

<p>Second Language Acquisition Program</p>	<p style="text-align: center;">Second Language Acquisition Program</p> <table border="1"> <thead> <tr> <th>Performance Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Exemplary</td> <td>31.70%</td> </tr> <tr> <td>Recognized</td> <td>31.70%</td> </tr> <tr> <td>Acceptable</td> <td>29.30%</td> </tr> <tr> <td>Not Acceptable</td> <td>7.30%</td> </tr> </tbody> </table>	Performance Level	Percentage	Exemplary	31.70%	Recognized	31.70%	Acceptable	29.30%	Not Acceptable	7.30%
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<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</p>										

	<p>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. Well-developed classical curriculum across grades 6-11 inherited from Arizona. 2. Curriculum carefully geared to meet state standards for compliance. 3. High-level professional development offered to teachers in Socratic instruction. 	<ol style="list-style-type: none"> 1. Better system in place for high school transfers. 2. Need to develop streamlined system for credit recovery. 3. Move towards a fully-matured inclusive classroom model. 	<ol style="list-style-type: none"> 1. Enhance existing faculty observation program. 2. Continue to develop a PD program for teachers in the Socratic classical tradition. 3. Improve science facilities.

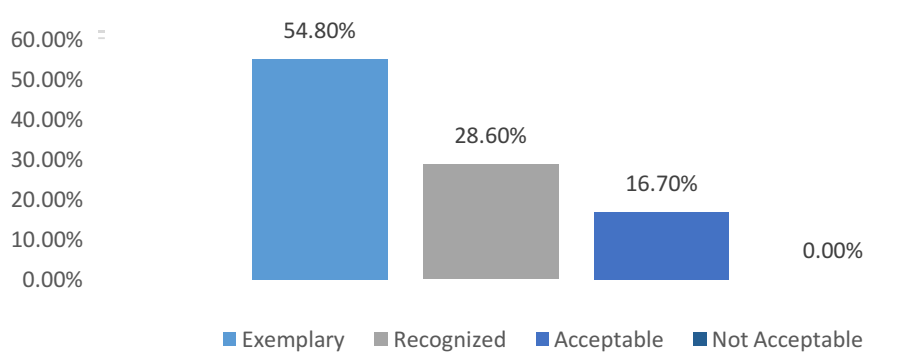
FAMILY & COMMUNITY INVOLVEMENT

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

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.

<p>Volunteer Averages</p>	<p>Volunteers</p> <table border="1"> <caption>Volunteer Frequency Data</caption> <thead> <tr> <th>Frequency</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Annually</td> <td>100</td> <td>89%</td> </tr> <tr> <td>Weekly</td> <td>10</td> <td>9%</td> </tr> <tr> <td>Daily</td> <td>2</td> <td>2%</td> </tr> </tbody> </table>		Frequency	Count	Percentage	Annually	100	89%	Weekly	10	9%	Daily	2	2%
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<p>Community & Parental Involvement Program</p>	<p>Community & Parental Involvement Program Rating</p> <table border="1"> <caption>Program Rating Data</caption> <thead> <tr> <th>Rating</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Exemplary</td> <td>47.60%</td> </tr> <tr> <td>Recognized</td> <td>23.80%</td> </tr> <tr> <td>Acceptable</td> <td>16.70%</td> </tr> <tr> <td>Not Acceptable</td> <td>11.90%</td> </tr> </tbody> </table>		Rating	Percentage	Exemplary	47.60%	Recognized	23.80%	Acceptable	16.70%	Not Acceptable	11.90%		
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<p>1. Listening to feedback from our parents</p>	<p>1. Continued growth of community outreach 2. Greater communication to community members</p>	<p>1. Community communication outreach strategy</p>												

<ul style="list-style-type: none"> 2. Communication 3. Educating parents/community members on our curriculum and school culture 4. Building our community through social gatherings 5. Offering tours 	<ul style="list-style-type: none"> outside our families 3. Building of corporate relationships with community members 4. Offering more resources to promote healthy families 	<ul style="list-style-type: none"> 2. Build corporate relationships with community members 3. Providing resources to promote healthy families
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SCHOOL CONTEXT & ORGANIZATION											
Data Sources Reviewed: Performance Review Survey, Campus Leadership Meetings, Faculty Meetings, Parent Satisfaction Survey											
<p>Overall School Rating:</p>	<p style="text-align: center;">Overall School Rating</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Overall School Rating Data</caption> <thead> <tr> <th>Rating</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Exemplary</td> <td>54.80%</td> </tr> <tr> <td>Recognized</td> <td>28.60%</td> </tr> <tr> <td>Acceptable</td> <td>16.70%</td> </tr> <tr> <td>Not Acceptable</td> <td>0.00%</td> </tr> </tbody> </table>	Rating	Percentage	Exemplary	54.80%	Recognized	28.60%	Acceptable	16.70%	Not Acceptable	0.00%
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<p>Parent and community feedback in relation to school policies, procedures and decisions:</p>	<p>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.</p>										

<p>Staff & Faculty Feedback Opportunities:</p>	<p>Staff and faculty feedback opportunities include weekly faculty meetings with an open forum for faculty members to ask questions and give recommendations. Leadership has open office hours during the day in which faculty are welcome to bring challenges, concerns, and suggestions. Anonymous teacher surveys reviewed by the Headmaster. There are also quarterly individual, teacher meetings between the faculty member and the Headmaster.</p>										
<p>Dropout Prevention Strategies</p>	<p style="text-align: center;">Dropout Prevention Strategies Rating</p> <p>The bar chart displays the percentage of responses for each rating category. The y-axis represents the percentage from 0.00% to 50.00%. The x-axis lists the rating categories: Exemplary, Recognized, Acceptable, and Not Acceptable. The bars are colored as follows: Exemplary (light blue), Recognized (grey), Acceptable (medium blue), and Not Acceptable (dark blue).</p> <table border="1"> <thead> <tr> <th>Rating</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Exemplary</td> <td>43.20%</td> </tr> <tr> <td>Recognized</td> <td>21.60%</td> </tr> <tr> <td>Acceptable</td> <td>27.00%</td> </tr> <tr> <td>Not Acceptable</td> <td>8.10%</td> </tr> </tbody> </table>	Rating	Percentage	Exemplary	43.20%	Recognized	21.60%	Acceptable	27.00%	Not Acceptable	8.10%
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<p>Compliance & Policy Reporting</p>	<p style="text-align: center;">Compliance & Policy Reporting Rating</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Compliance & Policy Reporting Rating Data</caption> <thead> <tr> <th>Rating</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Exemplary</td> <td>43.60%</td> </tr> <tr> <td>Recognized</td> <td>17.90%</td> </tr> <tr> <td>Acceptable</td> <td>25.60%</td> </tr> <tr> <td>Not Acceptable</td> <td>12.80%</td> </tr> </tbody> </table>		Rating	Percentage	Exemplary	43.60%	Recognized	17.90%	Acceptable	25.60%	Not Acceptable	12.80%
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<p>Summary of Strengths</p>	<p>Summary of Needs</p>	<p>Summary of Priorities</p>										
<ol style="list-style-type: none"> 1. High student retention rate. 2. Achieved highest rating on audit of National School Lunch Program. 3. TEKS aligned courses. 	<ol style="list-style-type: none"> 1. Improved internal state-compliance calendar. 2. More consistent filing and internal audit process. 3. Greater support and/or support staff for the Office Manager. 	<ol style="list-style-type: none"> 1. Hire an Office Assistant. 2. Work with GH compliance officer to develop a compliance calendar. 3. Identify strategies for educating staff on compliance procedures. 4. Develop a carefully-structured traffic plan to ensure the safety of all persons at our facilities. 5. Develop a carefully-structured after-school program to ensure the safety of all students on our campus. 										

		6. Developing TEKS aligned curriculum for new courses to be taught in 2016–2017.
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TECHNOLOGY		
Data Sources Reviewed: Technology inventory, technology sign-out sheet, copy repair invoices, use of volunteers to laminate materials, experience using cell-phones in admin office, Schooldesk tickets, inventory of classroom technology, student goals/objective data sheets and teacher gradebooks, Schooldesk statistics, classroom inventory of Art and Science, regular classroom observations, MAP Results and Procedures, TxEIS Gradebook, Jupiter Gradebook, Faculty observations.		
Technology available to students:	30 Lenovo Laptops and 30 Chromebooks for ESL/SPED and testing purposes; mobile computer lab projectors; document cameras; fully-equipped scientific lab (including beakers, Bunsen burners, etc.) to serve Physics, Chemistry, Biology, and Earth Science classes; online educational modules for some academic purposes; Learning Ally (SPED software).	
Technology available for faculty use in the classroom:	Lenovo Laptops and Chromebooks; projectors and document cameras; Learning Ally - (Reading), Reasoning Minds (Math).	
Technology and the classroom:	Technological tools are regularly used and taught in Art and Science classes. Students completing papers in Humane Letters or Rhetoric are encouraged to use laptops to write their papers.	
Technology utilized to support curriculum, instruction, and assessment integration and implementation:	MAAP Testing; targeted use of PowerPoints and videos to support course curricula; TxEIS Gradebook and Jupiter Gradebook for students' assessment.	
Summary of Strengths	Summary of Needs	Summary of Priorities

<ol style="list-style-type: none"> 1. MAAP testing helps us quickly and accurately to assess our intervention needs. 2. Jupiter and TxEIS Gradebook allow us efficiently and confidently to assess students' status and performance on a regular basis. 3. Doc cams are critical for our Art and Music programs. 4. Faculty have easy access to laptops for their use 	<ol style="list-style-type: none"> 1. We could benefit from a Scantron machine. 2. A faculty laminator and a second or improved faculty printer. 3. We have some weaknesses in IT service, particularly response time and completion of IT projects – need for a quicker response time. 4. Need to prevent cellphone reception challenges in Administrative offices. 	<ol style="list-style-type: none"> 1. A very dependable faculty printer 2. Faculty access to a functioning Scantron machine 3. Continue to develop a more mature and robust science facility (e.g., ease of water access) 4. Systematized access to doc cams and projectors 5. Higher quality computers, data projectors, and computer software (latest versions of typical software platforms) for administrative use.
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Goal 5: Great Hearts Monte Vista North will continuously improve the quality of their faculty and their effect of student development.

Objective 5.1: 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 of the use of academic assessments and then implement the use of these assessments in	5, 6	Teacher, Administration	Ongoing		Sign-in sheets, teacher roster	Increased STAAR scores.

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