

GreatHearts

Monte Vista South



Great Hearts Monte Vista South Campus Improvement Plan 2016-2017

GREAT HEARTS MONTE VISTA SOUTH MISSION

The mission of Great Hearts Monte Vista South (GHMV South) is to educate students for the lifelong pursuit of truth, goodness, and beauty.

The Great Hearts Monte Vista South 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 Monte Vista South graduate is ready for the lifetime of learning that is possible for a human being.

Great Hearts Monte Vista South 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 Monte Vista South 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.

COMPREHENSIVE NEEDS ASSESSMENT

DEMOGRAPHICS

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

Enrollment:

Total Enrolled: **415**

Enrollment by Gender:

Enrollment By Gender	# Enrolled	% Enrolled
Female	201	51.57%
Male	214	48.43%

Grade Span for 2016-2017: **K-5 (Numbers below reflect the 2015-2016 school year)**

Kindergarten	73
Grade 1	70
Grade 2	72
Grade 3	68
Grade 4	68
Grade 5	64

Ethnicity	<p>Ethnicity</p> <p>A pie chart illustrating the distribution of student ethnicity. The largest segment is White at 47%, followed by Hispanic at 43%. Smaller segments include Black or African American at 3%, Asian at 1%, and Two or More Races at 2%.</p> <table border="1"> <thead> <tr> <th>Ethnicity</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>White</td> <td>47%</td> </tr> <tr> <td>Hispanic</td> <td>43%</td> </tr> <tr> <td>Black or African American</td> <td>3%</td> </tr> <tr> <td>Asian...</td> <td>1%</td> </tr> <tr> <td>Two or More Races</td> <td>2%</td> </tr> </tbody> </table>	Ethnicity	Percentage	White	47%	Hispanic	43%	Black or African American	3%	Asian...	1%	Two or More Races	2%								
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At Risk				
	At Risk	# of Students	% Group	% Enrolled
	Asian/Pacific Island	1	5.26%	0.24%
	Hispanic	11	57.89%	2.65%
	White	7	36.84%	1.69%
	Total	19	100.00%	4.58%
Special Program Participation				
	ESL	# of Students	% Group	% Enrolled
	Asian/Pacific Island	1	9.09%	0.24%
	Hispanic	6	54.55%	1.45%
	White	4	36.36%	0.96%
	Total	11	100.00%	2.65%
	Special Education	# of Students	% Group	% Enrolled
	Black	2	10.53%	0.48%
	Hispanic	11	57.89%	2.65%
	White	6	31.58%	1.45%
	Total	19	100.00%	4.58%

Attendance	Total Days Present: 96.62%	
	Total Days Absent: 3.38%	
	Percent in Attendance	%
	Hispanic/Latino	96.74%
	Asian	97.12%
	Black or African American	97.84%
	White	96.41%
	Two or More Races	96.65%
Enrollment Community Origin	The top five school districts that GHMV South students come from are San Antonio ISD, Northside ISD, Northeast ISD, Alamo Heights ISD, & Judson ISD.	
Teacher/Student Ratio	Overall Ratio: 1:14	
Transfer/Mobility/Stability	69 students transferred into GHMV South in 2015-2016. 20 students withdrew from GHMV South in 2015-2016. None of these students were migrant students.	
Summary of Strengths	Summary of Needs	Summary of Priorities
<div>1. Ethnically diverse student population.</div> <div>2. Economically diverse student population.</div> <div>3. High number of teachers to support our students in a strong ratio.</div> <div>4. High level of student attendance. High levels of support for at risk</div>	<div>1. A structured, consistent system for getting students to school that need transportation.</div> <div>2. A higher number of support staff for students at risk.</div> <div>3. Provide a larger space for classrooms in order to increase overall student population.</div> <div>4. Physical resources for students in special</div>	<div>1. Continue to serve the diverse population of students in the Monte Vista area with a high level of education.</div> <div>2. Decrease our teacher student ratio even more to better meet the needs of our students.</div> <div>3. Continue to provide a safe and inviting environment to promote</div>

students.	<p>programs.</p> <p>5. A greater number of staff members to decrease student teacher ratio.</p>	<p>high levels of attendance.</p> <p>4. Close the achievement gap and lower the number of at risk students.</p> <p>5. Put in place a structured transportation program.</p>
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STUDENT ACHIEVEMENT

Data Sources Reviewed: Performance Review Survey, STAAR 2016

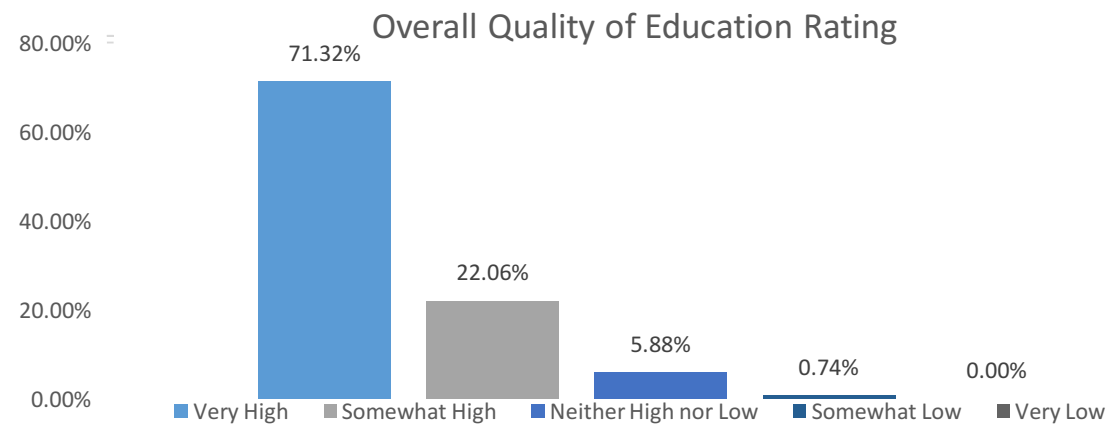
Reported in %	State Satisf (Advncd) Unsatisf	District Satisf (Advncd) Unsatisf	MONTE VISTA SOUTH		
			Satisf (Advncd)	Unsatisf	
Grade 3 reading		84 (28) 16	76	(12)	24
Grade 3 math		81 (11) 19	67	(3)	33
Grade 4 reading		85 (24) 15	88	(22)	12
Grade 4 math		79 (24) 21	75	(13)	25
Grade 4 writing		77 (20) 23	75	(21)	25
Grade 5 reading			91	(38)	
Grade 5 math			95	(27)	
Grade 5 science		80 (8) 20	64	(0)	36

Summary of Strengths	Summary of Needs	Summary of Priorities
<ol style="list-style-type: none"> 1. Academically rigorous program of study. 2. Interim assessments used to gauge student progress. 3. Analysis of assessment data. 4. Intervention and support based on data. 5. High level of student progress. 	<ol style="list-style-type: none"> 1. Increase number of interventionists. 2. Support interim assessments with formative and summative assessments specific to the TEKS. 3. Train teachers on effective analysis of student achievement data. 4. Train teachers on interpreting data. 5. Use this data to specifically drive curricular instruction. 	<ol style="list-style-type: none"> 1. Create Interim assessments. 2. Have students take assessments. 3. Interpret achievement data. 4. Use data to drive instruction and intervene in areas of greatest weakness. 5. Hire interventionists to support this endeavor.

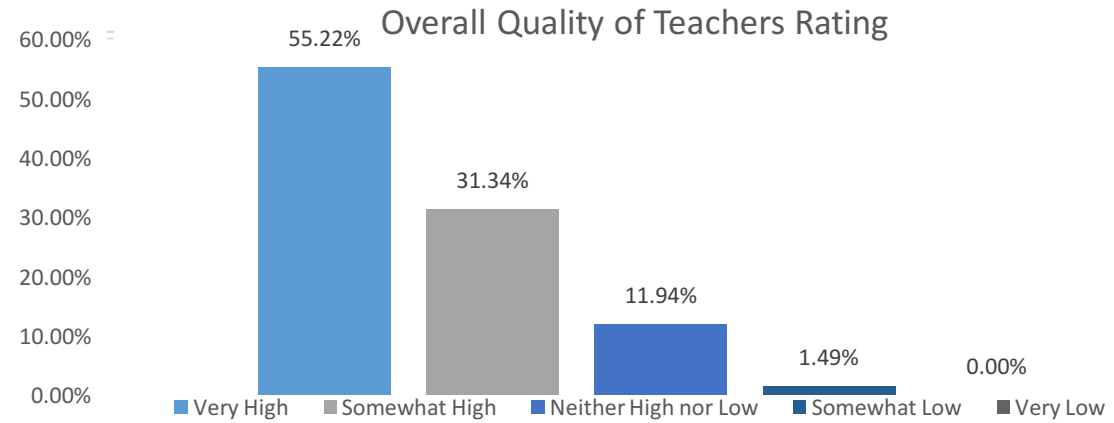
SCHOOL CULTURE & CLIMATE

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

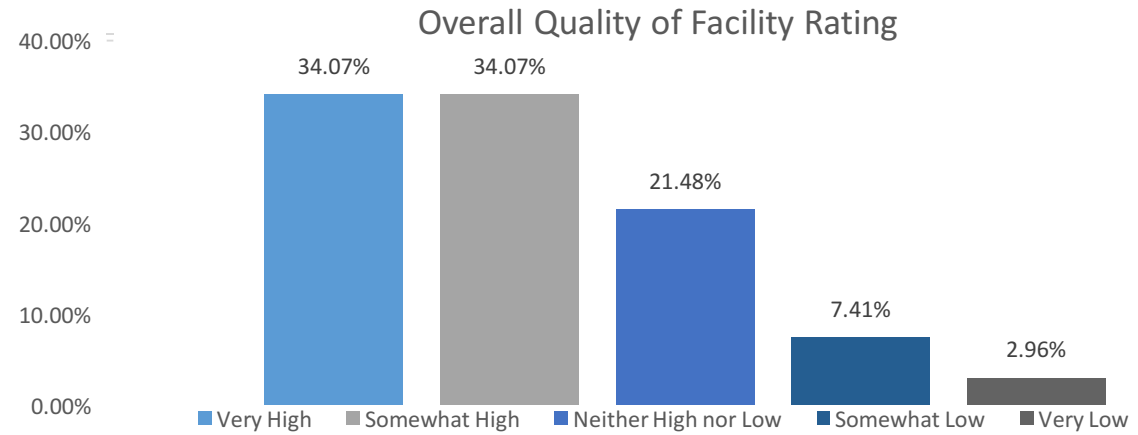
Quality of Education



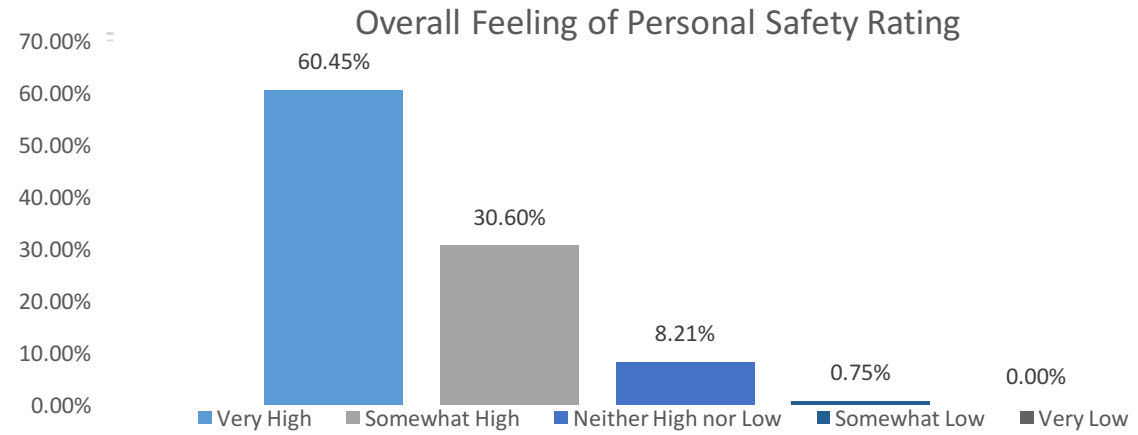
Quality of Teachers



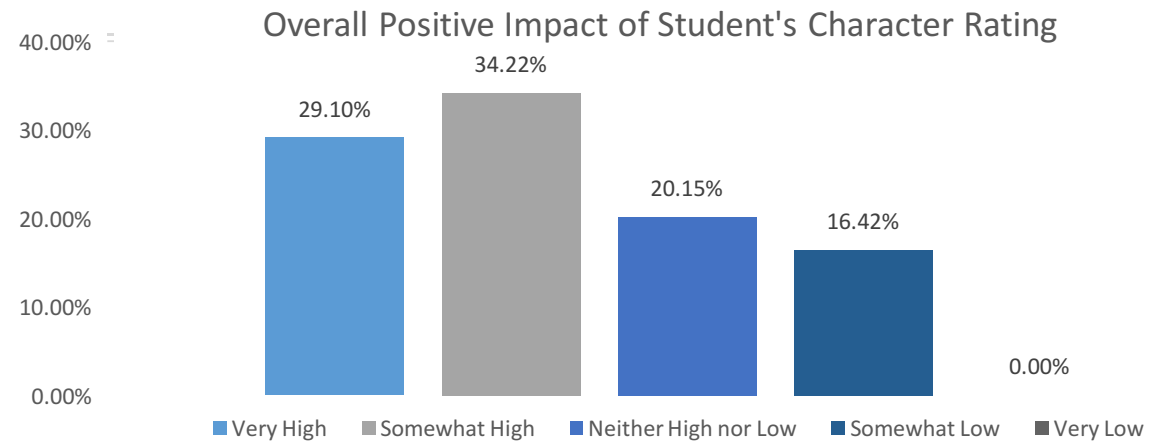
Quality of Facility



Safety



Positive Impact on Student's Character



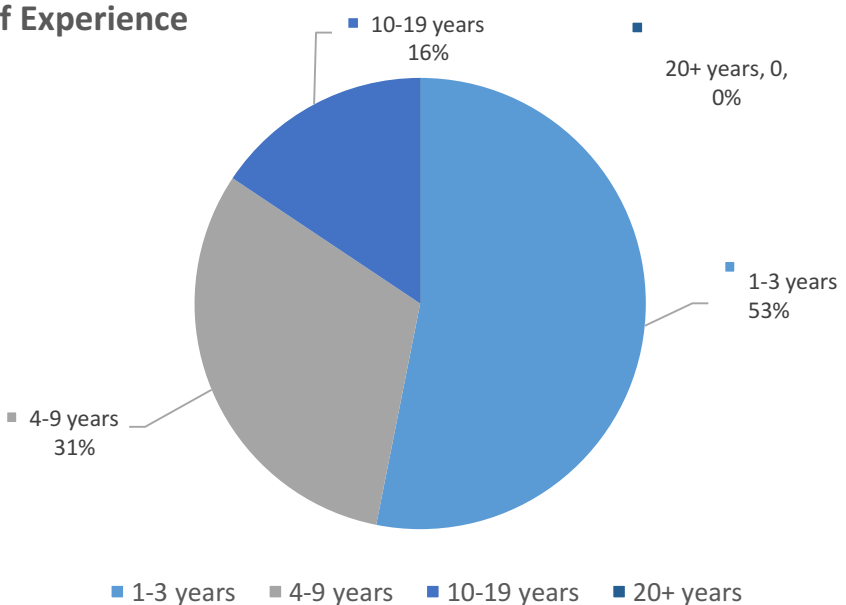
Wellness & Education Program	<div>Wellness & Education Program Rating</div> <table><thead><tr><th>Rating</th><th>Percentage</th></tr></thead><tbody><tr><td>Exemplary</td><td>40%</td></tr><tr><td>Recognized</td><td>30.00%</td></tr><tr><td>Acceptable</td><td>25.70%</td></tr><tr><td>Not Acceptable</td><td>4.30%</td></tr></tbody></table>		Rating	Percentage	Exemplary	40%	Recognized	30.00%	Acceptable	25.70%	Not Acceptable	4.30%		
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Extracurricular Activities Rating	<div>Overall Range of Extracurricular Offerings Rating</div> <table><thead><tr><th>Rating</th><th>Percentage</th></tr></thead><tbody><tr><td>Very High</td><td>13.41%</td></tr><tr><td>Somewhat High</td><td>29.27%</td></tr><tr><td>Neither High nor Low</td><td>28.66%</td></tr><tr><td>Somewhat Low</td><td>22.56%</td></tr><tr><td>Very Low</td><td>6.10%</td></tr></tbody></table>		Rating	Percentage	Very High	13.41%	Somewhat High	29.27%	Neither High nor Low	28.66%	Somewhat Low	22.56%	Very Low	6.10%
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Extracurricular Activities	Roughly 200 students involved in school clubs (art, choir, math/engineering, chess, Greek myths, run club, passport club). Students involved in extracurricular sports (Future Stars). As to trends in academic development for these students, all students involved in clubs but be passing all classes and have not received a deficiency.													
Summary of Strengths	Summary of Needs	Summary of Priorities												
<div>1. High quality of education.</div> <div>2. High quality of teachers.</div> <div>3. We provide a safe environment</div>	<div>1. A better facility for our educational needs.</div> <div>2. Provide a more well rounded and diverse extracurricular program.</div>	<div>1. Train teachers on how best support the whole learner (developing student character as well as educational development).</div>												

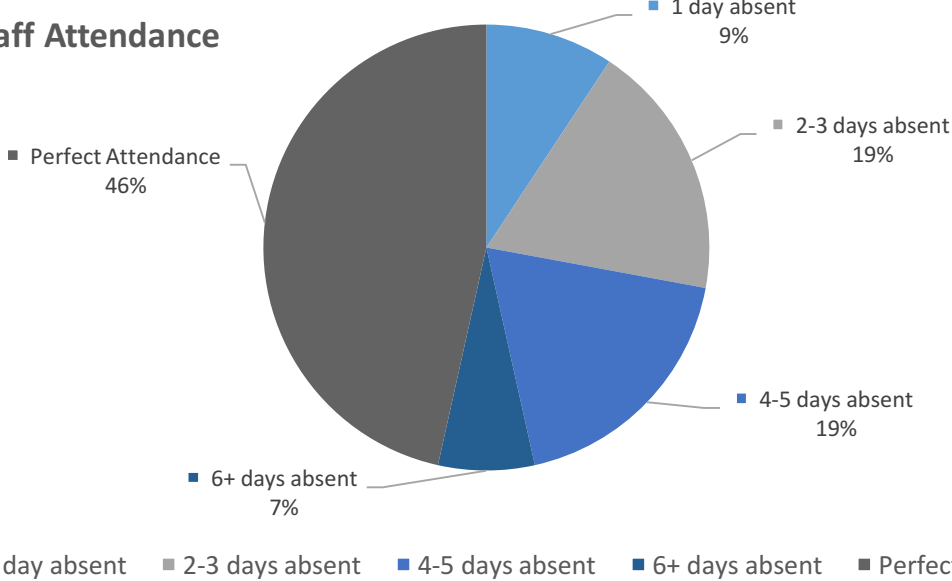
<p>for all learners.</p> <ol style="list-style-type: none"> 4. Program of study has a positive influence on student character. 5. Community is happy with the well-rounded education we provide. 	<ol style="list-style-type: none"> 3. Increase our impact on student character develop. 4. Continue to train teachers to most effectively impact student development. 5. Increase parental involvement in school surveys. 	<ol style="list-style-type: none"> 2. Communicate more often with parents and follow up with those who have not taken school surveys (in an effort to get more substantial data on improving our school). 3. Add programs to our extracurriculars and monitor closely for how they are affecting students and families. 4. Provide more opportunities to involve parents in educational decisions in the school. 5. Move to our own facility.
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STAFF QUALITY, RECRUITMENT, & RETENTION

Data Sources Reviewed: Performance review document, school records, teacher assessment data, classroom observation notes, hiring documents; staff effectiveness in relation to student achievement data; emails and sub forms; salary template; recruitment and retention; HR documentation.

GHMV South employee data:	<p>Teachers: 24</p> <p>Teacher Apprentices: 5</p> <p>Staff: 14</p>
GHMV South faculty qualifications:	All teachers are highly qualified .

GHMV South faculty years of experience:	<p>Years of Experience</p>  <p>A pie chart titled 'Years of Experience' showing the distribution of faculty experience levels. The chart is divided into four segments: a large blue segment for '1-3 years' at 53%, a grey segment for '4-9 years' at 31%, a smaller blue segment for '10-19 years' at 16%, and a very small blue segment for '20+ years' at 0%. A legend below the chart identifies the colors: blue for 1-3 years, grey for 4-9 years, blue for 10-19 years, and blue for 20+ years.</p> <table border="1"><thead><tr><th>Years of Experience</th><th>Percentage</th></tr></thead><tbody><tr><td>1-3 years</td><td>53%</td></tr><tr><td>4-9 years</td><td>31%</td></tr><tr><td>10-19 years</td><td>16%</td></tr><tr><td>20+ years</td><td>0%</td></tr></tbody></table> <p><i>* The highest need students are paired with the most experienced teachers by school administration and are followed up with on a regular basis through meetings with class teachers.</i></p>	Years of Experience	Percentage	1-3 years	53%	4-9 years	31%	10-19 years	16%	20+ years	0%
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2015-2016 to 2016-2017 Faculty Retention Rate:	<p>66% retention</p> <p>Reasons for leaving include transferring to a different Great Hearts school, not asked to return, staying home, and attending graduate school.</p>										

<p>Staff attendance rate:</p>	<p>Staff Attendance</p>  <table border="1"> <caption>Staff Attendance Data</caption> <thead> <tr> <th>Absence Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Perfect Attendance</td> <td>46%</td> </tr> <tr> <td>1 day absent</td> <td>9%</td> </tr> <tr> <td>2-3 days absent</td> <td>19%</td> </tr> <tr> <td>4-5 days absent</td> <td>19%</td> </tr> <tr> <td>6+ days absent</td> <td>7%</td> </tr> </tbody> </table>	Absence Category	Percentage	Perfect Attendance	46%	1 day absent	9%	2-3 days absent	19%	4-5 days absent	19%	6+ days absent	7%
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<p>Teacher/Mentor Program:</p>	<p>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. In addition, all new teachers at our schools are paired with mentor/master teachers as well as network-wide curriculum consultants for continued support and feedback.</p> <p>Teachers and Novice Teachers are also mentored by Lead/Master Teachers and administration.</p> <p>Observations are made, feedback is given, and improvement plans are put in place when need be.</p>												
<p>Professional development at campus level:</p>	<p>Throughout the school year, staff have attended professional development trainings and seminars on effective implementation of curriculum; meeting the needs of diverse learners (pedagogical strategies along with implementation and assessment of curriculum); and effective teaching of classical education, the great books, liberal arts, and Socratic dialogues. Implementation is monitored by classroom observations and review of curriculum use and lesson plans. Impact has increased student involvement and more rapid acquisition of learning habits and skills. We continue to follow up in these areas during professional development training days and seminars to stay true to our school mission.</p>												

<p>Professional development at Great Hearts Texas level:</p>	<p><u>Great Hearts Summer Institute:</u></p> <p>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><u>Ad Fiendum:</u></p> <p>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><u>New Faculty Orientation:</u></p> <p>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><u>Summit:</u></p> <p>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><u>Fall and Spring PD offerings:</u></p> <p>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> <p><u>Headmaster College and Residency:</u></p>
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	<p>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><u>Master of Humanities (with concentration in Classical Education):</u> 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.” – http://udallas.edu/news/2016/ud-great-hearts-academies-announce-partnership</p>	
Summary of Strengths	Summary of Needs	Summary of Priorities
<ol style="list-style-type: none"> 1. Highly qualified 2. Energetic 3. Passionate 4. Flexible 5. Hard Working 6. Knowledge of content 7. Love of students 	<ol style="list-style-type: none"> 1. Need for more experienced staff members 2. Need for well-rounded and diverse pedagogical strategies 3. Stronger communication between staff members 4. Use of assessment data to drive instruction 5. Need for cohesive curriculum amongst district schools. 	<ol style="list-style-type: none"> 1. Higher level of support for teachers and staff from administration and faculty as a whole. 2. Training on use of assessment data to drive instruction 3. Complete and well- rounded training on implementation of curriculum and implementation of the Socratic method. 4. A very well-defined and structured professional development program for the entire year. 5. Providing classrooms with a wider range of resources for instructional use.

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 TEK).

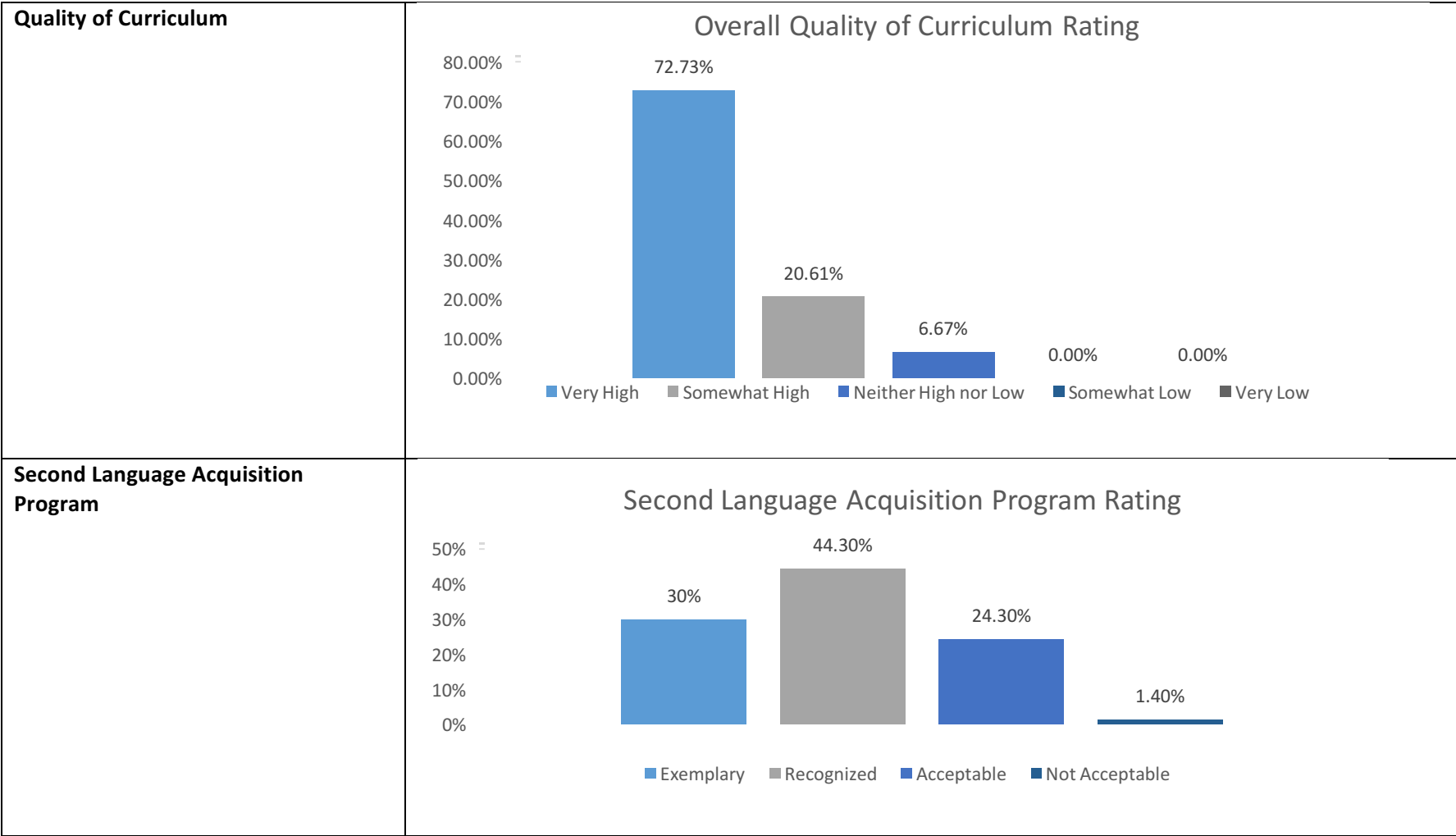
Great Hearts Curriculum & Texas Curriculum Requirements

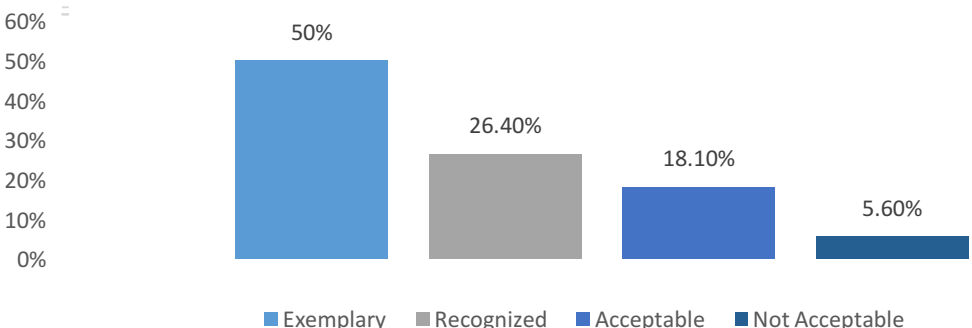
Key content areas have been identified for the school and teachers to adapt and augment the existing Great Hearts curriculum in order to meet Texas curricular requirements. TEKs are identified, curriculum adapted to meet the TEK, and then implemented in the classroom. qweThe content areas include English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

	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th	
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					Advanced Math: Reasoning Mind	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	Immersion Spanish					Beginning Latin	Latin & Western Humanities I	Latin & Western Humanities II	Latin & Western Humanities III	Latin III or Mod Lang I	Latin IV or Mod Lang II	Greek I or Mod Lang III	Greek II or Mod Lang IV	
Fine Arts	Core Knowledge Fine Arts						Studio Art*	Studio Art*	Music*	Studio Art	Music	Drama	Studio Art	
								Music*						
Other Core	Physical Education						Physical Education	Physical Education*	Physical Education	Physical Education	Rhetoric & Composition*	World History/ Geography	Senior Project	
	Poetry Memorization & Recitation		Competitive Chess				Grammar*	Logic*	Rhetoric *		Economics*		American Government & Founding	

*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.



<p>Fine Arts Program</p>	<p style="text-align: center;">Fine Arts Program Rating</p>  <p>A bar chart titled 'Fine Arts Program Rating' showing the distribution of program ratings. The y-axis represents percentages from 0% to 60% in 10% increments. There are four bars: a blue bar for 'Exemplary' at 50%, a grey bar for 'Recognized' at 26.40%, a medium blue bar for 'Acceptable' at 18.10%, and a dark blue bar for 'Not Acceptable' at 5.60%. A legend at the bottom identifies the colors for each rating.</p> <table border="1"> <thead> <tr> <th>Rating</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Exemplary</td> <td>50%</td> </tr> <tr> <td>Recognized</td> <td>26.40%</td> </tr> <tr> <td>Acceptable</td> <td>18.10%</td> </tr> <tr> <td>Not Acceptable</td> <td>5.60%</td> </tr> </tbody> </table>	Rating	Percentage	Exemplary	50%	Recognized	26.40%	Acceptable	18.10%	Not Acceptable	5.60%
Rating	Percentage										
Exemplary	50%										
Recognized	26.40%										
Acceptable	18.10%										
Not Acceptable	5.60%										
<p>Academic Interventions</p>	<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"> Grades K-1: 1 time per week per subject area (math and reading/writing) Grades 2-6: 2 times per week per subject area (math and reading/writing) Grade 7: 3 times per week in math*, 1 time per week in reading/writing <p><i>* Because of the Algebra I EOC test requirement, 7th 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> <p>Teachers utilize STAAR prep resources from the TEA website and DMAC resources from the TAG module. Reading A-Z is employed for grades K-2.</p>										
<p>Student Performance Assessments</p>	<p>Grade Evaluation: 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>										

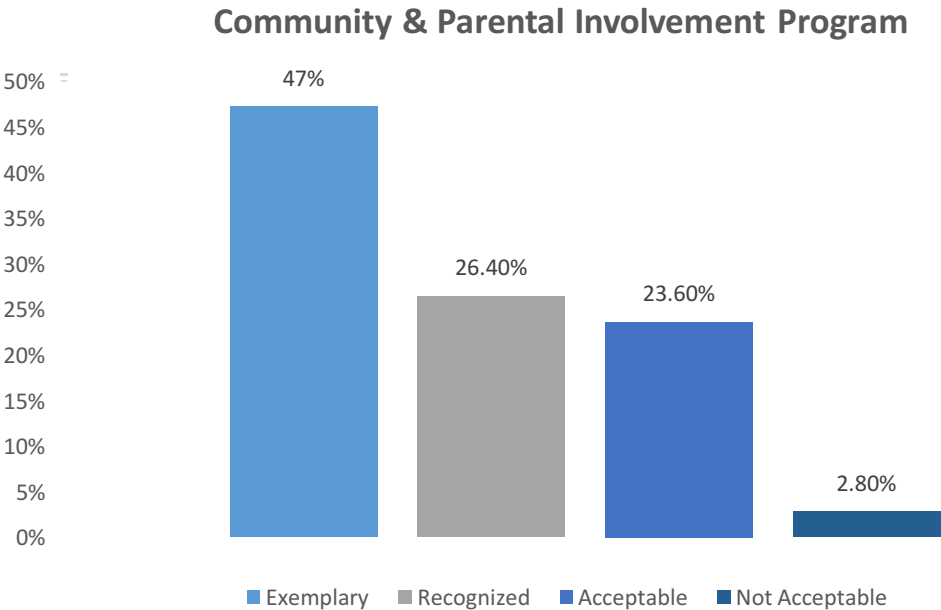
	<p>Deficiency Notices: Midway through each quarter, deficiency notices are mailed out to the parents of students who are currently receiving a D or F in a given course. These notices are intended to prompt students to make necessary changes and improve their academic standing before the end of the quarter.</p> <p>Reports: 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>Conferences: 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
<ol style="list-style-type: none"> 1. A well-rounded, academically rigorous program of study. 2. Diverse and detailed lessons that provide authentic learning. 3. Rich discussions that promote problem solving and critical thinking. 4. Timely and detailed communication of academic development to parents. 5. Strong correlation of curricular strengths to testing results. 	<ol style="list-style-type: none"> 1. A cohesive writing curriculum to support students in taking the writing STAAR. 2. A greater number of authentic assessments that can be used to collect student achievement data specific to individual TEKS. 3. Curricular resources for STAAR intervention lessons that focus on TEKS that need to be retaught and reviewed (as identified by the assessments). 4. Teacher training on implementation of Great Hearts curriculum as it relates to the TEKS. <p>Curricular training, support, and resources specific to Fine Arts programs.</p>	<ol style="list-style-type: none"> 1. Purchasing of a writing curriculum specific to the TEKS to support Great Hearts' Language Arts program. 2. Increasing quality and quantity of assessments. 3. Interpreting assessment data and using specific resources to meet academic needs as they correspond with the TEKS. 4. Provide more frequent teacher training on meeting the TEKS through Great Hearts curricula. 5. Purchase resources to support our Fine Arts programs.

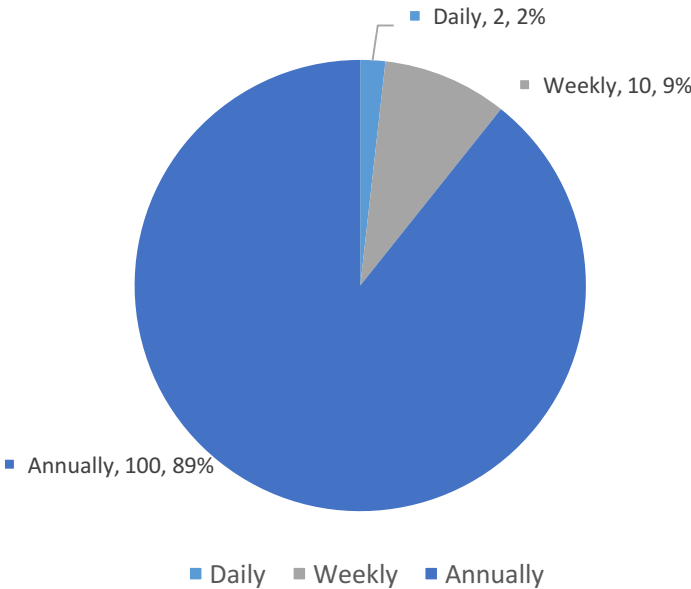
FAMILY & COMMUNITY INVOLVEMENT

Data Sources Reviewed: School records; parent volunteer information; parent activity evaluations and feedback; extracurricular clubs sign-up sheet; TxELS; ESL services; event sign-ups; donation records; parent surveys; parent emails; weekly newsletter, Performance Review Survey.

Events and resources for school community:	Curriculum Night, Grandparent's Day, Singapore Parent Training, Spalding Parent Training, school tours for community members, current parents and potential parents. Teachers and the school as a whole also communicate weekly with parents via a newsletter to keep communication frequent and up to date.
Annual Community Events:	The school hosts an annual School Carnival, multiple choir concerts, a Fun Run, and quarterly class parties at which families volunteer.
School community partnerships to support students:	Relationship with our neighbors SAC for use of their facilities for recess, partnerships with local libraries as school resources and partnerships with local businesses as locations for field trips.
Communication with non-English speaking families:	The majority of non-English speaking families speak Spanish; there are Spanish- dual language speakers on staff.
Family involvement to support student learning:	Homework is significant at GHMV-- support is needed and seen daily. They actively engage in learning activities with their students at home to support their educational development. Parent support for the school through community events and volunteering for school events is overwhelming. Patterns and trends have shown that our more frequent communication with parents has increased parental support on homework which has increased academic development.

Community & Parental Involvement Program

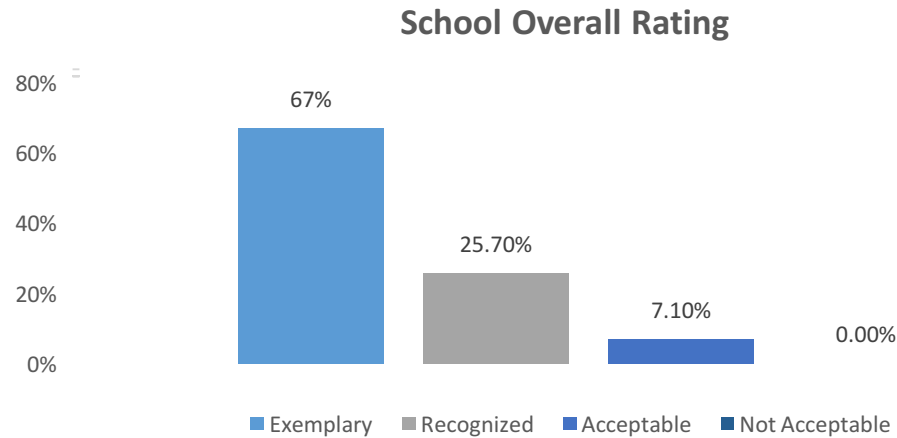


Volunteer Averages	<div data-bbox="625 126 789 162"> Volunteers </div>  <p>A pie chart titled 'Volunteers' showing the frequency of volunteer participation. The chart is divided into three segments: a large blue segment for 'Annually' (100 people, 89%), a smaller grey segment for 'Weekly' (10 people, 9%), and a very small light blue segment for 'Daily' (2 people, 2%). A legend below the chart identifies the colors: light blue for Daily, grey for Weekly, and blue for Annually.</p> <table border="1"> <thead> <tr> <th>Frequency</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Daily</td> <td>2</td> <td>2%</td> </tr> <tr> <td>Weekly</td> <td>10</td> <td>9%</td> </tr> <tr> <td>Annually</td> <td>100</td> <td>89%</td> </tr> </tbody> </table>		Frequency	Count	Percentage	Daily	2	2%	Weekly	10	9%	Annually	100	89%
Frequency	Count	Percentage												
Daily	2	2%												
Weekly	10	9%												
Annually	100	89%												
Summary of Strengths	Summary of Needs	Summary of Priorities												
<ol style="list-style-type: none"> 1. Listening to feedback from our parents 2. Communication 3. Educating parents/community members on our curriculum and school culture 4. Building our community through social gatherings 5. Offering tours 	<ol style="list-style-type: none"> 1. Continued growth of community outreach 2. Greater communication to community members outside our families 3. Building of corporate relationships with community members 4. Offering more resources to promote healthy families 5. Increase community involvement in school 	<ol style="list-style-type: none"> 1. Community communication outreach strategy 2. Build corporate relationships with community members 3. Providing resources to promote healthy families 4. Communicate more closely with stake holders. 5. Provide a greater number of opportunities for community members to be involved in the school. 												

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:

PSO is an active and holistic representation of community body that is involved closely with the school. Parents have opportunities for open communication with administration through "coffee with the headmaster" and our policy on timely replies of email inquiries. We have annual surveys for parents and the community to give honest and anonymous feedback to the school.

Staff & Faculty Feedback Opportunities:

Teachers have opportunities for open and honest communication with administration of school and policy makers at the district level through feedback and idea surveys. Teachers attend weekly meetings with administration where they can share their thoughts and ideas. Through a hierarchy of communication, teachers know how and who to communicate with, regarding any concerns they may have

Dropout Prevention Strategies	<div><p>Dropout Prevention Strategies Rating</p><table><tr><th>Rating</th><th>Percentage</th></tr><tr><td>Exemplary</td><td>47%</td></tr><tr><td>Recognized</td><td>31.30%</td></tr><tr><td>Acceptable</td><td>17.20%</td></tr><tr><td>Not Acceptable</td><td>4.70%</td></tr></table></div>		Rating	Percentage	Exemplary	47%	Recognized	31.30%	Acceptable	17.20%	Not Acceptable	4.70%
Rating	Percentage											
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Compliance & Policy Reporting Program	<div><p>Compliance & Policy Reporting Program Rating</p><table><tr><th>Rating</th><th>Percentage</th></tr><tr><td>Exemplary</td><td>42%</td></tr><tr><td>Recognized</td><td>35.80%</td></tr><tr><td>Acceptable</td><td>19.40%</td></tr><tr><td>Not Acceptable</td><td>3.00%</td></tr></table></div>		Rating	Percentage	Exemplary	42%	Recognized	35.80%	Acceptable	19.40%	Not Acceptable	3.00%
Rating	Percentage											
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Summary of Strengths	Summary of Needs	Summary of Priorities										
<div><div>1.</div><div>High overall school rating.</div></div> <div><div>2.</div><div>Effective dropout prevention strategies.</div></div> <div><div>3.</div><div>Effective compliance and policy reporting programs/.</div></div> <div><div>4.</div><div>Strong PSO program.</div></div>	<div><div>1.</div><div>Increase overall school rating.</div></div> <div><div>2.</div><div>Improve dropout prevention strategies.</div></div> <div><div>3.</div><div>Improve compliance and policy reporting programs.</div></div> <div><div>4.</div><div>Increase community involvement in school surveys.</div></div>	<div><div>1.</div><div>Prioritize specific needs to increase school effectiveness in the community.</div></div> <div><div>2.</div><div>Analyze student dropout data to minimize these occurrences.</div></div> <div><div>3.</div><div>Stay up to date with all</div></div>										

5. High level of communication between staff and administration.	5. Provide a greater number of opportunities for parents and community members to be involved in the school.	<p>compliance and policy reporting programs.</p> <p>4. Communicate more often with parents and follow up with those who have not taken school surveys (in an effort to get more substantial data on improving our school).</p> <p>5. Allow more opportunities for faculty to be involved in policy-making decisions in the school.</p>
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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.		
Technology available to students:	Students in 4th grade have access to computers for our Reasoning Mind mathematics program. Students also use these computers for taking MAP tests 3x a year.	
Technology available for faculty use in the classroom:	Faculty have the use of computers, projectors, and document cameras to enhance presentation of curriculum.	
Technology and the classroom:	Technology is not taught on a regular basis in the classroom. Students in 4th grade have access to computers for our Reasoning Mind mathematics program. Our students are also taught how to navigate the benchmark testing program.	
Technology utilized to support curriculum, instruction, and assessment integration and implementation:	Document cameras are used to present primary documents and pictures and PowerPoint presentations are used to enhance lessons through visual aids.	
Summary of Strengths	Summary of Needs	Summary of Priorities

<ol style="list-style-type: none"> 1. Minimalist view on technology (not relying on technology for research or lessons) 2. Use of technology to support ongoing assessments (MAP testing) 3. Use of visual aids within technology to enhance presentation of lessons 4. Construction of data analysis graphs to review student progress 5. Use of POS for lunch counts, and fast and effective communication via interschool email and phones 	<ol style="list-style-type: none"> 1. Prevention of periodic internet outages throughout the year 2. Difficulty with the use of the TxELS gradebook system for inputting student grades and attendance 3. Need for a cohesive grading system to efficiently log grades and report student growth and behavior, effectively using technology to monitor and report holistic student progress 4. Need for more specific training for use of technology in the classroom to support lesson presentation. 	<ol style="list-style-type: none"> 5. To get a better gradebook system that teachers use to input grades and track and monitor student academic progress 6. A more efficient way to communicate with parents about student academics and behavior 7. Training on use of technology in the classroom, budget for more technological resources for the school (iPads for DIBELS assessments and more computers for MAP assessments) 8. To put together a more efficient and user-friendly district wide database for curriculum resources and student information that teachers and administrators can access easily
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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 Monte Vista South will continuously improve achievement in state testing.

Objective 1.1: By May 2017, 84% of students will pass the STAAR.

Objective 1.2: By March 2017, 70% of students will increase their MAP scores by 5%.

Summative Evaluation:

Strategies & Action Steps	Title 1 Targeted Assistance Components (Code by #1-10)	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	SEC Funds	Documented participation of students with interventionists	Increased test scores
Conduct on going TEKS intervention lessons in the classroom, specific to TEKS that need to be reviewed and retaught.	1, 2, 3	Classroom Teacher	weekly		Documented lesson plans and formative assessments.	Increased test scores
Communicate academic enrichment programming to parents to enhance these	1, 2, 3		Monthly	Email, flyers, newsletter	Enrollment of students in academic enrichment	Student participation in programs

students' learning.					programming	
Host academic information sessions/workshops for parents	1, 2, 3	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 Monte Vista South will continuously improve the quality of their faculty and their effect on student development.						
Objective 2.1: By May 2017, 70% of teachers will have an average of an S or better on their monthly teacher observation form (scale : E, S, N, U)						
Objective 2.2: By May 2017, 100% of teachers will turn in weekly TEKS intervention lesson plans for content areas that need improvement.						
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 attend Bi-monthly professional development seminars aimed at improving their effect on student development.	5, 6	Headmaster, Asst. Headmaster, Dean	Bi-monthly	Teach Like a Champion, First Days of School, The 7 Laws of Teaching, Classic Literature	Documented attendance of teachers attending seminars.	Teacher End-of-Year review
Headmaster, Ass. Headmaster, and Dean will observe teachers once a month during their teaching of a lesson	5, 6	Headmaster, Asst. Headmaster, Dean	Monthly	Teacher Observation Form	Documented teacher performance	Teacher End-of-Year review

to evaluate their ongoing performance and give feedback.						
Teachers will use assessment data to target areas of weakness in student academic performance, and create lesson plans to directly improve these academic areas. Teachers will discuss the use of academic assessments and their use in improving student achievement and the overall instructional program.	5, 6	Headmaster, Asst. Headmaster, Dean	Weekly	Teacher Lesson Plans, TEKS intervention lesson plan template	Lesson Plan checklist	Lesson Plan checklist

Goal 3: Great Hearts Monte Vista South will continuously improve family involvement in the school.

Objective 3.1: By May 2017, the number of parent volunteers will increase by 10%.

Objective 3.2: By May 2017, 40% of parents will have attended activities or workshops aimed at increasing parental involvement in the school or increasing parental understanding of curriculum and how to support their children in their academic development.

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
The school will send out a weekly newsletter with information about parent involvement opportunities.	6	Director of Community Events	Weekly	School Newsletters, flyers, student take home folders	Volunteer Log of parent involvement.	Analysis of school records
The school will provide workshops and other opportunities aimed at increasing parental involvement in the school or teaching parents how to better support their child's academic development.	6	Assistant Headmaster, Headmaster, Dean, Director of Community Events	Quarterly	School Newsletters, flyers, student take home folders, curricular resources	Log of parent attendance at community events	Analysis of school records.

Goal 4: Great Hearts Monte Vista South will continuously improve their instructional methods for student groups not achieving their full potential.						
Objective 4.1: Great Hearts Monte Vista will provide 5 professional development days aimed at improving instructional methods for student groups not achieving their full potential.						
Objective 4.2: By May 2017, 80% of students will attain proficient status in reading fluency.						
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
Great Hearts Monte Vista will provide 5 professional development days aimed at improving instructional methods for student groups not achieving their full potential.	1, 2, 3	Headmaster, Assistant Headmaster, Dean	Quarterly	Curriculum Resources, "Teach Like a Champion", "7 Laws of Teaching", ELL specific training.	Teacher attendance at professional development seminars.	Analysis of student performance following professional development opportunities.
Teachers will provide weekly progress monitoring opportunities for students not attaining	1, 2, 3	Classroom Teacher	Weekly	Dibels reading assessment program	Dibels progress monitoring data	Dibels End-of-year benchmark for reading fluency.

a proficient level in reading fluency.						
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Goal #5: Great Hearts Monte Vista South 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 5.1: Great Hearts Monte Vista South will provide extracurricular opportunities aimed at improving the health and fitness of its students.

Objective 5.2: Time spent during Physical Education classes on nutrition and healthy eating habit will increase by 10%

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
Great Hearts will provide students with the opportunity to join a Run Club where students engage in physical activity.	8	Athletic Director. Director of Community Events	Weekly	Weekly newsletters	Student attendance records in clubs	Analysis of student attendance records
The Physical Education teacher will spend 20% of each unit of study teaching nutrition and healthy eating habits.	8	Assistant Headmaster, Headmaster, Dean, Physical Education Teacher	Quarterly	Lesson plans, curricular resources	Lesson Plans, Observation of lessons	Analysis of overall implementation of curriculum.

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

Goal #6: Great Hearts Monte Vista South will continuously improve their plans for assisting preschool children in the transition from early childhood programs to our elementary school program.

Objective 6.1: Great Hearts Monte Vista South will provide parents with incoming kindergartners with opportunities to learn about our school and how to most effectively support their children in transition to our school.

Objective 6.2: Attendance for Incoming Kindergarten Assessment testing will increase by 10%.

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
Great Hearts will provide parents with the opportunity to attend a “Kindergarten Preview” where they learn about our school, curriculum, and how best to support their children in transition to our school.	4	Headmaster, Assistant Headmaster, Dean, Director of Community Events	Yearly	School newsletters	Parent Attendance at school events	Analysis of parent attendance at school events.
Great Hearts will more effectively communicate to parents of incoming kindergartners, the availability of	4	Office Manager	Yearly	School newsletters, emails, phone calls	Student attendance of Kindergarten Incoming Assessments.	Analysis of attendance at Kindergarten Incoming Assessments.

Kindergarten Incoming Assessments and follow up with those families that do not attend.						
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Goal 8: Great Hearts Monte Vista South will continue to increase its student attendance rate during the 2016-2017 school year.						
Objective 8.1: Great Hearts Monte Vista South will increase its attendance rate to 98% by May 2017.						
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
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