



## **Great Hearts Irving Campus Improvement Plan 2016-2017**

## GREAT HEARTS IRVING MISSION

The mission of Great Hearts Irving (GHI) is to educate students for the lifelong pursuit of truth, goodness, and beauty.

The Great Hearts Irving graduate has a foundation in the liberal arts of grammar and rhetoric, logic and mathematics, history, natural science, and philosophy. The graduate has also practiced the fine arts of music, poetry, drawing and painting, and drama. The graduate is thus prepared for every career, every course of advanced or specialized study, and every kind of leisure. In short, the Great Hearts Irving graduate is ready for the lifetime of learning that is possible for a human being.

Great Hearts Irving will fulfill its mission by the following means:

- Service to a rigorous, prescribed liberal arts curriculum that is the same for all students
- Classes of 25 or less in grades 6-12 and of 30 or less in grades K-5 (with an Apprentice Teacher dedicated, enthusiastic, and intellectually excellent teachers who serve as models of learning and of character)
- Detailed student evaluation, with an emphasis upon written, narrative evaluation of learning rather than upon grades and percentages
- Regular and meaningful homework assignments
- High standards of personal conduct and comportment for students

Though the curriculum is rigorous and expectations of students high, our mission at Great Hearts Irving is to provide an environment that allows every student who is curious and diligent the opportunity to fulfill his or her potential.

*Notice of Nondiscrimination:* Great Hearts Texas does not discriminate on the basis of race, religion, color, national origin, sex, disability, or age in providing educational services, activities, and programs, including vocational and career technology programs, in accordance with Title VII of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Title II of the Americans with Disabilities Act of 1990 ("ADA"), as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended; the Age Discrimination Act of 1975, as amended; and any other legally-protected classification or status protected by applicable law.

## **THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS**

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

## **THE STATE OF TEXAS PUBLIC EDUCATION GOALS**

- Goal #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- Goal #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- Goal #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- Goal #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

## **THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES**

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

## **CRITERIA FOR STUDENT ENTITLEMENT TO TARGETED ASSISTANCE FUNDING**

Eligible children are those in grades 3-12 identified as failing or most at risk of failing based upon STAAR, DIBELS and MAP testing. The following categories are also included:

1. Grades K-2 that are recommended based on teacher input, parent interviews, and other developmentally appropriate measures.
2. Any child who participated in Head Start, Even Start, Early Reading First, or Title I preschool services at any time within the last two years.
3. Any child attending a community day care program or living in a state or local institution for neglected or delinquent children.
4. Any child served in the previous two years under the Migrant Education Program.
5. Any child who is homeless and attending any school served by LEA.

If there are not enough resources to serve all eligible students, the campus will maintain a prioritized list of eligible students with those children failing or most at risk of failing.

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## COMPREHENSIVE NEEDS ASSESSMENT

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### DEMOGRAPHICS

Data Sources Reviewed: PEIMS 2015-2016 Fall Submission, PEIMS 2015-2016 Summer Attendance Data, Attendance records

#### Enrollment:

Total Enrolled: **651**

Enrollment by Gender:

Enrollment By Gender	# Enrolled	% Enrolled
Female	319	49.00%
Male	332	51.00%

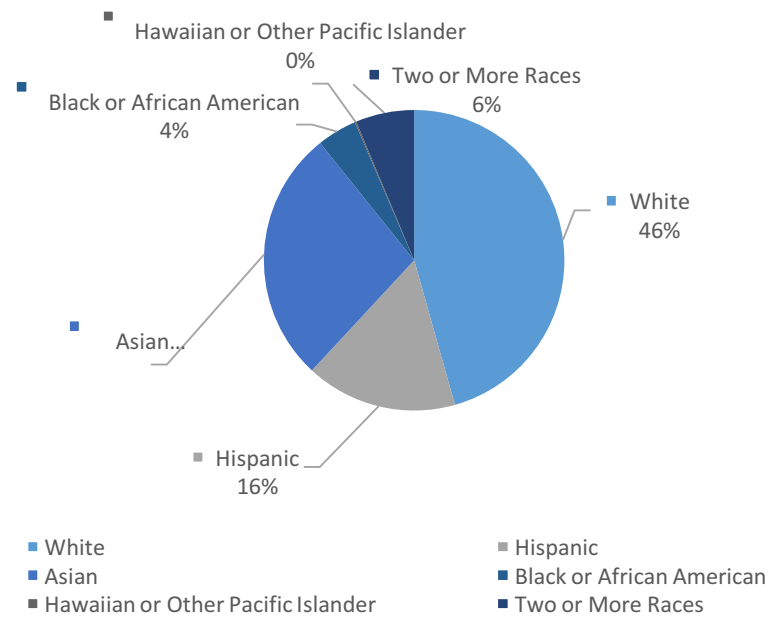
Grade Span for 2016-2017: **K-8 (Numbers below reflect the 2015-2016 school year)**

Kindergarten	91
Grade 1	92
Grade 2	89
Grade 3	88
Grade 4	91

Grade 5	88
Grade 6	56
Grade 7	56
Grade 8	N/A

## Ethnicity

### Ethnicity



**Select Student Group Enrollment**

Select Group	% Enrolled
LEP	63 (9.68%)
Immigrant	0 (0.00%)
Economic Disadvantage	89 (13.67%)
Military Connected	1 (0.15%)
Foster Care	0 (0.00%)
Homeless	8 (1.23%)
Unaccompanied Youth	8 (1.23%)
Dyslexia	8 (1.23%)
Migrants	0 (0.00%)

<b>At Risk</b>				
	<b>At Risk</b>	<b># of Students</b>	<b>% Group</b>	<b>% Enrolled</b>
	Asian/Pacific Island	42	42.86%	6.45%
	Black	2	2.04%	0.31%
	Hispanic	25	25.51%	3.84%
	White	25	25.51%	3.84%
	Two or More	4	4.08%	0.61%
	<b>Total</b>	<b>39</b>	<b>100.00%</b>	<b>5.77%</b>
<b>Special Program Participation</b>				
	<b>ESL</b>	<b># of Students</b>	<b>% Group</b>	<b>% Enrolled</b>
	Asian/Pacific Island	32	56.14%	4.92%
	Hispanic	19	33.33%	2.92%
	White	6	10.53%	0.92%
	<b>Total</b>	<b>57</b>	<b>100.00%</b>	<b>8.76%</b>
	<b>Special Education</b>	<b># of Students</b>	<b>% Group</b>	<b>% Enrolled</b>



	Asian/Pacific Island	4	17.39%	0.61%
	Black	1	4.35%	0.15%
	Hispanic	6	26.02%	0.92%
	White	12	52.17%	1.84%
	<b>Total</b>	<b>23</b>	<b>100.00%</b>	<b>3.53%</b>

<b>Attendance</b>	Total Days Present: <b>97.07%</b>	
	Total Days Absent: <b>2.93%</b>	
	<b>Percent in Attendance</b>	<b>%</b>
	Hispanic/Latino	96.86%
	Asian	97.52%
	Black or African American	96.55%
	Hawaiian or other Pacific Islander	96.61%
	White	96.93%
Two or More Races	97.10%	

<b>Enrollment Community Origin</b>	La Villita, Universal Academy, The Highlands, Las Colinas Elementary, Mt. St. Michael's, Faustina	
<b>Teacher/Student Ratio</b>	Overall Ratio: <b>1:13</b>	
<b>Transfer/Mobility/Stability</b>	<p><b>77</b> students transferred into GHI after the first day of school during the 2015-2016 school year.</p> <p><b>53</b> students withdrew from GHI in the 2015-2016 school year (including those who withdrew on the last day).</p> <p>None of these students were migrant students.</p>	
<b>Summary of Strengths</b>	<b>Summary of Needs</b>	<b>Summary of Priorities</b>
<ul style="list-style-type: none"> <li>• Diverse population</li> <li>• Strong teacher-student ratio</li> <li>• High interest of students attempting to transfer in</li> <li>• High attendance rate</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain retention</li> <li>• Continue to identify supports for Economically Disadvantaged students</li> <li>• Greater community exposure</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain high attendance rates</li> <li>• Prevent drop-out</li> <li>• Continuous focus on retention</li> <li>• Community awareness</li> </ul>

## STUDENT ACHIEVEMENT

Data Sources Reviewed: STAAR, MAP testing, DIEBELS

2016 STAAR Results

Reported in %

State

District

IRVING

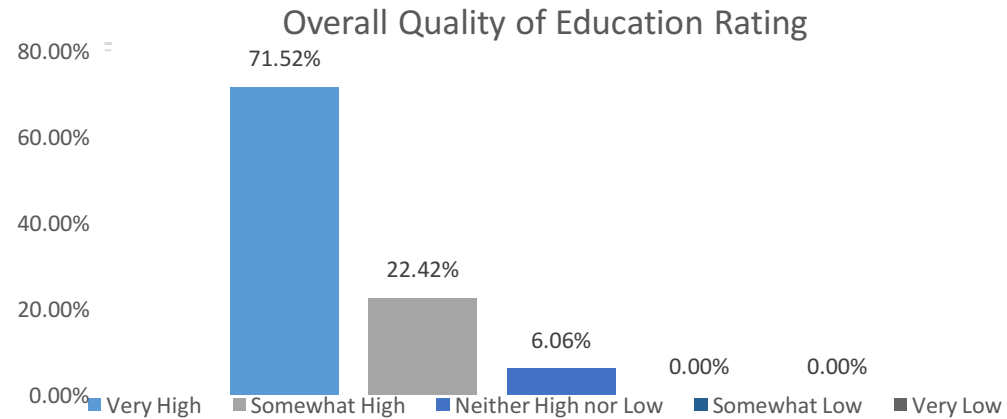
		Satisf (Advncd) Unsatisf	Satisf (Advncd) Unsatisf	Satisf (Advncd) Unsatisf
	Grade 3 reading		84 (28) 16	92 (33) 8
	Grade 3 math		81 (11) 19	85 (7) 15
	Grade 4 reading		85 (24) 15	83 (21) 17
	Grade 4 math		79 (24) 21	80 (33) 20
	Grade 4 writing		77 (20) 23	78 (21) 22
	Grade 5 reading			95 (54)
	Grade 5 math			98 (45)
	Grade 5 science		80 (8) 20	93 (17) 7
	Grade 6 reading		90 (33) 10	89 (30) 11
	Grade 6 math		88 (24) 12	79 (28) 21
	Grade 7 reading		87 (36) 13	92 (33) 8
	Grade 7 math		75 (8) 25	78 (4) 22
	Grade 7 writing		85 (25) 15	87 (23) 13

Summary of Strengths	Summary of Needs	Summary of Priorities
<ul style="list-style-type: none"> <li>• High 6<sup>th</sup> grade reading and math scores</li> </ul>	<ul style="list-style-type: none"> <li>• Increase 4<sup>th</sup> grade reading scores</li> <li>• Increase 4<sup>th</sup> grade math scores</li> <li>• Increase 7<sup>th</sup> grade math scores</li> </ul>	<ul style="list-style-type: none"> <li>• Increase focus on math and writing</li> <li>• Maintaing and improving student success in all subjects</li> <li>• Focus on preparation of K-2 students for STAAR</li> </ul>

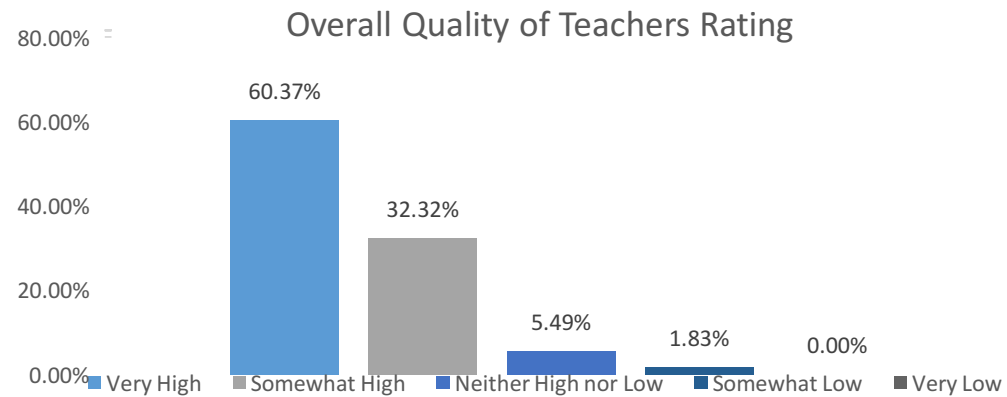
## SCHOOL CULTURE & CLIMATE

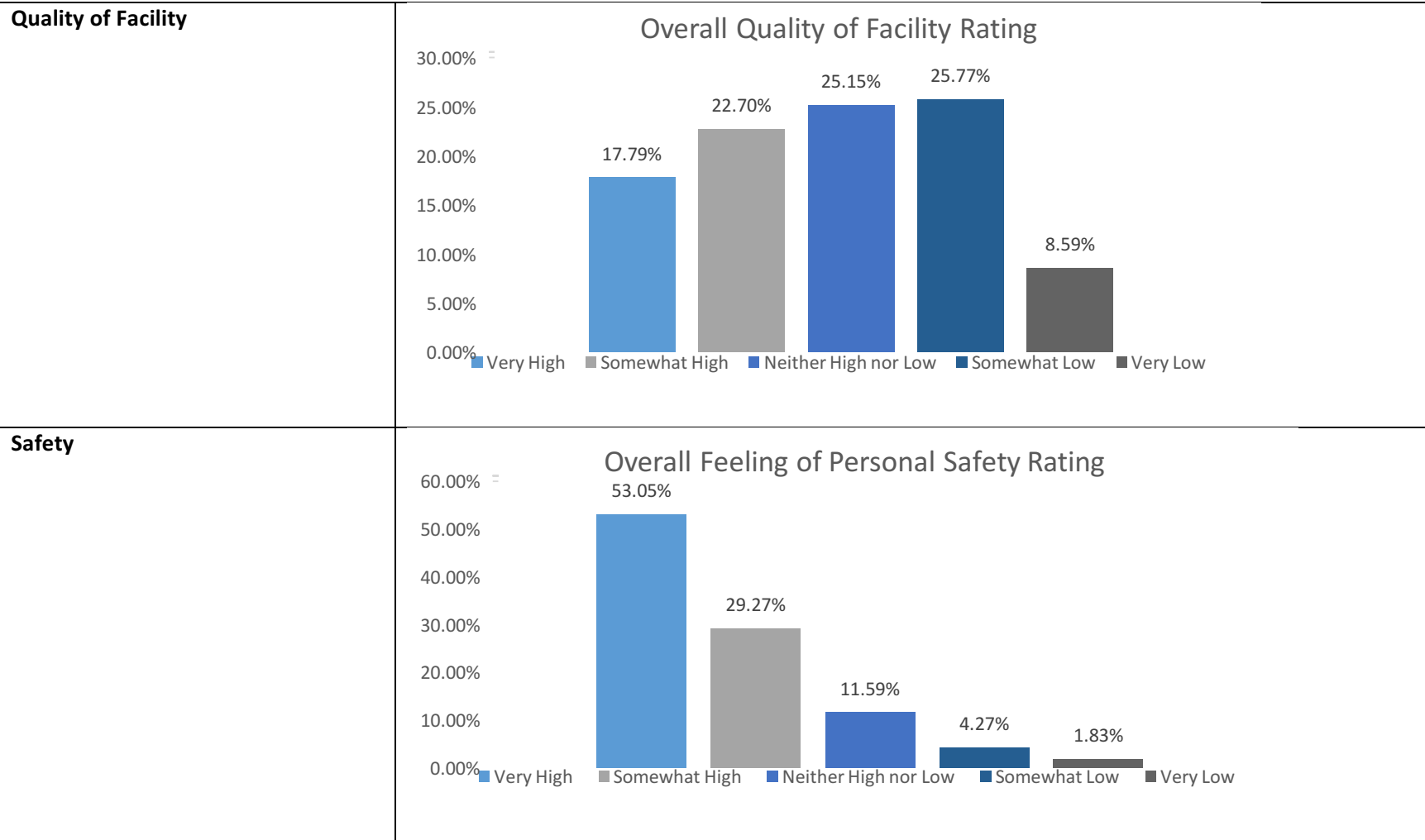
Data Sources Reviewed: Parent Satisfaction Survey, Performance Rating Survey, Extracurricular rosters, Athletics rosters

### Quality of Education



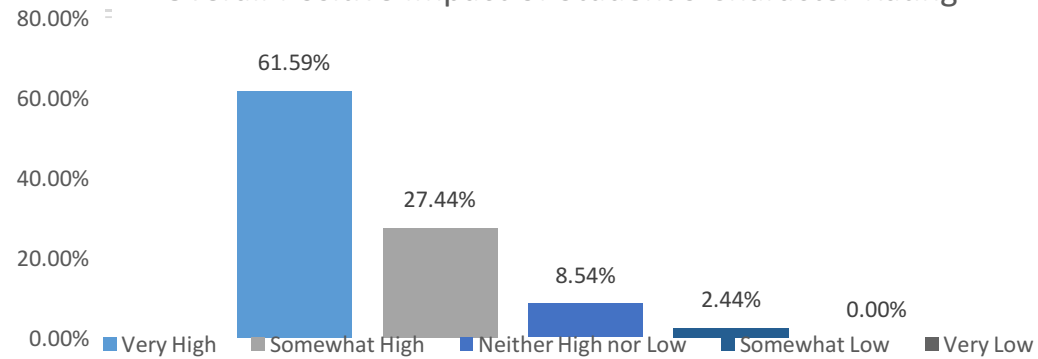
### Quality of Teachers





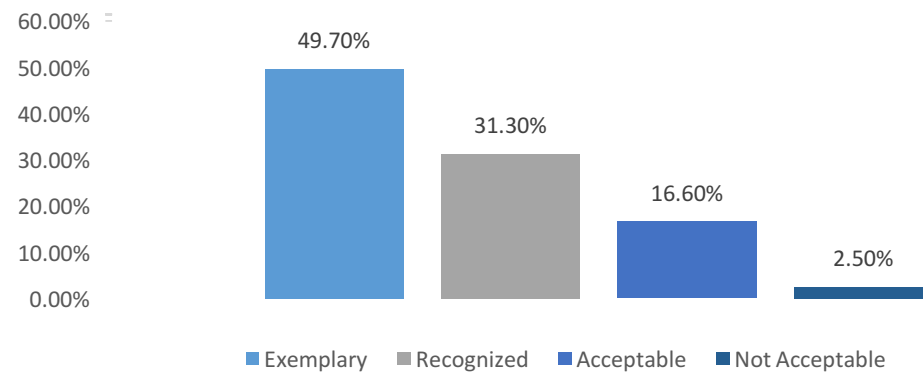
**Positive Impact on Student's Character**

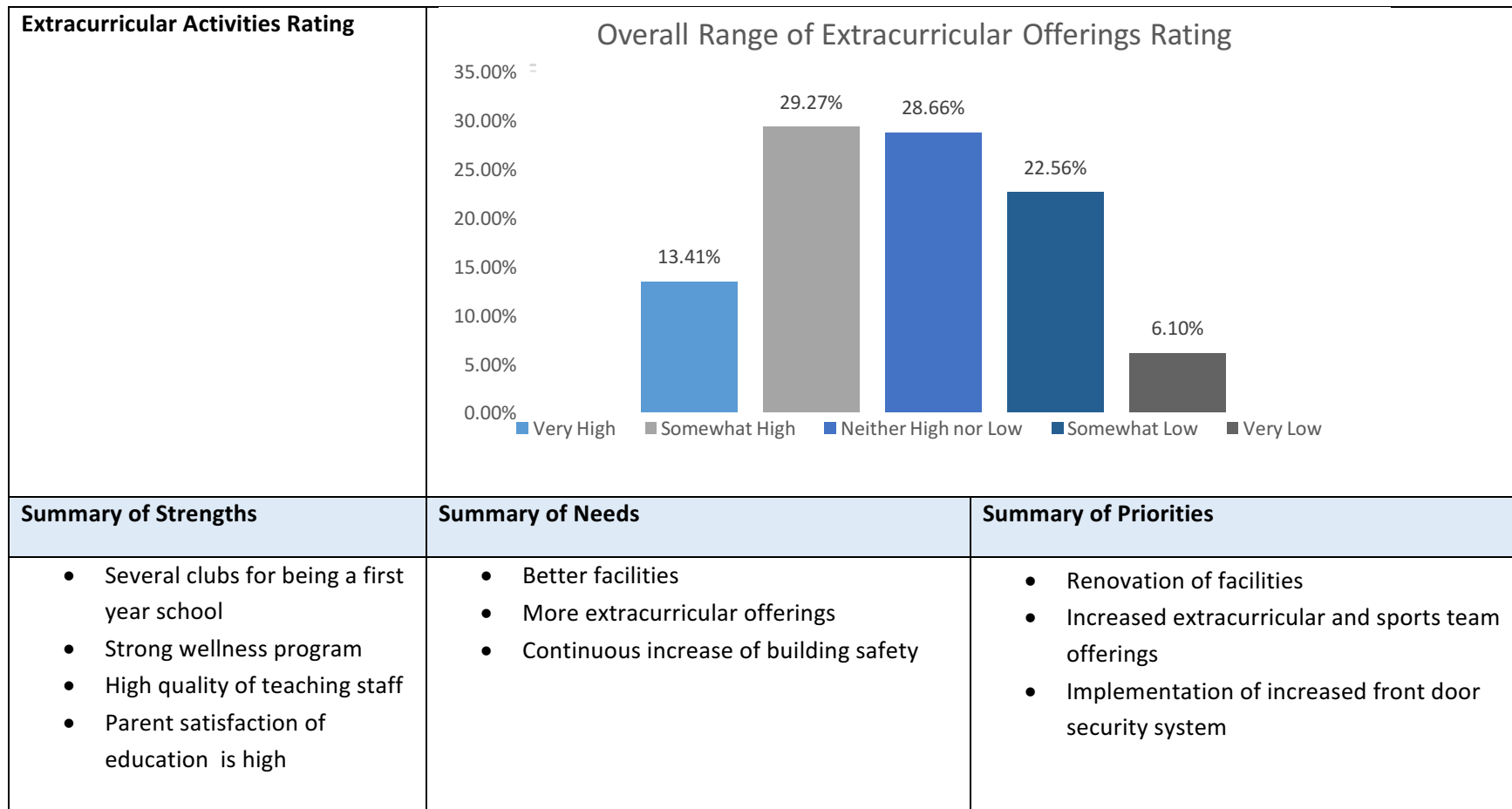
Overall Positive Impact of Student's Character Rating



**Wellness & Education Program**

Wellness & Education Program Rating

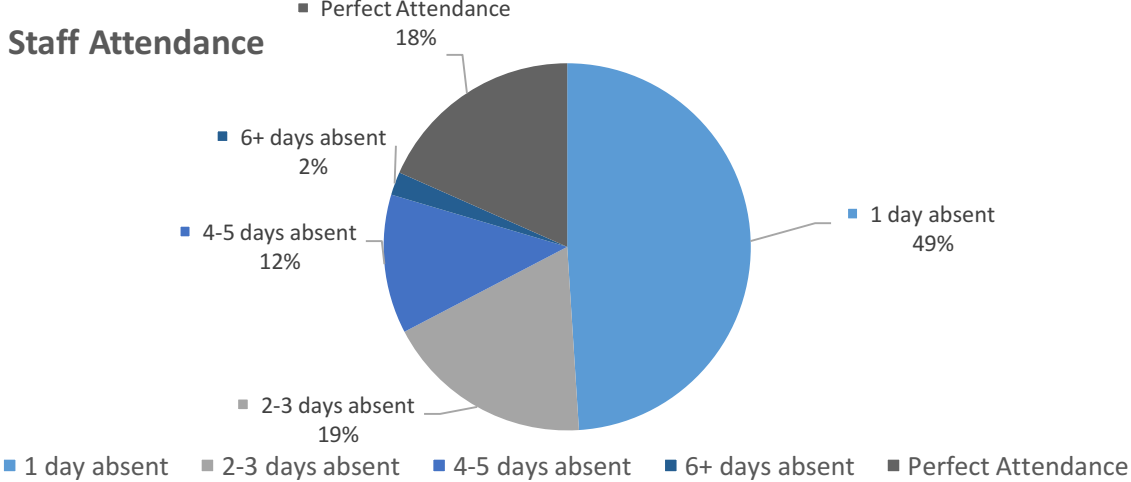




## STAFF QUALITY, RECRUITMENT, & RETENTION



<b>Data Sources Reviewed:</b> Performance review document, classroom observation notes, hiring documents; staff effectiveness in relation to student achievement data; emails and sub forms; salary template; recruitment and retention; HR documentation.											
<b>GHI employee data:</b>	<p>Teachers: <b>33</b></p> <p>Teacher Apprentices: <b>16</b></p>										
<b>GHI faculty qualifications:</b>	All teachers are <b>highly qualified</b> .										
<b>GHI faculty years of experience:</b>	<p><b>Years of Experience</b></p> <table border="1"> <caption>Years of Experience Data</caption> <thead> <tr> <th>Years of Experience</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1-3 years</td> <td>55%</td> </tr> <tr> <td>4-9 years</td> <td>14%</td> </tr> <tr> <td>10-19 years</td> <td>19%</td> </tr> <tr> <td>20+ years</td> <td>12%</td> </tr> </tbody> </table> <p><i>*Faculty credentials, certification, experience, and education are considered when pairing highly effective staff with the highest need students.</i></p>	Years of Experience	Percentage	1-3 years	55%	4-9 years	14%	10-19 years	19%	20+ years	12%
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<b>2015-2016 to 2016-2017 Faculty Retention Rate:</b>	<p><b>86%</b> retention</p> <p>Reasons for leaving include entering religious life, not asked to return, attending graduate school, career changes, and moving.</p>										

<b>Staff attendance rate:</b>	<p><b>Staff Attendance</b></p>  <table border="1"> <thead> <tr> <th>Absence Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1 day absent</td> <td>49%</td> </tr> <tr> <td>2-3 days absent</td> <td>19%</td> </tr> <tr> <td>4-5 days absent</td> <td>12%</td> </tr> <tr> <td>6+ days absent</td> <td>2%</td> </tr> <tr> <td>Perfect Attendance</td> <td>18%</td> </tr> </tbody> </table>	Absence Category	Percentage	1 day absent	49%	2-3 days absent	19%	4-5 days absent	12%	6+ days absent	2%	Perfect Attendance	18%
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<b>Teacher/Mentor Program:</b>	<p>Apprentice teachers are assigned to K-5 lead teachers at the beginning of the year. The Apprentice Teacher Program offers new teachers an intentional, individualized course of study and mentorship with a Master Teacher as they learn the craft of teaching in a classical, liberal arts K-5 environment. They gradually take on more of the planning and teaching responsibilities.</p> <p>All K-5 Lead Teachers also have a "Team Leader" under whom they receive coaching and instruction.</p>												
<b>Professional development at campus level:</b>	<p>Professional development at the campus level includes: regular faculty in-services on half-days, Spalding Phonics training, Singapore training, cooperative learning seminars, classroom management training, RTI, lesson planning, SPED and 504 instruction, ESL instruction (rating), CPS reporting training, STAAR, MAPs, and DIBELS training, and restraint training. Implementation is monitored often by means of sign-in sheets and verbal follow-up. Administration conducts regular observations of teachers to determine whether implementation is successful. Performance is impacted in a positive way as teachers gain a better understanding of the various systems they are responsible for. Follow-up is ad-hoc or during semester faculty reviews.</p>												

<p><b>Professional development at Great Hearts Texas level:</b></p>	<p><b><u>Great Hearts Summer Institute:</u></b>  The Great Hearts Summer Institute consists of a catalogue of courses offered by Great Hearts Faculty and Staff that are designed to provide our teachers the opportunity to engage in topics and readings in a way that their normal teaching schedule may preclude. Instructional and informational, these courses often take the form of a standard Great Hearts seminar, where participants are invited to engage in thoughtful dialogue around the complex topics found in some of the great literature of the Western Tradition.</p> <p><b><u>Ad Fiendum:</u></b>  Every Spring, the Great Hearts Professional Development Team puts together a catalogue of some of the very best courses, seminars, and conferences they can find at schools and universities across the country. That catalogue is distributed to all of our teachers in the hopes that they may avail themselves of one or two during the summer. Limited funds are also set aside to provide scholarships for teachers to attend these offerings.</p> <p><b><u>New Faculty Orientation:</u></b>  Every summer, all new hires are required to attend a week-long conference, conducted by Great Hearts' Senior leadership, designed to introduce these new members of our community to Great Hearts' philosophical and pedagogical distinctives. The teachers will participate in at least two full seminars on important educational texts and hear lectures on our History, our Philosophy, and our Loves.</p> <p><b><u>Summit:</u></b>  Every Fall, before the beginning of the school year, all the teachers of each particular region (AZ and TX) come together in a centralized location for a full day Summit. During this Summit, faculty and staff will have the opportunity to listen to a key-note address, and engage in a seminar discussion of a particular text, as they prepare themselves for the start of the new school year.</p> <p><b><u>Fall and Spring PD offerings:</u></b>  Each campus is responsible for scheduling several faculty-wide PD opportunities for their respective faculty in both the Fall and the Spring. These offerings range from reading a text together to working, as a whole, through labs that might be offered in our Science classes, to Network-wide visits to the Symphony. In each case, our administrators are tasked with the responsibility to provide opportunities for growth through a diverse array of venues.</p>
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	<p><b><u>Headmaster College and Residency:</u></b>  The Headmaster College and Residency is a year-long, hands on, mentorship program where those seeking leadership positions are placed under the guidance of skilled Headmasters in our network and given the opportunity to learn, through watching and doing. This hands on experience is combined with monthly seminars and workshops where the participants work together through projects and practicums in order to acquire the key skills and temperament necessary to being a successful school leader.</p> <p><b><u>Master of Humanities (with concentration in Classical Education):</u></b>  In partnership with the University of Dallas, Great Hearts has developed an “innovative 36-credit-hour graduate degree program, [which] includes online and summer coursework, as well as an apprenticeship (practicum) at the school where the student teaches. Students will work alongside a mentor teaching at local schools as they complete their coursework, also expanding their professional network.” – <a href="http://udallas.edu/news/2016/ud-great-hearts-academies-announce-partnership">http://udallas.edu/news/2016/ud-great-hearts-academies-announce-partnership</a></p>	
Summary of Strengths	Summary of Needs	Summary of Priorities
<ul style="list-style-type: none"> <li>• Cohesive culture</li> <li>• Strong moral examples</li> <li>• Highly motivated</li> <li>• Well-trained staff and faculty</li> <li>• Strong lesson plans</li> </ul>	<ul style="list-style-type: none"> <li>• Training for faculty regarding the differences between 504 and IEP</li> <li>• Increase email response time between faculty and parents</li> <li>• Training for faculty on grading and grade inputting</li> <li>• Better monitoring of class transitions/recess better</li> <li>• Opportunities to provide faculty with relief during the day.</li> </ul>	<ul style="list-style-type: none"> <li>• More organized lesson planning</li> <li>• More clubs/extracurricular activities</li> <li>• Better RTI process</li> <li>• Better lines of communication between teachers and administration</li> <li>• More intentional apprenticeship program</li> <li>• More professional development opportunities</li> </ul>

## CURRICULUM, INSTRUCTION, & ASSESSMENT

**Data Sources Reviewed:** Performance Review Survey, GHTX Curriculum Overview, Academic Interventions Policy, and Texas Curriculum Adaptation Guide: K-5 & 6-12 (Adaptation area and TEKS).

### **Great Hearts Curriculum & Texas Curriculum Requirements**

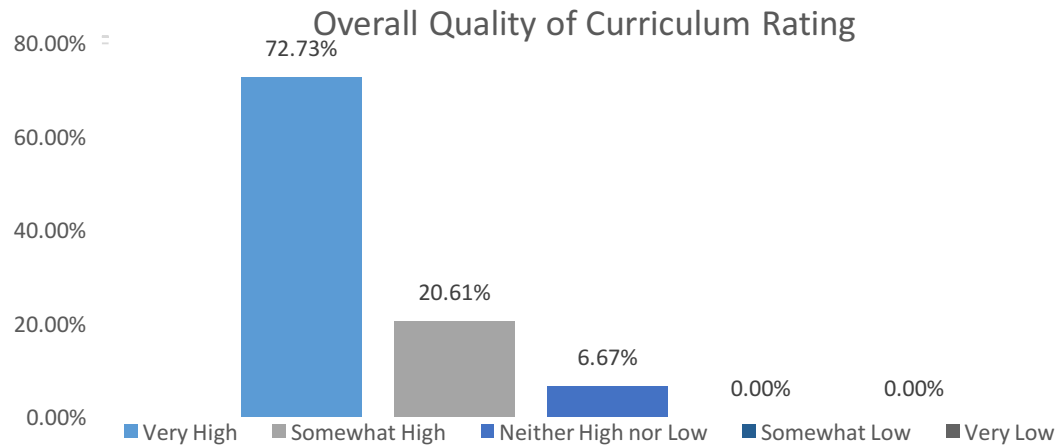
Key content areas have been identified for the school and teachers to adapt and augment the existing Great Hearts curriculum in order to meet Texas curricular requirements. TEKS are identified, curriculum adapted to meet the TEKS, and then implemented in the classroom. The content areas include English Language Arts & Reading, Social Studies, Mathematics, Science, Health, Fine Arts, Technology Applications, and Health.

	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
English	Core Knowledge Literature						Literature & Composition			Humane Letters: US History from 1877- Present	Humane Letters: Modern European History	Humane Letters: Great Texts of the Ancient World	Humane Letters: Rome to Modernity
	Spalding Phonics			Grammar & Composition									
	Leveled Readers		Junior Great Books										
History & Geography	Modified Core Knowledge History & Geography						World History & Cultures	Texas History	US History: Beginnings- 1877				
	Emphasis: US History			Emphasis: Texas History	Emphasis: US History								
Math	Singapore Math						Pre- Algebra	Algebra I	Algebra II	Geometry	Pre-Calculus	Calculus I	Calculus II
Science	Modified Core Knowledge Science				Physical Science			Life Science	Earth Science	Biology	Chemistry	Physics I	Physics II
Foreign Language	Beginning Latin						Latin & Western Humanities I	Latin & Western Humanities II	Latin & Western Humanities III	Latin III or Modern Lang I	Latin IV or Modern Lang II	Greek I or Modern Lang III	Greek II or Modern Lang IV
Fine Arts	Core Knowledge Fine Arts						Studio Art*	Studio Art/ Music*	Music*	Studio Art	Music	Drama	Studio Art
Other Core	Physical Education						Physical Education	Physical Education	Physical Education	Physical Education	Rhetoric & Composition*	World History/ Geography	Senior Project
	Competitive Chess						Grammar*	Logic*	Rhetoric *		Economics*		American Government & Founding
		Poetry Memorization & Recitation											

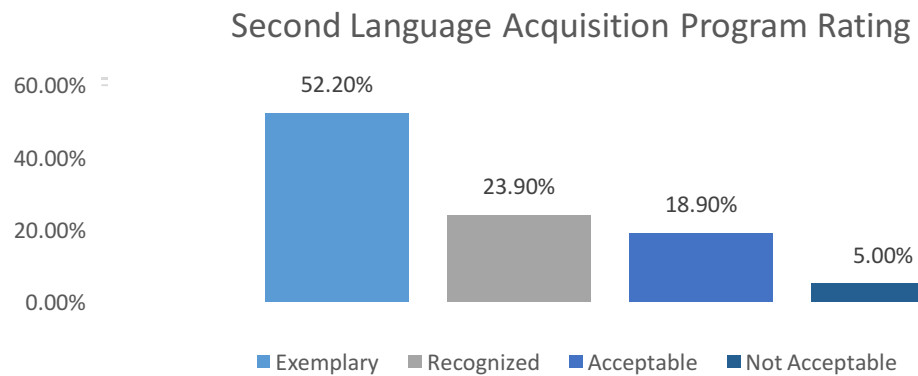
**\*Indicates semester or every-other-day courses; all others are full year.**

**Note:** In the founding years of a Great Hearts academy, modifications to offerings (especially in math & foreign language) are made.

### Quality of Curriculum



### Second Language Acquisition Program



<b>Fine Arts Program</b>	<p style="text-align: center;"><b>Fine Arts Program Rating</b></p> <table border="1"> <caption>Fine Arts Program Rating Data</caption> <thead> <tr> <th>Rating</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Exemplary</td> <td>50.00%</td> </tr> <tr> <td>Recognized</td> <td>28.90%</td> </tr> <tr> <td>Acceptable</td> <td>17.50%</td> </tr> <tr> <td>Not Acceptable</td> <td>3.60%</td> </tr> </tbody> </table>	Rating	Percentage	Exemplary	50.00%	Recognized	28.90%	Acceptable	17.50%	Not Acceptable	3.60%
Rating	Percentage										
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Not Acceptable	3.60%										
<b>Academic Interventions</b>	<p>Students qualifying for Academic Interventions are determined according to three criteria: DIBELS scores, MAP scores, and ordinary academic performance per teacher recommendation.</p> <p>Interventions last between 30-40 minutes and occur:</p> <ul style="list-style-type: none"> <li>Grades K-1: 1 time per week per subject area (math and reading/writing)</li> <li>Grades 2-6: 2 times per week per subject area (math and reading/writing)</li> <li>Grade 7: 3 times per week in math*, 1 time per week in reading/writing</li> </ul> <p><i>* Because of the Algebra I EOC test requirement, 7<sup>th</sup> grade math interventions occur more frequently than reading interventions.</i></p> <p>Interventions occur before and after school and during specials, where students receive pull out instruction from intervention teachers.</p>										
<b>Student Performance Assessments</b>	<p><b>Grade Evaluation:</b> A liberal arts education requires a special kind of written evaluation – one that offers a prose discussion of the student’s sense of wonder, depth of inquiry, specific areas of mastery and needs for improvement, and attitudes toward learning and towards others. The narrative treats student in a fundamentally human way, not by neglecting numerical scores, but by situating those numbers as one part of fuller, more nuanced picture of the student’s progress in a given course.</p>										



	<p><b>Deficiency Notices:</b> Midway through each quarter, deficiency notices are mailed out to the parents of students who are currently receiving a D or F in a given course. These notices are intended to prompt students to make necessary changes and improve their academic standing before the end of the quarter.</p> <p><b>Reports:</b> At the end of the first and third quarters, parents will receive a report that indicates student performance in each subject area. At the end of each semester, teachers will write a substantial narrative report for each student. These reports provide parents with specific feedback on a student's strengths and weaknesses within a given class. In addition to narrative commentary, these reports include student grades in various categories of assessment along with an overall letter grade for the semester.</p> <p><b>Conferences:</b> After the first quarter, parents meet with the team of their student's teachers to discuss the first quarter and overall student progress in greater depth.</p>	
Summary of Strengths	Summary of Needs	Summary of Priorities
<ul style="list-style-type: none"> <li>• Strong classical curriculum with parent satisfaction</li> <li>• Curriculum strongly connected to TEKS</li> <li>• Close monitoring of student performance</li> </ul>	<ul style="list-style-type: none"> <li>• Streamlined process for teacher written evaluations</li> <li>• Increase Fine Arts program (specifically as the school approaches high school level)</li> </ul>	<ul style="list-style-type: none"> <li>• Expand curricular spaces</li> <li>• Focus on increasing Fine Arts program</li> <li>• Organization of teacher evaluation system of students.</li> </ul>

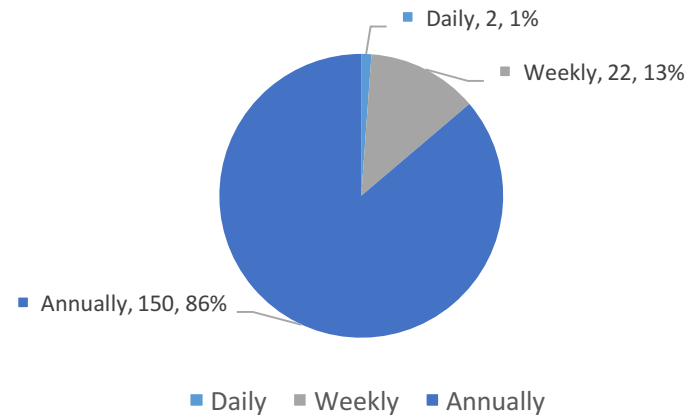
## FAMILY & COMMUNITY INVOLVEMENT

**Data Sources Reviewed:** Family and community participation counts by type of activity; parent volunteer information; parent activity evaluations and feedback; fliers for events; extracurricular clubs sign-up sheet; PSO sign-up list; enrollment forms; ESL registration; event sign-ups; donation records; parent surveys; parent emails; weekly newsletter.

<b>Events and resources for school community:</b>	School website, school Facebook page, grade-level park days, Ribbon Cutting, grade-level Coffee with the Headmaster, Meet the Teacher, Curriculum Celebrations, Spirit Nights, Spring and Winter Concerts, Floresco, Field Day, 5th Grade promotion, volunteer opportunities, athletic events.
<b>Annual Community Events:</b>	Back-to-School nights, Curriculum Nights, Winter and Spring Concerts, Coffee with the Headmaster, Meet the Teacher, Spirit Nights, Floresco, Field Day, athletics
<b>School community partnerships to support students:</b>	<p>The Parent Service Organization (PSO) is a community partnership; many opportunities arise from the PSO. The PSO supported students through service in the lunchroom, front desk, and by fulfilling various needs in and out of the classroom. PSO enrichment activities include Curriculum Celebrations, Fine Arts visits to campus, Spring Swing.</p> <p>PSO provides ongoing opportunities for all families to participate in school activities. Offerings are made to accommodate parents with varying schedules and backgrounds.</p>
<b>Communication with non-English speaking families:</b>	GHI ESL coordinator communicates with these families.

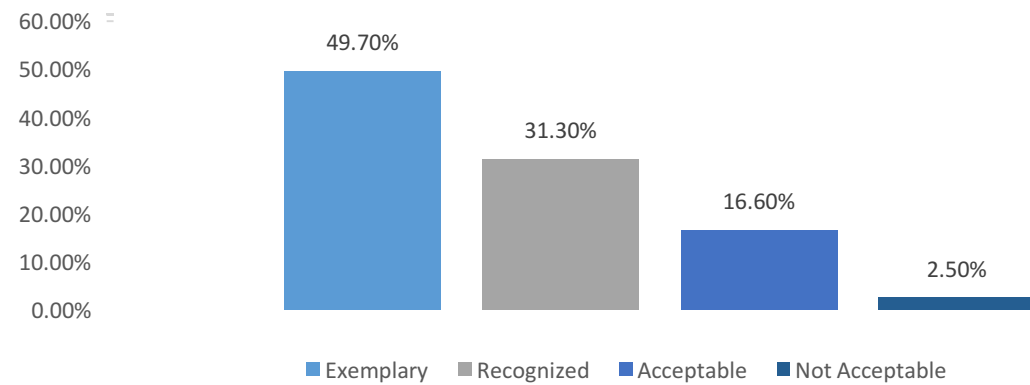
## Volunteer Averages

### Volunteers



## Community & Parental Involvement Rating

### Community & Parental Involvement Rating

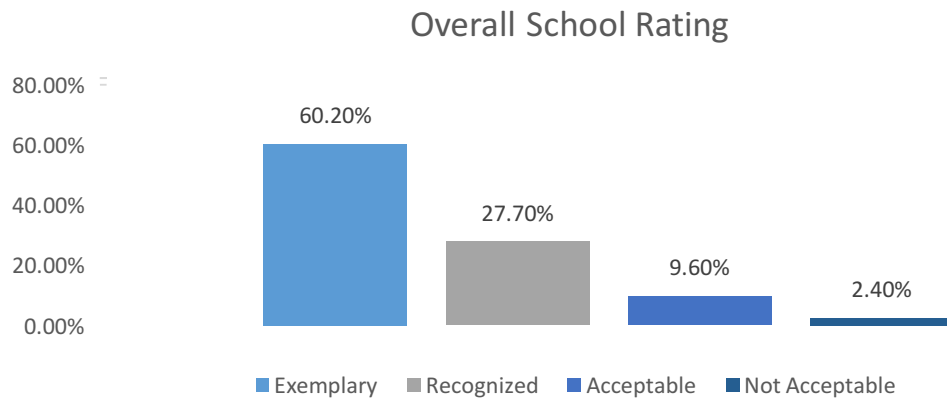


Summary of Strengths	Summary of Needs	Summary of Priorities
<ul style="list-style-type: none"> <li>• Relationship building through events.</li> <li>• Social Media Presence.</li> <li>• PSO member outreach</li> <li>• Teacher outreach</li> <li>• Large-scale fundraising strategy</li> <li>• Room Parent Support</li> </ul>	<ul style="list-style-type: none"> <li>• Community spirit through items such as car decals</li> <li>• Broader community outreach.</li> <li>• Campus improvement needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Communications reaching all of the community.</li> <li>• Increased number of parent committees.</li> <li>• More weekend and evening opportunities for community engagement.</li> <li>• Increased social media.</li> <li>• 5. Increased grade-level gatherings.</li> </ul>

## SCHOOL CONTEXT & ORGANIZATION

**Data Sources Reviewed:** Performance Review Survey, Campus Leadership Meetings, Faculty Meetings, Parent Satisfaction Survey

### Overall Rating



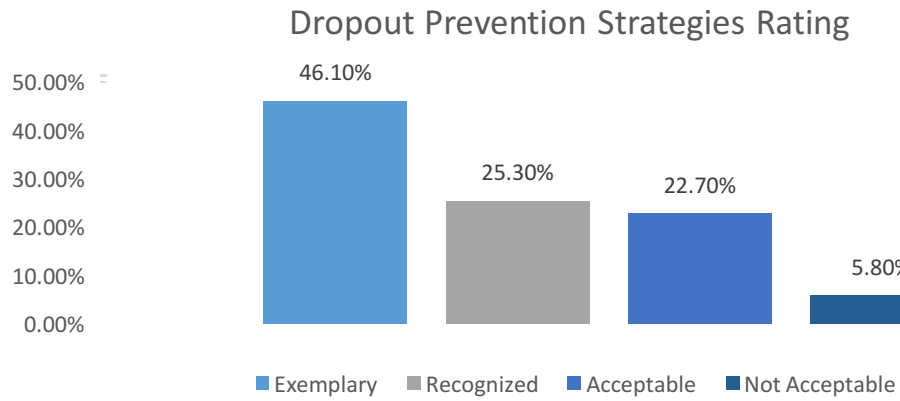
### Parent and community feedback in relation to school policies, procedures and decisions

The PSO and Room Parents provides the parent community the opportunity to share input and help determine the course of action for various events and school needs.

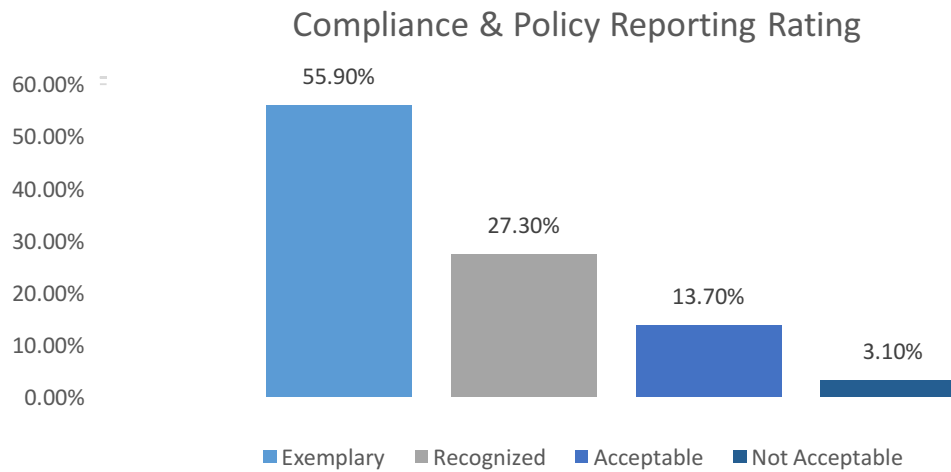
### Staff & Faculty Feedback Opportunities

Biweekly Lead Teacher meeting with assistant headmaster; emails and ad-hoc reflections; participation in planning meetings; faculty surveys.

### Dropout Prevention Strategies



### Compliance & Policy Reporting Rating



Summary of Strengths	Summary of Needs	Summary of Priorities
<ul style="list-style-type: none"> <li>• High student retention rate</li> <li>• TEKS aligned courses.</li> <li>• High school ratings</li> <li>• Provision of opportunities for family and faculty feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved internal state-compliance calendar.</li> <li>• More consistent filing and internal audit process.</li> <li>• Greater support staff for the Office Manager.</li> </ul>	<ul style="list-style-type: none"> <li>• Office support</li> <li>• Identify new strategies for educating staff on compliance procedures.</li> <li>• Focus on after-school program to ensure the safety of all students on our campus.</li> <li>• Developing TEKS aligned curriculum for new courses to be taught in 2016–2017.</li> </ul>

## TECHNOLOGY

**Data Sources Reviewed:** Technology infrastructure; classroom technology needs by area, class and department; leadership and administrative support structures for technology; technology policies and procedures; assessment of technology skills; inventory; surveys; administrative review.

<b>Technology available to students:</b>	Computers for MAP benchmarks and SPED interventions
<b>Technology available for faculty use in the classroom:</b>	AV carts (including speakers), projectors, document cameras
<b>Technology and the classroom:</b>	Projectors and document cameras are used on a regular basis for the purposes of instruction; in higher mathematics, calculators are used to help students with calculations.

<b>Technology utilized to support curriculum, instruction, and assessment integration and implementation:</b>	Document cameras and projectors are used to make PowerPoints, documents, and videos more accessible to students in the classroom. Students take regular benchmark assessments on computers. Music teachers make frequent use of speaker system for the purposes of curriculum implementation.	
Summary of Strengths	Summary of Needs	Summary of Priorities
<ul style="list-style-type: none"> <li>• Computers used well in benchmark testing</li> <li>• Computers used well for special STAAR / TELPAS assessments</li> <li>• Teachers know how to use document cameras and projectors with ease</li> <li>• All K-5 classrooms have AV cart</li> <li>• Teachers make prudent decisions about what internet sources/videos to use in instruction</li> </ul>	<ul style="list-style-type: none"> <li>• More reliable internet</li> <li>• More laptops could be useful</li> <li>• Increase regularity of teachers checking emails.</li> <li>• Upgrade security system/front door entrance to prevent glitches with the system</li> </ul>	<ul style="list-style-type: none"> <li>• Fix front door opener.</li> <li>• Purchase laptops.</li> <li>• Instruct teachers in online gradebooks.</li> <li>• Maintain current technology in good, working condition.</li> <li>• Continue to train teachers as technology improves and changes.</li> </ul>



## TITLE I, PART A

### Targeted Assistance Components:

To assist targeted assistance schools and local educational agencies to meet their responsibility to provide for all their students served under this part the opportunity to meet the State's challenging student academic achievement standards, each Title I, Part A Targeted Assistance program includes eight required components which must be included in the improvement plans for targeted assistance campuses. Each Targeted Assistance program shall—

1. use such program's resources under this part to help participating children meet such State's challenging student academic achievement standards expected for all children;
2. ensure that planning for students served under this part is incorporated into existing school planning;
3. use effective methods and instructional strategies that are based on scientifically-based research that strengthens the core academic program of the school and that - give primary consideration to providing extended learning time, such as an extended school year, before- and after-school, and summer programs and opportunities; help provide an accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school hours for instruction provided under this part;
4. coordinate with and support the regular education program, which may include services to assist preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First or State-run preschool programs to elementary school programs.
5. provide instruction by highly qualified teachers;
6. in accordance with subsection (e)(3) and Section 1119, provide opportunities for professional development with resources provided under this part, and, to the extent practicable, from other sources, for teachers, principals, and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff, who work with participating children in programs under this section or in the regular education program;
7. provide strategies to increase parental involvement in accordance with Section 1118, such as family literacy services; and
8. coordinate and integrate Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

**Goal 1:** Great Hearts Irving will continuously improve achievement in state testing.

**Objective 1.1:** By May 2017, 85% of students will pass the STAAR.

**Objective 1.2:** By May 2017, 4<sup>th</sup> grade reading and 6<sup>th</sup> & 7<sup>th</sup> grade math will increase by 5%.

**Summative Evaluation:**

Strategies & Action Steps	Title 1, Part A Targeted Assistance Components (Code by #1-8)	Person Responsible	Timeline	Resources	Evidence of Implementation/Evidence of Impact	Formative Evaluation
Implement bi-weekly study time with respective interventionist	1, 2, 3	Math Interventionist, Reading Interventionist	Bi-weekly		Documented bi-weekly participation by interventionists	Increased STAAR scores
Conduct ongoing TEKS intervention lessons in the classroom, specific to TEKS that need to be reviewed and retaught.	1, 2, 3	Classroom Teacher, Administration	Weekly			Increased STAAR scores

Host academic information sessions/workshops for parents	1, 2, 3, 7	Headmaster, teachers, administration	Three per semester		Documented by sign-up sheets	Increased test scores
ARD committee will plan for interventions to prepare SPED student to meet appropriate standards.	1, 2, 3	ARD committee	Annually		Sign-In sheet	Testing meets appropriate standard.

**Goal 2:** Great Hearts Irving will continuously improve family involvement in the school.

**Objective 2.1:** By May 2016, school communications' open rate will increase by 10%.

**Objective 2.2:** By May 2016, there will be a 15% increase in active PSO members.

**Summative Evaluation:**

Strategies & Action Steps	Title 1, Part A Targeted Assistance Components (Code by #1-10	Person Responsible	Timeline	Resources	Evidence of Implementation/ Evidence of Impact	Formative Evaluation
A variety of activities will be offered to provide opportunities for parent and community partnering with Great Hearts Irving.	7	Teacher, Administration	Ongoing		Sign-in sheets, increased parent involvement	Increased family involvement via sign-in sheets
Parent conferences will be held for all students to discuss academic performance.	7	Teacher, Administration	Annually		Sign-in sheets, increased parent involvement	Increased family involvement via sign-in sheets

A variety of communication tools will be used to inform parents and community members of opportunities to participate in student activities.	7	Administration	Weekly		Open rate reports	Increased family involvement via reports
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**Goal 3:** Great Hearts Irving will follow nutrition guidelines that advance student health and reduce childhood obesity and shall promote the general wellness of all students through nutrition education, physical activity, and other school-based activities.

**Objective 3.1:** Great Hearts Irving will provide extracurricular opportunities aimed at improving the health and fitness of its students.

**Objective 3.2:** Great Hearts Irving will promote a healthy atmosphere and better eating habits during the lunch period.

**Summative Evaluation:**

Strategies & Action Steps	Title 1, Part A Targeted Assistance Components (Code by #1-8)	Person Responsible	Timeline	Resources	Evidence of Implementation/ Evidence of Impact	Formative Evaluation
Students K-5 will participate in physical activity for 135 minutes per week.	8	P.E. Teachers, Administration	Ongoing		Campus Master schedule	Campus Master schedule
Students in middle school will engage in 30 minutes of moderate or vigorous activity per day for at least four semesters.	8	P.E. Teachers, Administration	Ongoing	Campus Master Schedule	Campus Master schedule	Campus Master schedule

Students will participate in the FITNESSGRAM assessment at least once a year	8	P.E. Teachers, Administration	Annually	State testing	State aligned	FITNESSGRAM
GHI will provide students with the opportunity for conditioning club to engage in physical activity.	8	Administration, Athletic Director	Ongoing		Club offerings	Participation in conditioning club.
GHI will increase its athletics offerings to include a baseball team.	8	Administration, Athletic Director	Ongoing		Club offerings	Participation in athletics will increase.
GHI will introduce elements of etiquette, eating habits, and social enrichment to students at lunch.	8	Administration	Ongoing		Schedule of lunch enrichment activities.	Participation in lunch programming.

**Goal 4:** Great Hearts Irving will continue to increase its student attendance rate during the 2016-2017 school year.

**Objective 4.1:** Great Hearts Irving will increase its attendance rate to 98% by May 2017.

**Summative Evaluation:**

<b>Strategies &amp; Action Steps</b>	<b>Title 1, Part A Targeted Assistance Components (Code by #1-10)</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evidence of Implementation/ Evidence of Impact</b>	<b>Formative Evaluation</b>
Provide information to parents about district attendance requirements including cost to district, medical absence procedures, and role of attendance committee.		Administration	Ongoing		Increased attendance, attendance records	Increased attendance
Students with perfect attendance will be recognized.		Administration	Annually		Increased attendance, attendance records	Increased attendance



**Goal 5:** Great Hearts Irving will continuously improve the quality of their faculty and their effect of student development.

**Objective 5.1:** By May 2017, 100% of teachers will turn in weekly TEKS intervention lesson plans for content areas that need improvement.

**Objective 5.2:** By May 2017, there will be a 10% increase in faculty participation in professional development opportunities offered by Great Hearts Academies.

**Summative Evaluation:**

Strategies & Action Steps	Title 1, Part A Targeted Assistance Components (Code by #1-10)	Person Responsible	Timeline	Resources	Evidence of Implementation/ Evidence of Impact	Formative Evaluation
Teachers will use assessment data to target areas of weakness in student academic performance, and create lesson plans to directly improve these academic areas.	5, 6	Teacher, Administration	Ongoing		Administrative notes from formal teacher observations.	Increased STAAR scores.
Teachers will have the training necessary to verbalize understanding	5,6	Teacher, Administration	Ongoing		Sign-in sheets, teacher roster	Increased STAAR scores.

of the use of academic assessments and then implement the use of these assessments in improving student achievement and the overall instructional program.						
Teachers and staff will be informed about and encouraged to attend at least one professional development opportunity offered by Great Hearts Academies.	5, 6	Administration, Great Hearts Talent Office	Annually		Registration for events, school records	10% increased faculty involvement in professional development