6% 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 Hispanic population decline and our African American and White 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.

We attribute our success to an intense focus on individual student success and growth. We will continue this focus throughout the current school year as we implement our new data room. This room provides a place to



Lastly, and believed to be most impactful at our success level, is the new focus on restorative practices. Our goal this year is that every student be able to state they have a trusted adult on campus. Administration and counselors received training in restorative practice in regards to discipline and social-emotional trials. Teachers will receive training in January and begin utilizing restorative circles in the classroom to develop relationships and build community.

**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, but not this year. This year's plan has changed considerably in form and content. The scope of the efforts towards improvement have been streamlined. That is not to imply that there is less effort towards improvement, but rather the plan highlights the main priorities. Student achievement is the focus, and only with campus plans that are aligned with the district strategic plan will we accomplish our goals. With that said, regarding achievement, a primary focus of the 2018-19 CIP must include preparing our students for the end-of-course (EOC) exams that they must pass. There is a change here as we

October for all KEYS students with at least 20 members from the community. We will continue our support with AAUW and CIS, which provide necessary supplies, clothes, counseling, student activities, and field trips. Emphasis on African American male student achievement will be included in all classroom improvement plans, especially in English and Algebra 1. Guest speakers and mentors will begin a “How to Do School” program that targets young male students in need of social skills and self-esteem. At least two teachers will apply for and receive the demonstration classroom distinction. In November of 2018, all teachers will be trained in how to spot and handle signs of sexual abuse in students.

**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 100% of career and technical education students pass all certification exams and licensures exams taken. The