

EXECUTIVE SUMMARY

SCHOOL IMPROVEMENT PLAN: SCHOOL YEAR 2020-2021

Campus Name: Heights High School

Campus #:

012

Principal:

Wendy Hampton

Area Office: Northwest

Executive Summary: Heights High School is an authorized International Baccalaureate World School for the Middle Years, Diploma and Career Programmes. As 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 is designated as a Title I schools and serves a population comprised of approximately 80% Hispanic students, 12% African American students and approximately 7% Anglo. Special education students make up 10% of student enrollment; 3% of students are LEP, and 20% of students are labeled as gifted and talented. Through structured credit recovery programs and consistent student monitoring through grade level offices, graduation rates remain steady at 96%.

Heights High School received a B rating from the TEA for the 2018-2019 school year. Heights saw gains in every EOC tested subject in the approaches, meets, and masters grade level. The campus biggest area for growth is in student growth for Domain 2 specifically with Algebra. English overall remains the lowest scores for the campus. When reviewing English 1 and 2 EOC and AP scores, we see that writing is a common link. While the gaps narrowed, we will still see the largest gaps in special education and LEP students. Boys are also underperforming girls by double digits in all assessed areas.

Based on needs the campus identified the following academic objectives:

HHS will increase the number of students approaching grade level in English from 70% to 80% , meets from 60% to 70% and masters from 7% to 17% The number of students scoring a 3 or higher on AP Language and AP Literature will increase by 5%.

HHS will increase the number of students approaching grade level in Algebra I from 72% to 80%; meeting grade level in Algebra 1 from 36% to 45% and Masters grade level from 12% to 20%.

80% of students graduating from HHS will meet the CCMR Designation.

60% of special education students and 50% of LEP students will score at the approaches grade level or higher on their ELA End of Course Exams. 100% of all special education and LEP students will meet their progress measure.

In order to address student achievement in reading, a campus writing plan has been developed. Teachers will continue to receive training and feedback on the incorporation of literacy practices across contest areas. Freshman classes will utilize Achieve 3000 for tiered reading support. Strategies in place to address student achievement in math include math intervention classes; structured tutorials both in and out of the school day; utilization of Think Through Math and Apex EOC review for re-testing students. The campus has also developed a comprehensive two day per week advocacy schedule in which students will receive intervention in ELA and Math based on data from BOY and Common assessments. Support and enrichment will also be provided for AP classes, IB classes, SAT and TSI testing as well as Industry Based Certification Exams.