

HES Vision

*Highlands Elementary is a united learning community where students, staff, and families engage in purposeful inquiry, celebrate growth, and nurture agency so that all learners are inspired to inquire, connect, and thrive.
Inquire. Connect. Thrive.*

HES Mission

In collaboration with our community, Highlands Elementary cultivates curious, compassionate, and resilient learners who contribute to a diverse and evolving world. We empower students to think critically, act responsibly, and pursue knowledge as lifelong learners.

Highlands Elementary School Primary Years Programme Assessment Policy

Purpose:

The purpose of this document is to articulate Highlands Elementary School's philosophy of assessment and define the shared commitments of students, teachers, families, and leadership. Assessment at Highlands Elementary is a collective responsibility that reflects our belief that learning is continuous, growth oriented, and strengthened through reflection, feedback, and collaboration.

Assessment Philosophy:

At Highlands Elementary, assessment is an integral part of teaching and learning. It is ongoing, intentional, and designed to improve student learning, and not limited to grades or end of unit products. Our assessment practices are grounded in growth, reflection, collaboration, and high expectations. These practices ensure that learning is visible, progress is documented, and every student is supported in reaching their full potential.

Assessment practices at Highlands Elementary are continuously refined. As the programme develops, emphasis will continue to grow in:

- Strengthening integration of assessment data into instructional planning
- Deepening conceptual alignment between units of inquiry and assessment tasks
- Expanding cross grade level collaboration and calibration

We believe that effective assessment includes:

- Principled: Clarifies learning intentions and success criteria based on TEKS, position young learners to critically and ethically examine their learning and the learning of others
- Thinkers: Informs instructional decision making and promotes student ownership and agency
- Caring: Provides timely, actionable feedback for feed forward
- Knowledgeable: Reflects knowledge conceptual understanding and skill development
- Reflective: Documents growth over time through portfolios, MAP, CBAs, & state assessments. All learners in the community are assessment capable, with regular reflection an integral part of the learning and teaching process

It supports the development of knowledge, conceptual understanding, skills, learner profile attributes, and student action across the transdisciplinary programme and subject areas.

Highlands Elementary maintains a balanced system of assessment that includes:

- Formative Assessment - Embedded daily and weekly to monitor understanding and guide instruction. Strategies may include observations, visible thinking strategies, conferences, questioning, reflections, checklists, performance tasks, and ongoing feedback cycles.
- Summative Assessment - Embedded within units of inquiry and subject learning to provide opportunities for students to demonstrate understanding and application of learning.
- Student Reflection and Self Assessment - Students engage in structured opportunities to reflect on their progress throughout after every Unit of Inquiry (for learning inside and outside of the POI) and identify ongoing next steps. Assessments are taken to collect data that drives instruction. We have ongoing conversations with students during goal talk meetings and ask for student input into their personalized data. We also celebrate growth during their HES IB Day in May.

Students (26/27)

Students are active participants in the assessment process. They engage in reflection, respond to feedback, and increasingly take ownership by setting goal tracking of their growth. As students mature, they develop the ability to articulate what they have learned, how they have grown, and their next steps.

Teachers(26/27)

Teachers design assessments that align to learning goals based on TEKS and conceptual understanding. They embed formative assessment into daily instruction, provide clear success criteria, and use evidence of learning to adjust instruction. Teachers collaborate to maintain shared expectations for quality work and consistent interpretation of criteria.

Families(26/27)

Families are partners in the assessment process. They are informed about assessment practices, reporting structures, and student progress. Families support reflection and goal setting at home and engage in communication when needed to strengthen student growth.

Leadership (26/27)

Leadership ensures systems are in place to support balanced assessment practices, data informed instruction, and ongoing professional learning. Leadership facilitates collaborative planning, reflection on evidence of learning, and policy review to ensure alignment with campus goals.

District and State Assessments

Highlands Elementary fulfills all district and state assessment requirements as part of its comprehensive assessment system.

District measures include:

- ☐ PK students will take CLI at the beginning, middle and end of the year.
- ☐ Kindergarten students will take mClass at the beginning, middle and end of the year.

- ☐ MAP Growth BOY, MOY, & EOY in reading and mathematics in grades 1 through 5 administered at beginning, middle, and end of year.
- ☐ MAP Growth BOY, MOY, & EOY in science in grades 2 through 5.
- ☐ MAP Reading BOY, MOY, & EOY Fluency in grades 1 through 3 and selected grade 4 and 5 students identified as below the 30th percentile.
- ☐ District common benchmark assessments administered throughout the year.
- ☐ ***State assessments include STAAR in accordance with Texas requirements, including reading and mathematics in grades 3 through 5 and science in grade 5.***

Recording and Monitoring Progress

Highlands Elementary maintains systems to document student progress over time. Evidence of learning is collected, reviewed, and used to inform instructional adjustments and campus wide planning. Assessment data supports Tier 1 and Tier 2 instructional decisions and responsive Tier 3 intervention when necessary.

Portfolios: Highlands Elementary maintains physical PK through 5 student portfolios. Portfolios document growth over time and provide evidence of learning across units and subject areas. In early implementation, teachers guide artifact selection to ensure alignment with learning goals. As student agency develops, students increasingly select artifacts and explain why those artifacts represent growth or understanding.

Review

This assessment policy is reviewed annually by the pedagogical leadership team and guiding coalition to ensure it reflects campus goals, stakeholder input, and the evolving needs of students.

HES Grading 25/26

 HES 25-26 Grade Reporting Calendar Elementary 2025-2026.docx

GRADING POLICIES

Elementary Grading Guidelines Content Graded

Grades should represent student performance on TEKS (Texas Essential Knowledge and Skills) objectives in each subject area at the student's grade level.

Standards Based Report Cards

Highlands will have different standards based report cards than the rest of the district. There are no grayed out areas. We will get an indicator to add what is not taught. Below are your standards based PK-2 cards:

-  PK RC HES_Redacted.pdf
-  KG RC HES_Redacted.pdf
-  1st RC HES_Redacted.pdf
-  2nd RC HES_Redacted.pdf

Pre-K, Kindergarten, First and Second grade students are graded using a standards-based report card. Instead of a single overall grade, a standards-based report card breaks down the subject matter into smaller "learning targets." Each target is a teachable concept that students should master by the end of the grade level. Throughout the nine weeks, student learning on each target is evaluated and recorded and will be reported to parents on a standards-based report card. Teachers track student progress, give appropriate feedback, and adapt instruction to meet student needs.

Minimum Number of Grades

- There are a minimum number of grades required to accurately reflect student achievement during a grading period for subjects and grade levels.
- Students in grades 3 through 5 will receive a minimum of one grade each week in each of the following subjects:
- Language Arts, Math, Reading, Science and Social Studies. If teachers choose to utilize spelling as a grade, that grade may be used as an additional weekly grade (in addition to the minimum of one grade required for Language Arts)
- Grades will be entered into the online grade book by Tuesday of each week.

Homework Policy

- New Caney ISD believes that students should be well-rounded and encourages students to participate in activities outside of the school day. Parents are encouraged to read with their child for at least 20 minutes daily. ***At Highlands - Homework can be shared as optional, if you decide to send homework, we encourage you to have daily reading and fact fluency practice.***

Assessment Guidelines

- All teaching staff will administer and score tests according to the District assessment calendar guidelines. Only documented modifications are permitted.
- Mock STAAR testing should be used for diagnostic purposes only and no grade should be recorded in the grade book for Mock STAAR assessments.
- Curriculum Based Assessments are intended to guide instruction. They are confidential and should not be viewed by students prior to the test. No grades will be given on Curriculum Based Assessments.

Reteach/Retest Policy

- If more than 50% of the class fails an assignment, the grade will not be recorded. The concept will be retaught and reassessed.
- A student who fails a test may request a retest and may be given homework to complete and/or required to attend a tutorial session in order to qualify for a retest. There is a five-day time limit on the process (from posted test grade to retest). The two grades will be averaged together for a new test grade not to exceed 70%.

Core and Non-Core Subjects

- Core subjects are Reading Language Arts, Math, Science, and Social Studies.
- All non-core subjects will be graded as E, S, or NS. Technology grades will be given by the homeroom teacher. Conduct will be graded as E, S, or NS by each teacher.

Grading Scale 3rd-5th

Academics/Core Subjects

- 90-100 indicates outstanding achievement or "A" work
- 80-89 indicates good achievement or "B" work
- 70-79 indicates average achievement or "C" work
- Below 70 indicates non-mastery

Non-Core Subjects

- E- indicates Excellent work
- S- indicates Satisfactory work
- NS- indicates Needs additional Support on work

Pre-K-2nd

- Classroom Behavior and all content areas are graded as:
- Masters- consistently or regularly meets and often extends
- Meets- beginning to meet grade level expectations
- Approaches- working below grade level

Conduct

- Excellent- indicates the student has an excellent attitude, is cooperative, and promotes school rules and regulations.
- Satisfactory- indicates the student has a satisfactory attitude, is cooperative, and generally conforms to school rules and regulations.
- Needs Support- indicates the student is uncooperative and needs support to improve. This may indicate the student is disruptive in class and/or shows little respect for school rules and regulations.

Grade Reporting

All students will receive a progress report and a report card according to the District's schedule. It is best practice to contact parents if there is a drastic change between the progress report and the report card.

Grading Percentages/Weights

A grade may not count more than 2 times for any one assignment. Each assignment will be weighted equally in all subjects.

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Highlands Elementary School Primary Years Programme Language Policy

Purpose:

The purpose of this policy is to articulate Highlands Elementary School's philosophy and commitments regarding language learning and language development. Language is central to learning, identity, culture, and expression. This policy defines how our school community supports language development for all students and ensures alignment with the Texas Essential Knowledge and Skills, the English Language Proficiency Standards, and the Primary Years Programme framework.

Language Philosophy:

At Highlands Elementary, language is the foundation of all learning. All teachers are language teachers, and students develop language across all content areas through reading, writing, speaking, and listening. Students use language to make meaning, communicate ideas, and engage in learning. We value the languages and cultures students bring and recognize them as assets to our learning community. We are working to build opportunities for students to share their language, culture, and experiences as part of developing international mindedness and strong communication skills.

We believe that effective language instruction promotes:

- Thinkers: Language supports conceptual understanding and critical thinking across all content areas
- Communicators: Language development includes listening, speaking, reading, and writing across contexts and disciplines
- Principled: Language use reflects honesty, integrity, and responsibility in communication and academic work
- Open-minded: Students bring diverse linguistic and cultural perspectives that are valued and respected
- Reflective: Language development is ongoing, and students grow through feedback, practice, and self-reflection

Language learning is embedded in inquiry, discussion, reflection, and application.

Language of Instruction:

English is the primary language of instruction at Highlands Elementary. Instruction is aligned to the Texas Essential Knowledge and Skills and integrated within the Primary Years Programme framework. Students also engage in additional language learning through German instruction, supporting the development of communication skills and exposure to multiple languages.

Language Development and Support

Language development at Highlands Elementary is integrated across all content areas and aligned to the Texas Essential Knowledge and Skills and the English Language Proficiency Standards. Students develop language through reading, writing, speaking, and listening in meaningful academic contexts.

Highlands Elementary supports students through explicit vocabulary instruction, structured opportunities for academic discourse, and integrated reading and writing across the curriculum. Instruction is supported through small group intervention, MTSS aligned supports, and collaboration with instructional specialists.

Students identified as emergent bilingual receive instruction and linguistic accommodations in alignment with state and district requirements. Language development is monitored across listening, speaking, reading, and writing through classroom evidence and state assessments.

Students

Students actively engage in listening, speaking, reading, and writing across all content areas. They use academic vocabulary, communicate ideas clearly, and apply language to make meaning. Students reflect on their growth as communicators and take ownership of their language development.

Teachers

Teachers embed language instruction across all content areas. They model academic language, provide structured opportunities for students to read, write, speak, and listen, and design tasks that support language development in meaningful contexts. Teachers monitor student progress, provide targeted support, and implement the English Language Proficiency Standards. All teachers are responsible for supporting language development and meeting the needs of emergent bilingual students, and are required to hold or obtain ESL certification in accordance with state and district requirements.

Families

Families are partners in language development. Families are encouraged to support reading at home, maintain and value home language, and engage in ongoing communication with the school regarding student progress. Highlands Elementary provides communication in accessible formats and utilizes translation tools, such as ParentSquare and Skyward, to support understanding and participation for all families.

Leadership

Leadership ensures that structures, professional learning, and resources support language development across all grade levels. This includes ongoing professional learning aligned to campus goals, implementation of the English Language Proficiency Standards, and support for instructional practices that develop language across content areas. Leadership also ensures

access to translation and communication tools so that all families can engage meaningfully in the learning process.

Monitoring and Review

Language development is monitored through classroom evidence, district assessments, and intervention data. Student progress is reviewed across listening, speaking, reading, and writing using multiple data sources, including TELPAS. This policy is reviewed annually to ensure alignment with IB expectations, state requirements, and campus practices.

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Highlands Elementary School Primary Years Programme Inclusion Policy

Purpose:

The purpose of this policy is to articulate Highlands Elementary School's commitment to inclusive education. Inclusion ensures that every student is valued, supported, and provided equitable access to learning through the IB framework.

Inclusion Philosophy:

Highlands Elementary believes every student has the right to access meaningful learning opportunities. Inclusion reflects our commitment to equity, diversity, and belonging. Inclusion includes academic, social, emotional, linguistic, and physical dimensions of support. Students with identified needs receive services aligned to district and state guidelines. Students learn in a safe and supportive environment where their academic, social, and emotional needs are recognized and addressed.

We believe inclusiveness embodies:

- Caring: Inclusion is a shared responsibility as we support one another and create a safe and supportive learning environment.
- Open-minded: Students and staff respect and value differences, contributing to a culture of belonging for all learners.
- Risk-takers: All students can learn and grow as confident risk takers in their learning.
- Communicators: Diversity strengthens our learning community as we listen to and value different perspectives.
- Principled: We are committed to identifying and addressing barriers to learning so all students have equitable access and can succeed.

Highlands Inclusive Practices:

Highlands Elementary provides a continuum of support to ensure access for all learners:

- Tier 1 whole group instruction with differentiated supports, including academic, behavioral, and social emotional supports
- Tier 2 small group targeted support based on identified needs
- Tier 3 individualized and intensive interventions

Inclusive practices include differentiated instruction, implementation of accommodations such as 504 and special education services, and collaboration with specialized staff. Instruction is supported through MTSS structures, behavior and social emotional supports, and culturally

responsive practices to ensure students are supported across all areas of development. These supports ensure all students can access learning through inquiry and participate meaningfully in the IB framework.

Students

Students demonstrate respect for differences as open minded learners and contribute to a safe and inclusive learning environment. Students engage in learning through whole group, small group, and individualized supports, and take ownership of their growth as members of the learning community. Students experience support across whole groups, small groups, and individualized settings based on their needs.

Teachers

Teachers differentiate instruction and provide multiple entry points to ensure access for all learners. They implement accommodations, collaborate with special education and support staff, and provide support across academic, behavioral, and social emotional areas. Teachers use MTSS structures to monitor progress and adjust instruction to meet student needs. Teachers provide support across whole groups, small groups, and individualized settings and adjust instruction based on student data.

Families

Families are partners in the inclusion process and play an active role in supporting student success. Families collaborate with teachers and support staff, communicate student needs, and participate in meetings and school processes related to student support. Families participate in meetings, contribute to support plans, and engage in ongoing communication with the school. Highlands Elementary provides multiple opportunities for family engagement and ensures communication is accessible to all families.

Leadership

Leadership ensures implementation of inclusive practices through campus systems, professional learning, and ongoing support. Leadership monitors the effectiveness of Tier 1, Tier 2, and Tier 3 supports, ensures alignment with district and state requirements, and promotes a culture of equity, access, and belonging for all students. Leadership uses data to evaluate the effectiveness of supports and adjusts systems to improve outcomes for all students.

Monitoring and Review

Inclusion effectiveness is monitored through student performance data, intervention data, and collaborative review processes. Family feedback is collected through surveys following fall and spring conferences in alignment with HB 5 requirements. This policy is reviewed annually to ensure alignment with IB expectations, state requirements, and campus practices.

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Highlands Elementary School Primary Years Programme Academic Integrity Policy

Purpose

The purpose of this policy is to define Highlands Elementary's expectations for ethical learning, honest work, and responsible scholarship. Students are expected to engage honestly in their academic learning, grounded in respect, responsibility, and trust, as they develop as principled learners, thinkers, caring members of the community, and reflective individuals. Inquiry, action, and reflection guide this process as students learn how to learn and grow as risk takers over time.

Academic Integrity Philosophy

At Highlands Elementary, academic integrity means producing authentic work, citing sources, and demonstrating honesty in learning in all assignments and assessments.

We believe:

- Principled: Being principled requires honesty and integrity in all learning.
- Thinkers: Being a thinker requires ownership of one's work.
- Caring: Being caring requires acting with ethical behavior toward others and the learning community.
- Reflective: Being reflective requires understanding that academic integrity develops over time.

District policy outlined in Student Handbook (p.56 Student Code of Conduct NCISD)

- Cheating/Plagiarism Cheating shall be defined as giving or receiving information on a test or submitting duplicate work for outside assignments.
- Using technology (e.g., artificial intelligence, computer, internet, personal communication device, or calculator) to cheat or copy the work of another is prohibited.
- Plagiarism consists of using another person's ideas or writing as one's own. Plagiarism is a form of cheating. Students caught cheating will be referred to their respective assistant principal for disciplinary action.
- The following disciplinary action and academic penalty will be imposed on a per class basis. Courses offered in partnership with institutions of higher education will be subject to the cheating/plagiarism policies of those entities.

Expectations

Students are expected to:

- Complete work independently unless collaboration is permitted
- Acknowledge sources when using the ideas or words of others
- Avoid copying or misrepresenting work
- Use technology responsibly

Teachers are responsible for:

- Explicitly teaching age appropriate citation and paraphrasing
- Paraphrasing to promote authentic thinking
- Clarifying expectations for collaboration
- Addressing concerns with a reflective approach

Families are responsible for:

- Supporting honest work at home
- Encouraging independent effort
- Communicating concerns when needed

Research Continuum TEKS K-5

Generating Questions	K.12(A) generate questions for formal and informal inquiry with adult assistance	1.13(A) generate questions for formal and informal inquiry with adult assistance	2.13(A) generate questions for formal and informal inquiry with adult assistance	3.13(A) generate questions on a topic for formal and informal inquiry	4.13(A) generate and clarify questions on a topic for formal and informal inquiry	5.13(A) generate and clarify questions on a topic for formal and informal inquiry
Research Plan	K.12(B) develop and follow a research plan with adult assistance	1.13(B) develop and follow a research plan with adult assistance	2.13(B) develop and follow a research plan with adult assistance	3.13(B) develop and follow a research plan with adult assistance	4.13(B) develop and follow a research plan with adult assistance	5.13(B) develop and follow a research plan with adult assistance
Sources	K.12(C) gather information from a variety of sources with adult assistance	1.13(C) identify and gather relevant sources and information to answer the questions with adult assistance	2.13(C) identify and gather relevant sources and information to answer the questions	3.13(C) identify and gather relevant information from a variety of sources	4.13(C) identify and gather relevant information from a variety of sources	5.13(C) identify and gather relevant information from a variety of sources
Types of Sources			2.13(D) identify primary and secondary sources	3.13(D) identify primary and secondary sources	4.13(D) identify primary and secondary sources	5.13(D) understand credibility of primary and secondary sources
Demonstrate Understanding	K.12(D) demonstrate understanding of information gathered with adult assistance	1.13(D) demonstrate understanding of information gathered with adult assistance	2.13(E) demonstrate understanding of information gathered	3.13(E) demonstrate understanding of information gathered	4.13(E) demonstrate understanding of information gathered	5.13(E) demonstrate understanding of information gathered
Paraphrasing vs. Plagiarism				3.13(F) recognize the difference between paraphrasing and plagiarism when using source materials	4.13(F) recognize the difference between paraphrasing and plagiarism when using source materials	5.13(F) differentiate between paraphrasing and plagiarism when using source materials
Citing Sources			2.13(F) cite sources appropriately	3.13(G) create a works cited page	4.13(G) develop a bibliography	5.13(G) develop a bibliography
Presentation	K.12(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	1.13(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	2.13(G) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	3.13(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	4.13(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	5.13(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results

Research Skills K-5 TEKS [HES Research Method](#)

For example:

- **K-1** Introduction to "Ownership" - Identifying my work vs. someone else's work.
- **2-3** Basic Attribution - Verbally stating where information was found.
- **4-5** Formal Citation - Using a simplified citation format and practicing paraphrasing to avoid plagiarism.

Technology and Integrity

Students are taught responsible use of digital tools housed within ClassLink. AI tools and technology are used in alignment with teacher direction and learning goals as aligned within the IB Framework and district outlined expectations.

Response to Breaches

Concerns are addressed through reflection and student conferences. Highlands Elementary serves young learners, our responses will emphasize reteaching and clarity of expectations.

- **Reflective Conference** - Upon a breach, New Caney ISD Student Code of Conduct will be followed and a Reflective conference will occur between campus administration, teacher, student, and parent.

- **Redo Opportunity** - Students are given the opportunity to revise and resubmit work with proper academic integrity, reinforcing that learning and growth are prioritized over the final grade.

Monitoring and Review

This policy is reviewed annually and reinforced through classroom instruction and family communication.

Highlands Elementary Student Exhibition Academic Integrity Agreement

As a Highlands Elementary student, I understand that the HES PYP Exhibition is an opportunity to show my learning through inquiry, action, and reflection. I commit to being honest, responsible, and respectful in all parts of my work.

- As a principled learner, I will create my own work and not copy from others or use work that is not my own.
- As a thinker, I will take ownership of my ideas, do my own thinking, and use my own words when sharing my learning.
- As a caring member of the community, I will respect the ideas, work, and contributions of others by listening, collaborating appropriately, and giving credit when I use someone else's ideas.
- As a reflective learner, I will accept feedback, correct my mistakes, and continue to grow in completing honest and responsible work.

During my research and presentation, I agree to:

- Complete my work independently unless my teacher says collaboration is allowed.
- Cite sources when I use someone else's ideas, words, or information.
- Use technology responsibly and only in ways my teacher has approved.
- Avoid copying, sharing answers, or misrepresenting work.

I understand that if I make a mistake, I will have the opportunity to reflect, learn, and try again.

Student Name: _____

Student Signature: _____ Date: _____

Teacher: _____

Parent: _____

Should we explicitly state what we want to see in the work?

HES Academic Integrity 25/26

Authentic Unique Ownership

What if it is to a child's Parents - US

Showing their work or were they learned a specific fact or process

Acknowledgement of Plagiarism

3 Parts

- Student
- Teacher
- Parents

Currently district does not allow AI for Students.

I like this description

Highlands Elementary School Primary Years Programme Academic Integrity Policy

Grade	Learning Objectives	Assessment Methods	Intervention Strategies
Grade 1	Understand the importance of honesty and integrity.	Classroom observations, peer reviews.	Classroom discussion, role-playing.
Grade 2	Identify and explain the difference between honest and dishonest behavior.	Classroom observations, peer reviews.	Classroom discussion, role-playing.
Grade 3	Understand the importance of honesty and integrity.	Classroom observations, peer reviews.	Classroom discussion, role-playing.
Grade 4	Identify and explain the difference between honest and dishonest behavior.	Classroom observations, peer reviews.	Classroom discussion, role-playing.
Grade 5	Understand the importance of honesty and integrity.	Classroom observations, peer reviews.	Classroom discussion, role-playing.
Grade 6	Identify and explain the difference between honest and dishonest behavior.	Classroom observations, peer reviews.	Classroom discussion, role-playing.
Grade 7	Understand the importance of honesty and integrity.	Classroom observations, peer reviews.	Classroom discussion, role-playing.
Grade 8	Identify and explain the difference between honest and dishonest behavior.	Classroom observations, peer reviews.	Classroom discussion, role-playing.
Grade 9	Understand the importance of honesty and integrity.	Classroom observations, peer reviews.	Classroom discussion, role-playing.
Grade 10	Identify and explain the difference between honest and dishonest behavior.	Classroom observations, peer reviews.	Classroom discussion, role-playing.
Grade 11	Understand the importance of honesty and integrity.	Classroom observations, peer reviews.	Classroom discussion, role-playing.
Grade 12	Identify and explain the difference between honest and dishonest behavior.	Classroom observations, peer reviews.	Classroom discussion, role-playing.

Research Skills K-5 TEKS

Purpose

The purpose of this policy is to define Highlands Elementary School's expectations for ethical learning, honest work, and responsible scholarship. Academic integrity is grounded in integrity, respect, responsibility, and trust.

Academic Integrity Philosophy

At Highlands Elementary, academic integrity means producing authentic work, giving credit, and demonstrating honesty in learning.

We believe:

- Learning requires honesty.
- Students must understand ownership of work.
- Academic integrity is essential to learning.
- Academic integrity is developmental and age appropriate.
- Academic integrity is modeled, taught, and reinforced across all grade levels.

Expectations

Students are expected to:

- Complete work independently unless collaboration is permitted.
- Acknowledge sources when using the ideas or words of others.
- Avoid copying or misrepresenting work.
- Use technology responsibly.

Teachers are responsible for:

- Explicitly teaching age appropriate citation and paraphrasing.
- Designing assessments that promote authentic thinking.
- Clarifying expectations for collaboration.
- Addressing concerns with a restorative approach.

Families are responsible for:

- Supporting honest work at home.
- Encouraging independent effort.
- Communicating concerns when needed.

Technology and Integrity

Students are taught responsible use of digital tools. AI tools and technology are used in alignment with teacher direction and learning goals.

Response to Breaches

Concerns are addressed through education and reflection. Because Highlands Elementary serves young learners, responses emphasize reteaching, restoration, and clarity of expectations.

Monitoring and Review

This policy is reviewed annually and reinforced through classroom instruction and family communication.

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Broken down to chunks

Should we all assessments or assignments? Should we tie learner profiles AI - mini lesson SAMAR made! include in parent nights

HES Assessment 25/26

Highlands Elementary School Primary Years Programme Assessment Policy HES Grading 25/26

Assessment practices at Highlands Elementary are continuously refined. As the programme develops, emphasis will continue to grow in:

- Strengthening student agency in assessment design and reflection
- Deepening conceptual alignment between units of inquiry and assessment tasks
- Expanding cross grade level collaboration and calibration
- Strengthening integration of assessment data into instructional planning

Purpose:

The purpose of this document is to articulate Highlands Elementary School's philosophy of assessment and to define the shared commitments of students, teachers, families, and leadership in the assessment journey. Assessment at Highlands Elementary is a collective responsibility. It reflects our belief that learning is continuous, growth oriented, and strengthened through reflection, feedback, and collaboration among all stakeholders.

Assessment Philosophy:

At Highlands Elementary, assessment is an integral part of teaching and learning. It is not limited to grades or end-of-unit products. Assessment is ongoing, intentional, and designed to improve student learning.

We believe that effective assessment:

- ② ☐ Informs instructional decision making
- ② ☐ Clarifies learning intentions and success criteria
- ② ☐ Promotes student ownership and agency
- ② ☐ Provides timely, actionable feedback
- ② ☐ Reflects conceptual understanding and skill development
- ② ☐ Documents growth over time — Portfolio

PLC

Assessment includes assessment for learning, assessment as learning, and assessment of learning. It supports the development of knowledge, conceptual understanding, skills, learner profile attributes, and student action across the transdisciplinary programme and subject areas.

Students

Students are active participants in the assessment process. They engage in reflection, respond to feedback, and increasingly take ownership of identifying evidence of their growth. As students mature, they develop the ability to articulate what they have learned, how they have grown, and what their next steps are.

Teachers

Teachers design assessments that align to learning goals and conceptual understanding. They embed formative assessment into daily instruction, provide clear success criteria, and use evidence of learning to adjust instruction. Teachers collaborate to maintain shared expectations for quality work and consistent interpretation of criteria.

Families

Families are partners in the assessment process. They are informed about assessment practices, reporting structures, and student progress. Families support reflection and goal setting at home and engage in communication when needed to strengthen student growth.

Leadership ensures systems are in place to support balanced assessment practices, data informed instruction, and ongoing professional learning. Leadership facilitates collaborative planning, reflection on evidence of learning, and policy review to ensure alignment with campus goals.

Highlands Elementary maintains a balanced system of assessment that includes:

- Formative Assessment - Embedded daily and weekly to monitor understanding and guide instruction. Strategies may include observations, conferences, questioning, reflections, checklists, performance tasks, and ongoing feedback cycles.
- Summative Assessment - Embedded within units of inquiry and subject learning to provide opportunities for students to demonstrate understanding and application of learning.

Portfolio Development and Reporting Structure May 2028

- Portfolios - Highlands Elementary maintains a physical K through 5 student portfolio. Portfolios document growth over time and provide evidence of learning across units and subject areas.

In early implementation, teachers guide artifact selection to ensure alignment with learning goals. As student agency develops, students increasingly select artifacts and explain why those artifacts represent growth or understanding.

District and State Assessments

Highlands Elementary fulfills all district and state assessment requirements as part of its comprehensive assessment system.

District measures include:

- ☐ MAP Growth in reading and mathematics in grades 1 through 5 administered at beginning, middle, and end of year
- ☐ MAP Growth in science in grades 2 through 5
- ☐ MAP Reading Fluency in grades 1 through 3 and selected grade 4 and 5 students identified as at risk
- ☐ District common benchmark assessments administered throughout the year

State assessments include STAAR in accordance with Texas requirements, including reading and mathematics in grades 3 through 5 and science in grade 5.

District and state assessments are used as data points within a broader assessment framework. They inform instructional planning but do not replace ongoing formative assessment or conceptual evaluation of learning.

Recording and Monitoring Progress

Highlands Elementary maintains systems to document student progress over time. Evidence of learning is collected, reviewed, and used to inform instructional adjustments and campus wide planning. Assessment data supports Tier 1 and Tier 2 instructional decisions and responsive intervention when necessary.

Review

This assessment policy is reviewed annually by the pedagogical leadership team to ensure it reflects campus goals, stakeholder input, and the evolving needs of students.

Assessment at Highlands Elementary is a shared journey. It is grounded in growth, reflection, collaboration, and high expectations. Through intentional assessment practices, we ensure that learning is visible, progress is documented, and every student is supported in reaching their full potential.

Hold until after authorization

Looks like: Need to define practice

Portfolios?

Have we ensured that this aligns with our district grading policy?

What about starting this w/ vision or mission or linking why it matters?

clear goal tracking

move portfolio → here

repetitive

HES Inclusion 25/26

Highlands Elementary School Primary Years Programme Inclusion Policy

Purpose - The purpose of this policy is to articulate Highlands Elementary School's commitment to inclusive education. Inclusion ensures that every student is valued, supported, and provided equitable access to learning.

Inclusion Philosophy - Highlands Elementary believes every student has the right to access meaningful learning opportunities. Inclusion reflects our commitment to equity, diversity, and belonging.

We believe:

- All students can learn
- Diversity strengthens the learning community
- Barriers to learning must be identified and addressed
- Inclusion requires shared responsibility

Inclusion includes academic, social, emotional, linguistic, and physical dimensions of support.

Inclusive Practices

Highlands Elementary provides:

1. Differentiated instruction (explain concisely) while small targeted
2. Collaboration with special education staff
3. 504 accommodations when applicable
4. MTSS structures
5. Behavior and social emotional supports w/ a partner in
6. Culturally responsive practices

Students with identified needs receive services aligned to district and state guidelines.

Stakeholder Commitments

Students

Students are expected to demonstrate respect for differences and contribute positively to the learning community.

Teachers

Teachers differentiate instruction, implement accommodations, collaborate with support staff, and design learning experiences that allow multiple entry points.

Families

Families collaborate with teachers and support staff, communicate student needs, and engage in shared planning when necessary.

Leadership

Leadership ensures compliance with district and state requirements and supports professional learning in inclusive practices.

Monitoring and Review

Inclusion effectiveness is monitored through student performance data, intervention data, and collaborative review processes. This policy is reviewed annually.

emotional supports

SAA small group
Whole group
and individual

Demonstrate Profiles

no role?

HB5
Fall conf
+ spring conf

create an atmosphere where all students feel included?

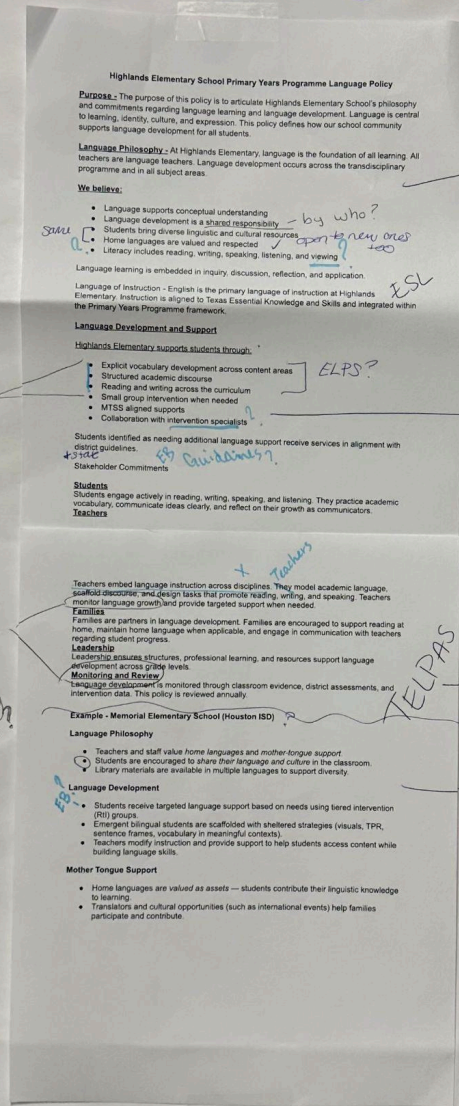
and the IB framework?

Parent Square bullet
add parent engagement into

engage more ways they should

HES Language 25/26

Assess Next
Reflection
Accountability



~~Cultural~~
Cultural Celebrations

~~ELLPS~~
ELLPS
ELLPS accommodations

Reworded:
Repetitive

How
are
we
doing
this?

Students
assess in listening + speaking
Reading + writing

Teacher
Trainings
- Campus plan

consider push-in model to meet weekly PE minutes
student/family/community cultural share/show/fair event