

EXECUTIVE SUMMARY

SCHOOL IMPROVEMENT PLAN: SCHOOL YEAR 2017-2018

Below, please provide an executive summary of the School Improvement Plan (SIP) for your campus. This summary is submitted to the HISD Board of Education as part of the public hearing, at which time the Board votes on approval of the SIP.

Campus Name: HEIGHTS HIGH SCHOOL

Heights High School, an authorized International Baccalaureate World School for the Middle Years and the Diploma Programmes, provides students with a personalized learning environment through smaller learning communities comprised of career-related academies. 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 also designated as a Linked Learning campus, where our Health Science students blend the classroom work in their core classes with the real-world application from their Career Technology pathway.

Enrollment numbers in recent years have been consistently over 2300 students. Heights is classified, according to the University Interscholastic League criteria, as a 6A campus. Student demographics have experienced a slight shift over the past few years -- Hispanic numbers in the student body have fallen to 80%, while African American numbers have risen to 12% and white to 7%. Approximately 72% of students are classified as Economically Disadvantaged, resulting in a campus-wide Title I designation. With a mobility rate under 8% and a falling attrition rate, Heights is reversing the trends seen in many urban high schools. The percent of students receiving services through Special Education remains under 10%, the percent of English Language Learners has fallen to just over 3%, and Gifted and Talented students are 20%. Through a structured credit recovery program and monitoring through a Graduation Support Committee, graduation rates have continued to rise to around 96%.

Following the pattern of recent years, Heights experienced substantial state assessment growth in English Language Arts I, but less growth in ELA II. In Algebra I, we saw a recapture of last year's overall loss, as well as gains in two high-risk demographics, African American and Hispanic. Biology was credited with growth, due to changes in state standards, and US History showed substantive growth over 2016, including all three demographic categories of African American, Hispanic, and White. Particularly encouraging was the growth in student achievement at the higher levels of *meets* and *masters*. This increase was especially pronounced in biology and in United States history, and encompassed key demographic areas. Students tested in AP and IB exams demonstrated increased participation. Overall, performance on AP exams increased to 27.5% of students receiving a qualifying score in 2017. For year 1 IB Diploma students, 74% of tested students scored a 3 or higher on their respective exams. We anticipate that 40% of year 2 IBDP will qualify for the IB Diploma.

Campus goals for the 2017-2018 school year are: to increase campus-wide literacy and English Language Arts state assessment scores; to better meet the needs of at-risk students by creating an Intervention Assistance Team; and to increase advanced academic options by seeking authorization for the IB – Career Programme.