

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.

percentage growth in Math for the Special Education student group in reading and math. Continued goals this year include increasing Level Expectations percentages in third, fourth, fifth, and sixth grades and increasing the academic progress of individual students and specific student groups. Bedford Heights is working to move in a majority of the Comparison Group rankings to Quartile 2 and to achieve District Level 3 by 2021. Bedford Heights is also working to move to a state accountability rating of A. E. We are focused on 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 (DI (a)-2sD il3Re a)1.4 (3)loo(AseG2.6 2radem as1.4 (e) 3T. Data will be used to track data in all grade levels, as well as SPED, PPCD, PALS and other student groups. We will increase student achievement by changing the way we analyze student work and instructional practices in Grades K2 that meet Blue Level of TRC, and Grades 36 that reaches Level 3. We will continue to focus on R.

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 20192020 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.

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.

14(t)-1.9 (u)0 M.5 (di)-8-aTd [(i)(e)1.7 (m)w852 (u)

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 growth.

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.

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

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.

Tha4 (ng)9 (sD 4 >>BDC 0.168 Tw 0 -1.295 Td [])-0.7 (s)-C P(ng)-5.alo EMC /-1.21

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-

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

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