

Heights High School

International Baccalaureate World School

Wendy Hampton - Principal

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The IB Learner Profile

provides a long-term vision of education. It is a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose.

IB Learners strive to be:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Reflective
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced

SDMC

February 8, 2023

- I. Call to Order and Roll
- II. Campus Updates
 - a. Budget—Due to some error we are receiving an additional \$100K
 - b. Staffing—Need a Teaching Assistant for special education
- III. Old Business/Unfinished Business
 - a. 2023 Planning
 1. School Day Schedule
 2. Exam Exemptions for fall
 3. Waiver from district policy to have tardies added to exemptions qualifications
- IV. New Business
 - a. Accountability
- V. MYP – Policy Review – Natalie Martinez

Heights High School SDMC Sign-In Sheet

Sign In Sheet

Meeting Date: Feb. 8, 2023

	Name Print	Title	Signature
1	Mariana Tonche	Teacher	Mariana
2	Amy Maddux	Parent	Amy Maddux
3	Natalie Martin	myPLAP coach	Natalie
4	Sara R Hall	Teacher	Sara
5	Sammy Schaar	AP	Sammy
6	Cristina Bagos	DOI	Cristina
7	Claire Mangin	SPED Teacher	Claire
8	Armando Alaniz	community/parent	Armando
9	Anthony Hebert	Teacher	Anthony
10	Lillian Pope	teacher	Lillian
11	Margaret DeLaPosa	Admin Asst	MADeLaP
12			
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14			
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SDMC Minutes for February 8, 2023

Meeting was called to order at 4:20 p.m. by Ms. Bagos

Present at Meeting/Introductions:

Cristina Bagos, Dean of Instruction
De La Rosa, Margaret, Staff
Jamey Schaaf, Admin
Marianna Tonche, TE
Sara Hall, TE
Amy Maddux, Parent, PTO President
Lillian Pope, TE
Anthony Hebert, TE
Armando Alaniz, Community Member
Claire Mangin, Sped TE Rep.
Natalie Martinez, MYP/AP Rep

Going to start with the Campus Updates. Budget - Receiving an additional \$100,000 funds. Hampton believes it's due to our enrollment. District vague on reason for additional money. Error on District level. Staffing update – We are fully staffed except for Teacher Assistant in SPED Dept. still needed.

Old business/unfinished business for the 2023 Planning – Last meeting Hampton talked about the Modified block schedule for all 8 periods on Monday and then Tues/Thurs Wednesday/Friday ask for feedback from TE and Parents. Maddux quite a few parents contact them and took poll on Social Media and vast majority like it. One person's input doesn't not like Monday schedule thinks not enough time to get things done. Mangin SPED Life skills students harder because they are slower getting started on lessons.– Miyamoto Teachers he knows like schedule. Creates consistency. Teachers that float it's a struggle. Esp. those Teachers that have SPED students. Large population of Autistic students need clearer schedules. Bagos Teachers that float this year will not float next school year. Will be new group.. No new schedules proposed..

Exam Exemptions for Fall – De La Rosa emailed.

Student must have no more than: 3 absences with zero tardies

2 absences and 3 or fewer tardies

1 absence and fewer than 6 tardies

Students with more than 6 tardies to any one class will not be allowed to exempt semester exams

Feedback... Hall Everybody loved it. Maddux No specifics on how it works. Far few parent opinions some said leave up to Teachers. Maddux question if your sick/excused but not excused under stature of 90% does that count against you on absences. Bagos will check board policy if it's three absences total or three unexcused. Schaaf confirmed that it's 3 unexcused.

Students with more than a combined 10 tardies in one semester will not be allowed to exempt semester exams. Question on Three absences total or three unexcused absences Schaaf stated it three unexcused. 3 handwritten parents notes/doctor notes – excused. No note unexcused. Any absence will count toward 90%.

Exemptions currently only offered in Spring Semester. Absence percentage goes down toward end of year. Proposed in the past but Teachers were not in favor of it and since Covid occurred it had been tabled in past. Our attend is better than other comprehensive high schools in the district we are still lower than where we want to be at our goal. Voted and all were in favor... Exemptions added to Fall Semester.

Waiver form district policy to have tardies added to exemptions qualifications – Bagos Stricter tardy policy being enforced but still seeing a lot of students not being deterred as we would like them to be. Hoping that this will be another incentive to help students get to class on time out of hallways. Idea in policy is 3 tardies equal 1 absence. So if 1 absence you could have 6 tardies... (would count as two more absences) and the exemption would be lost. This is unexcused tardies. Hall - ask if this would be per class... yes it would.

Bagos we would have to write waiver and apply for effect for fall semester. One of the questions is how would we track for 3rd and 4th period how would we track?

Will wait and table for next meeting...

New Business accountability – exciting and fun for us. At principals meeting new accountability standards rolled out and how it will look like and how we will be graded this year. Dr. Matney was invited to campus she is knowledgeable of what this means for schools. Standards for STAAR haven't been raised due to Covid grace offered. What has been done increased percentages of CCMR (college, career, and military readiness) points. That counts already in all domains for accountability. Impact us in multiples areas. They raised our number of percentages of students that have to show they are CCMR in order to get passing score. Example it use to be set at 60% and now 88%. What we had before was a B 60% in order for us to get a B it will have to be 88%. Not final but sure it will be.. with our exact same scores we would be a C school. Numbers for this school year we received a B rating ... if we apply new standards to same scores we would be a C school. With the new standards you could improve in all categories and still receive lower rating. Which is concerning because you could be making lots improvements and it wouldn't be reflected in that A-F rating. We want to make sure parents and community understanding that we haven't gotten worst it's that some of that has changed and where we might be making gains but not reflected in that score. Standards set for STAAR till August, and we get our accountability rating till September because tentative scores in June that come will read likely to approaches... Likely to have met.... Likely to have not meet. Final determination August. Hampton concerned about those ratings would be viewed.. wants to be sure everyone attends meetings go everyone understands how it will change. More information to come.

Martinez, coming up on second IB MYP evaluation last one was 2018. Visit will be remote on November 13-15. We have documentation so send this coming June and October than evaluation in November. Need to be certain all stakeholders are aware of these processes. 4 Policies will be emailed for review

and share any feedback... Language Policy, Special Education Policy, Academic Honest Policy, and Academic Assessment Policy. Has not been revamped too much since last visit so perfect opportunity for feedback.

Maddux brought up concerns parents are having with understanding what Heights HS has to offer. Maybe having a list of all that is offered. Current Junior class upset Parents did not know there was going to be an extra 5.0, 8th period. They call it a study hall and Bagos reiterated it's not a study hall. This year a GT independent studies was added for Diploma candidates at 8th period. They have core that must be completed which includes the extended essay, CAS requirements and reflections. It was a way to support these students and hold them more accountable and better-quality work when submitting extended essays. Having them work solely outside of class wasn't working. CP students already taking class that is their Personal and Professional Skills class. Parents will receive more information at the advanced academics meeting and at the IB information meeting.

Current Juniors and sophomores will have option to take AP Seminar. Our current Juniors will not be able to take GT independent seminar next year as a senior. Only for Juniors... Senior IB DP students 8th period will be a study lab.

Meeting adjourned at 5:09pm.

De La Rosa, Margaret

From: De La Rosa, Margaret
Sent: Monday, February 6, 2023 10:07 AM
Subject: SDMC AGENDA ITEMS
Attachments: SDMC February 2023.docx

REMINDER SDMC THIS WEEK... WED. 2/8/23

THANKS,

--SDMC Reminder: The next SDMC meeting is scheduled for February 8th. If you have agenda items please send them to Ms. De La Rosa by Monday, February 6th. The SDMC will discuss and provide feedback and vote on whether to add Semester 1 Final exam exemptions next school year and on the follow attendance policy qualification for exemptions:

Student must have no more than:

- 3 absences with zero tardies
- 2 absences and 3 or fewer tardies
- 1 absence and fewer than 6 tardies

Students with more than 6 tardies to any one class will not be allowed to exempt semester exams

Students with more than a combined 10 tardies in one semester will not be allowed to exempt semester exams

Margaret A. De La Rosa

Administrative Assistant

Heights High School

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Heights HS IB Language Policy

In Support of the IB Mission

At Heights HS, we emphasize the importance of being an effective communicator. IB Learners at Heights should be able to communicate in at least two different languages. Students who possess more than one mother tongue are encouraged to explore proficiency in an additional language. Language acquisition at our school promotes the understanding and appreciation of one's own culture and their place within the global community.

The Role of Language at Heights HS

In HISD, literacy is defined as the ability to read, write, listen, speak, and think effectively. Consequently, language plays a critical role on our campus. As an MYP, DP and CP school, we take this responsibility seriously. It is widely recognized that all of the educators in our school are teachers of language. To that end, language initiatives are not only implemented in our Language A and B offerings but across all subject areas. District-wide, students are recommended to spend between 20%-25% of their time engaged in integrated literacy strategies to support content specific learning.

Multicultural Aspects of Heights HS

The language of instruction is English at Heights High School; however, our campus reflects a multitude of racial/ethnic backgrounds. As a result, HHS places emphasis on supporting the cultures and mother tongues of the students who attend our school.

Strategies for retention and development of the mother tongue and culture include:

- Written and electronic resources in available in various languages in library
- Established ELL Support Department
- School website translates into 11 languages
- Written communication translated into languages other than English
- Access to Houston ISD Multilingual Support Department.
- Cultural displays
- Connections to community resources
- Mentor Pairings

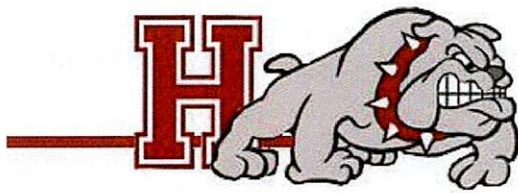
English as a Second Language (ESL) Program at Heights HS

Heights' Limited English Proficient (LEP) population makes up 15% of the total school enrollment. Students with limited English who enroll at Heights High School enter at various levels of proficiency. Roughly, 79% of LEP students who attend Heights HS are identified as "advanced" or "transitional" and receive ESL services as defined by Texas state law and Houston ISD local requirements. Heights HS provides additional support including Rosetta Stone for supplemental language learning, ESL Reading Smart for vocabulary development/reading comprehension, individualized tutoring, cohort clustering, and double instructional blocking in Language A, writing, and reading classes. Furthermore, Heights HS has allocated a portion of the school budget for ESL program resource acquisition. Students that are identified as "intermediate," "beginning," or "pre-literate" receive ESL services as defined for their level by Texas state law and Houston ISD local requirements. ESL students who have achieved the required English proficiency levels may become eligible to exit the ESL program. Upon program exit, Heights HS staff continue to follow exited students for (2) years by monitoring grades and meeting with teachers to discuss student progress.

Sustaining Language Acquisition

In order to encourage and support the continued development of proficiency in a non-mother tongue, we will provide a variety of languages in our instructional offerings, as well as, also ensuring that these courses are taught in a sustained progression to promote concurrency of learning. This progression will prepare our students for further study in the IB Diploma Programme as well as Advanced Placement courses.

Language Acquisition Courses Offered at Heights HS
French I & II & III
German I, II, III, IV
IB German SL, IB German HL
Spanish I, II, III, IV
Spanish – Native Speakers
AP Spanish Language and Culture, AP Spanish Literature
IB Spanish Ab Initio, IB Spanish SL, IB Spanish HL
English I, II, III, IV
Rosetta Stone Licenses



Heights High School

Since 1926

Heights IB Special Education Policy

General Introduction

The goal of HISD's special education department is to support students with disabilities in gaining college and career readiness skills through active engagement in grade level curriculum. The Admissions, Reviews, and Dismissal (ARD)/Individual Education Plan (IEP) Services division of the Houston Independent School District's (HISD) Office of Special Education Services provides a variety of support and services for parents, students, community, and district personnel. The ARD/IEP Services staff provides related services, instructional services, and individualized educational program (IEP) supports and services in the schools, district, community, and homes. These supports and services include preparing ARD/IEP committee members to actively participate in the admission, review, dismissal/individualized education program (ARD/IEP) process. Technology development and application, parent and personnel training, product demonstrations, and connecting schools and families to community resources are just a few of the many supports and services provided by the ARD/IEP Services team.

Special Education at Heights High School

There are 184 special education students enrolled at Heights High School. The special education department consists of 13 certified Special Education teachers. These teachers support facilitation in the general education classroom. Heights has three Life skills classes that provide skills for learning and living. There is also a Behavior Support Center. Students in that class receive support services to correct their behavior and manage their behavior support plans. Special education teachers serve as case managers for students with disabilities.

Students with Disabilities in the Heights IB Program

Applicants to the Heights High School IB program are given information regarding rigorous program requirements to ensure appropriate placement and academic success.

In addition to employing teaching strategies that include differentiation for students with special needs, students are also supported through special arrangements if necessary.

Special Education Models Utilized

Our school utilizes the following instructional services in order to meet the needs of our Special Education students:

Co-Teacher Services

Students receive cooperative interactive instruction from both general and Special Education teachers in the general education classroom.

Content Mastery Services

Students with disabilities who are enrolled in general-education classes receive instructional support and assistive services for their general-education classes.

Resource Services

The student attends general-education classes for most of the day and is scheduled to receive instructional and/or support services from a Special Education teacher in one or more academic areas in the Special Education classes.

Consulting Teacher Services

On the basis of collaboration between general and Special Education teachers, the Special Education teacher consults the general-education teacher on the implementation of instructional modifications and the delivery of instructional techniques for students with disabilities.

Self-Contained Class Services

The student is assigned to Special Education classes for most of the school day and attends those general education classes that the Admissions, Reviews, and Dismal (ARD/IEP) Committee has determined to be appropriate to addressing the student's needs.

Principles of Practice with Special Education Needs (SEN) students

We have incorporated within our SEN practices the four principles of good practice identified by the International Baccalaureate that promote equal access for all learners across the curriculum. We recognize that these principles are based on elements of good practice that are essential to the development of the whole person.

1. Affirming Identity and Building Self Esteem

First and foremost, we have chosen to utilize the development of the Learner Profile attributes in our regular advocacy class meetings. These classes are inclusive of our entire student population which helps develop a sense of camaraderie among the whole student body. During class time, students are encouraged to explore the various attributes and strive to identify with one or

more of them. Students who exhibit particular strengths in a Learner Profile attribute are recognized by the campus as a whole.

2. Valuing Prior Knowledge

We recognize that it cannot be assumed that those learners who have diverse learning needs will necessarily all share the same previous learning and background knowledge. If new information is to be understood, it must be linked to prior knowledge. All teachers on our campus activate prior knowledge through the use of either formal pre-assessment or questioning strategies. In addition, our teachers engage in a process of regular collaborative planning in order to consider and develop the strategies necessary for activating and building up background knowledge when planning units of study.

3. Scaffolding

Scaffolding provides a concrete context for understanding. Our teachers use the following strategies to foster learners' increasing independence:

- Visual aids
- Demonstrations
- Collaborative groups

4. Extended Learning

Students receive multisensory instruction that is explicit, direct, cumulative, intensive, and focused on the structure of language. Multisensory learning involves the simultaneous use of visual, auditory, and kinesthetic-tactile pathways to enhance memory and learning of written language.

Ultimately, it is our goal to foster learners increasing independence in taking responsibility for developing strategies for their own learning.

Follow Up

During the first two weeks of school, the Special Education Department provides folders of special education students currently enrolled in classes. The folder contains modifications, test information and specifics of the child's I.E.P. The case manager of each grade level meets with teachers individually to answer questions regarding specific students.

If a teacher suspects a student is failing due to a learning disability and the teachers were not notified that the child has a special education label, teachers may refer the student to the Intervention and Assistance Team (IAT). The first step teachers take in the referral process is to discuss the child with the grade level team members. Next, teachers discuss the issue with the grade level administrator. Finally, teachers are asked to attend an IAT meeting.

The Case Manager ensures that students do not "fall through the cracks". Case managers enable Heights High School to have an inclusion model with co-teaching. The special education and regular education teachers may do parallel planning for what best will meet the needs of our students. The special education teacher is NOT a teacher aide for

the regular education classroom. The case manager will track students' success and be proactive for any possible failures. Both teachers will collaborate to assign grades for these students.

The Case Level Manager arranges and presides at ARD meetings for their specific grade level. Prior to the ARD, a teacher from the student's cluster will be designated by the cluster leader or team, to:

- Gather pertinent information from the student's teachers
- Be familiar with information and able to present as relevant
- Attend the ARD as representative of the team

Heights HS IB Academic Honesty Policy

Heights High School, in tandem with the IB, expects students to exercise academic honesty in all their work, which includes acknowledging any sources used within an assignment.

The IB General Regulations defines malpractice as “behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.”

Examples of Malpractice

- Plagiarism: the representation of the ideas or work of another person as your own.
- Collusion: supporting malpractice by another candidate, as in allowing your work to be copied or submitted for assessment by another candidate.
- Duplication of work: the presentation of the same work for different assessment components and/or IB course requirements.
- Misconduct during an examination, including the possession of unauthorized material.
- Disclosing information to another candidate, or receiving information from another candidate, about the content of an examination paper within 24 hours after the examination.
- Any behavior that gains an unfair advantage for a student or that affects the results of another student.

According to the Houston Independent School District Code of Student Conduct, academic misconduct is: “cheating plagiarism, or copying the work of other students, which includes failure to comply with test security procedures and the use of cell phones, smart watches and electronic devices during testing.”

How to Avoid Plagiarism:

During the 9th and 10th grade years, all students will receive Academic Honesty best practices in their College Transitions course. Additionally, subject teachers will reinforce these practices in their daily instruction and classroom expectations.

Students will be expected to:

- Credit all sources used, even if paraphrased or summarized.
- Clearly distinguish between your work and the source being used (quotation marks, indentation, or a similar method).
- Use a style of referencing that is appropriate for the subject.

Things to Remember

- IB students are principled and act with integrity and honesty.
- IB students should be content creators not content imitators.
- If you engage in any form of malpractice, you may not be eligible for a grade in the subject concerned.
- Do it right, remember to cite! Credit where credit is due!

Procedures for Academic Honesty Violations

Within the Heights IB program, teachers require students to submit most work completed outside of class to Turnitin.com or No Red Ink. The teachers may allow the students the option of correcting any violations detected before official submission for the course.

- If a teacher (or student or parent) suspects that a student has committed an act of academic dishonesty (or if the Turnitin.com or No Red Ink submission reveals plagiarism):
 1. He/she consults the student to hear his/her side of the story.
 2. If the teacher still believes the student has committed an act of academic dishonesty, the teacher gives the student a zero grade on the assignment and notifies the parent/guardian of the incident.
 3. The teacher also communicates the violation to the Grade Level Assistant Principal.
 4. The teacher and student will meet to determine the consequences of the action for the student.

Heights HS IB Academic Assessment Policy

Philosophy

The faculty, staff and community of Heights High School are committed to creating lifelong learners in an atmosphere of respect and responsibility. Students are encouraged to reach their maximum potential by promoting positive attitudes in a safe, nurturing environment and by establishing high standards of excellence, character, academics, and international mindedness.

Heights High School, an authorized International Baccalaureate World School, provides students with a personalized learning environment. As a part of a comprehensive high school, students participate in numerous extra-curricular activities, while receiving a quality education focused on academic rigor and college-career readiness. Heights High is dedicated to the principle that students can achieve their intellectual and social potential through exposure to a quality education presented in a positive learning environment.

According to the IB document, Assessment Principles and Practice, "assessment is a term used to cover all of the various methods by which student achievement can be evaluated." Assessment instruments may include, but are not limited to quizzes, examinations, extended practical work, projects, portfolios, cooperative tasks, (multimedia) presentations, laboratory experiments, discussion, oral interaction with peers and/or teacher, essays, and research papers.

Assessment is the gathering and analysis of information about student performance. It is an integral part of the planning, teaching, and learning process. Fair and diversified assessment is needed to support curricular goals and to encourage student learning. Research shows that the most effective grading practices provide valuable feedback designed to enhance student growth and performance. First and foremost, assessment is important because it drives student learning and instructional practice. Assessments are aligned with desired learning outcomes and tailored to meet the needs of our student population.

Students are expected to:

- Submit original work for assessment adhering to the Heights HS Academic Honesty Policy.
- Thoughtfully choose courses which serve personal goals.
- Maintain a satisfactory grade (70-100) for all courses for each semester.
- Responsibly and proactively track their academic progress and promptly respond to any decline in performance.
- Will exercise a growth mindset by viewing lower grades and other challenges as opportunities for growth and actively seeking out after school tutorials, teacher assistance, and counseling when experiencing academic problems.
- Submit assessments/requirements/ examinations aligned with their courses.

Teachers are expected to:

- Use a wide range of assessment tools to allow students of all learning styles to demonstrate mastery.
- Provide specific assessment feedback in a timely manner.
- Define clear expectations for assessments that are aligned with subject group assessment criteria.
- Provide students with exemplars.
- Use assessment data to drive instructional planning.
- Be reflective practitioners, seeking opportunities for professional growth and improved practice.

Campus leaders will support teaching and learning by:

- Provide and maintain a safe and protected environment in which teachers and students can work.
- Provide teachers with necessary resources.
- Offer timely feedback to promote the professional growth of teachers.
- Promote and model best instructional practices.

Parents/Guardians will:

- Be understanding and supportive of the challenges of a high school student in an advanced level of study.
- Encourage the student to advocate for him/herself.
- Be diligent in monitoring progress and cycle reports and responding to communications from teachers and coordinators.

Heights HS will:

- Provide a quality education aimed at preparing students for IB examinations as well as college admission.
- Communicate regularly with parents/guardians.
- Provide a supportive and instructional environment to guide, mentor and assist IB candidates through the successful completion of IB components.

Assessment

Assessment should be both formative and summative. The former includes daily checks for understanding and can take a variety of forms. The purpose of formative assessment is to provide a steady stream of information about individual and whole group mastery levels so that this information may be used in further planning of learning activities, differentiating instruction if appropriate, and providing timely feedback to the student so that the student may improve in mastery of skill and/or content.

Examples of formative assessment include but are not limited to daily homework, journaling, labs, class discussion, quizzes, and group and pair activities. (Diploma Program Assessment: Principles and Practice) Summative assessments are those assessments that are administered at the end of a unit of study and are designed to allow students to demonstrate their mastery of the content and skills studied. The scoring of summative assessments must utilize grading criteria and rubrics.

Examples of summative assessments include but are not limited to quizzes, tests, projects, some labs, presentations, portfolios, standardized tests, and essays. (Diploma Program Assessment: Principles and Practice) IB assessments are criterion-referenced rather than norm-referenced. This means that a rubric is used to judge each student's work in relation to identified standards and criterion formulated by the IB and found in IB syllabi rather than against the work of other students. (Diploma Programme Assessment: Principles and Practice)

Grade Determinations

During each school year, teachers in each curricular area within the Middle Years Programme, along with the IB Coordinator, will develop a set of benchmarks for each grade level in the programme. The subject teams will begin with the aims and objectives within their respective IB subject guides, unit plans, training materials, and state assessment requirements (TEKS); then decide what students will need to know to succeed. Using the concept of backward mapping, the subjects will vertically align through all grade levels beginning at 6th grade ensuring that teachers will utilize assessments/activities within the course that mirror IB assessments and skills. Through vertical articulation IB students will have many opportunities to develop, practice, and perfect skills needed to be successful in the IB program. The benchmarks will be reviewed by each subject group annually. Benchmarks will provide an overview that is used to help each teacher stay on track toward helping the students' progress to their maximum potential within the program. MYP teachers will be provided collaborative time to meet and discuss benchmark results, grade norming, and discuss best practices to increase student achievement.

Heights HS Grades and IB Grades

It is Houston ISD policy to have at least 2 grades per week within a grading cycle. The district requires a traditional grading system of averaging grades on a 0-100 scale. However, MYP unit assessments will be graded using IB criteria and marks. Students' grades will be communicated according to both the IB grading system and the district grading system. IB marks will be translated into district required grades for official reporting purposes at the conclusion of each grading cycle. By reporting grades using the IB grading system and district system, students will become more familiar with IB scoring criteria and their level of achievement within them.

Grade Reporting

Houston ISD provides parents access to student grades via HISD Connect. Each of the six high school grading cycles is six weeks in length. Progress reports are issued during the third week of the cycle. Teachers are required to record 2 assessments each week and have a minimum of 12 graded assessments per grading cycle.