

GreatHearts

Monte Vista North



Great Hearts Monte Vista North Campus Improvement Plan 2016-2017

GREAT HEARTS MONTE VISTA NORTH MISSION

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

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

Great Hearts Monte Vista North 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 North 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: **267**

Enrollment by Gender:

Enrollment By Gender	# Enrolled	% Enrolled
Female	142	53.18%
Male	125	46.82%

Grade Span for 2016-2017: **6-11 (Numbers below reflect the 2015-2016 school year)**

Grade 6	78
Grade 7	52
Grade 8	52
Grade 9	48
Grade 10	37

	<table><tr><td>Grade 11</td><td>N/A</td></tr></table>	Grade 11	N/A										
Grade 11	N/A												
Ethnicity	<p>Ethnicity</p> <p>A pie chart titled 'Ethnicity' showing the distribution of student ethnicity. The chart is divided into five segments: White (48%, blue), Hispanic (44%, grey), Two or More Races (4%, dark grey), Asian (2%, light blue), and Black or African American (2%, dark blue). A legend below the chart identifies the colors for each ethnicity.</p> <table><thead><tr><th>Ethnicity</th><th>Percentage</th></tr></thead><tbody><tr><td>White</td><td>48%</td></tr><tr><td>Hispanic</td><td>44%</td></tr><tr><td>Two or More Races</td><td>4%</td></tr><tr><td>Asian</td><td>2%</td></tr><tr><td>Black or African American</td><td>2%</td></tr></tbody></table>	Ethnicity	Percentage	White	48%	Hispanic	44%	Two or More Races	4%	Asian	2%	Black or African American	2%
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Select Student Group Enrollment	<table><tr><th>Select Group</th><th>% Enrolled</th></tr><tr><td>LEP</td><td>6 (2.25%)</td></tr><tr><td>Immigrant</td><td>0 (0.00%)</td></tr><tr><td>Economic Disadvantage</td><td>57 (21.35%)</td></tr></table>	Select Group	% Enrolled	LEP	6 (2.25%)	Immigrant	0 (0.00%)	Economic Disadvantage	57 (21.35%)				
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At Risk	<table><tr><td>At Risk</td><td># of Students</td><td>% Group</td><td>% Enrolled</td></tr><tr><td>Black</td><td>1</td><td>5.26%</td><td>0.37%</td></tr><tr><td>Hispanic</td><td>11</td><td>57.89%</td><td>4.12%</td></tr><tr><td>White</td><td>7</td><td>36.84%</td><td>2.62%</td></tr><tr><td>Total</td><td>19</td><td>100.00%</td><td>7.12%</td></tr></table>	At Risk	# of Students	% Group	% Enrolled	Black	1	5.26%	0.37%	Hispanic	11	57.89%	4.12%	White	7	36.84%	2.62%	Total	19	100.00%	7.12%
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Special Program Participation	<table><tr><td>ESL</td><td># of Students</td><td>% Group</td><td>% Enrolled</td></tr><tr><td>Black</td><td>1</td><td>20.00%</td><td>0.37%</td></tr><tr><td>Hispanic</td><td>4</td><td>80.00%</td><td>1.50%</td></tr></table>	ESL	# of Students	% Group	% Enrolled	Black	1	20.00%	0.37%	Hispanic	4	80.00%	1.50%								
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Hispanic	4	80.00%	1.50%																		

	Total	5	100.00%	1.87%
	Special Education	# of Students	% Group	% Enrolled
	Asian/Pacific Island	1	20.00%	0.37%
	Black	1	20.00%	0.37%
	Hispanic	2	40.00%	0.75%
	White	1	20.00%	0.37%
	Total	5	100.00%	1.87%

Attendance	Total Days Present: 97.05%			
	Total Days Absent: 2.95%			
	Percent in Attendance	%		
	Hispanic/Latino	97.38%		
	Asian	96.80%		
	Black or African American	94.50%		
	White	96.85%		
	Two or More Races	97.39%		

Enrollment Community Origin	The majority of GHMV North students come from Bradley, White, Twain and Hobby Middle Schools - NEISD/NISD/SAISD.	
Teacher/Student Ratio	Overall Ratio: 1:16	
Transfer/Mobility/Stability	<p>79 students transferred into GHMV North in 2015-2016.</p> <p>26 students withdrew from GHMV North in 2015-2016.</p> <p>None of these students were migrant students.</p>	
Summary of Strengths	Summary of Needs	Summary of Priorities
<ol style="list-style-type: none"> 1. Highest Economic Disadvantage numbers in GHTX District. 2. High teacher to student ratio. 3. High interest of students wishing to transfer in. 4. High average daily attendance among all ethnic populations. 5. Highly-intentional system for serving economically disadvantaged students. 	<ol style="list-style-type: none"> 1. Expand Grade 7 enrollment for 2016-17. 2. Maintain strong retention of Grades 9-10 (i.e., 10-11 for 2016–17). 3. Greater exposure to non-Hispanic minority communities. 4. Identify supports for Economically Disadvantaged student populations. 5. Greater community exposure in regards to minority populations and economically disadvantaged populations. 	<ol style="list-style-type: none"> 1. Accurate & Timely Identification of Select Student Groups. 2. Accurate and Timely Identification of At-Risk Population. 3. Assess facilities lease for continued growth in 2017 and beyond. 4. Reduce withdraw percentage to 5%. 5. Maintain high interest among students wishing to transfer in. 6. Maintain high average daily attendance.

STUDENT ACHIEVEMENT

Data Sources Reviewed: Performance reviews, STAAR 2015, 2016

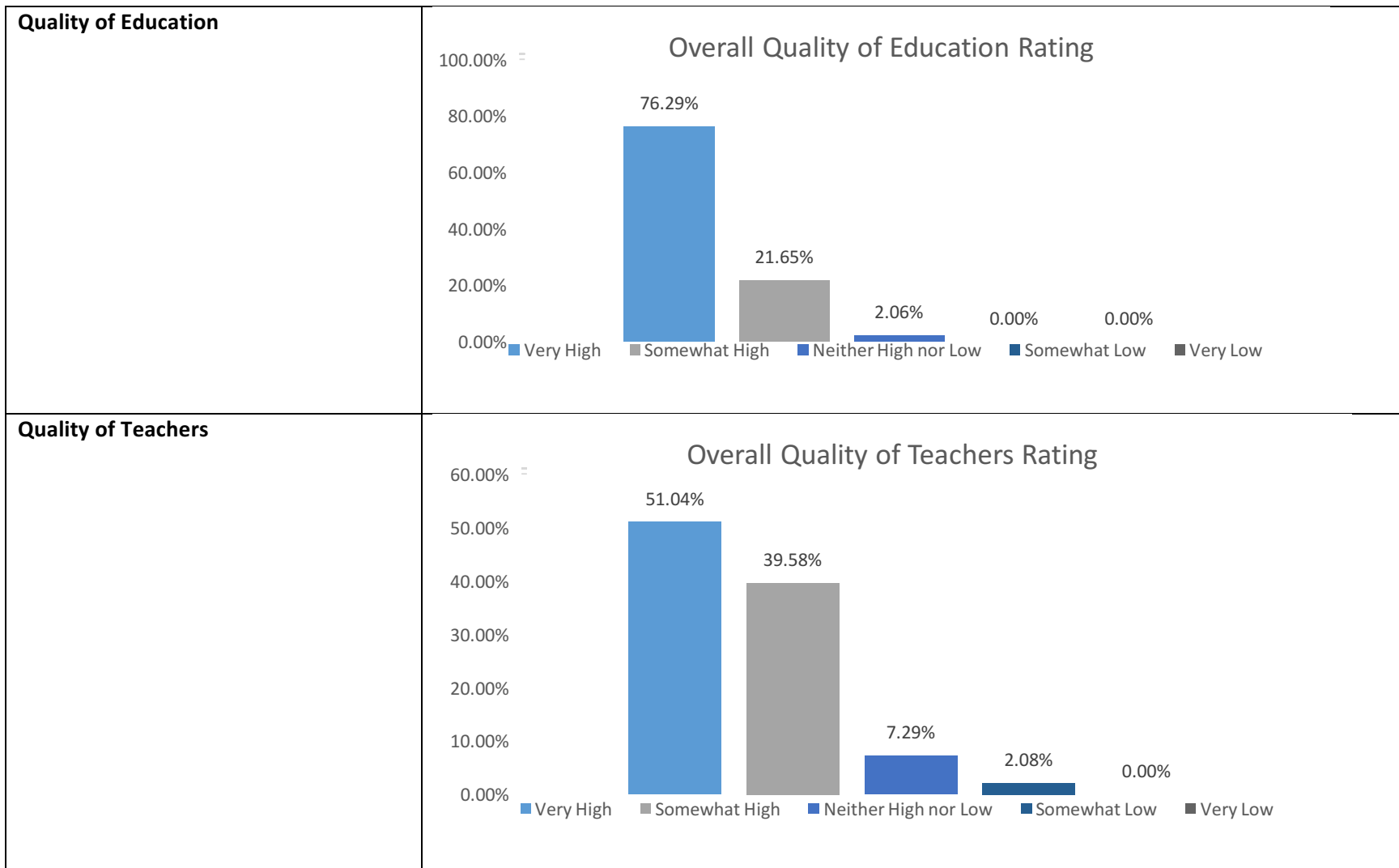
STAAR 2016

Reported in %	State Satisf (Advncd) Unsatisf	District Satisf (Advncd) Unsatisf	MONTE VISTA NORTH Satisf (Advncd) Unsatisf
Grade 6 reading		90 (33) 10	92 (28) 8
Grade 6 math		88 (24) 12	95 (20) 5
Grade 7 reading		87 (36) 13	86 (39) 14
Grade 7 math		75 (8) 25	73 (5) 27
Grade 7 writing		85 (25) 15	88 (27) 12
Grade 8 SS		88 (27) 12	80 (24) 20
Grade 8 science		90 (37) 10	90 (37) 10
Grade 8 Alg I		97 (32) 3	97 (32)
Grade 8 reading		--	94 (38)10
Grade 8 biology		98 (39) 2	98 (39) 10
Grade 8 Eng I		89 (22) 11	89 (22) 10

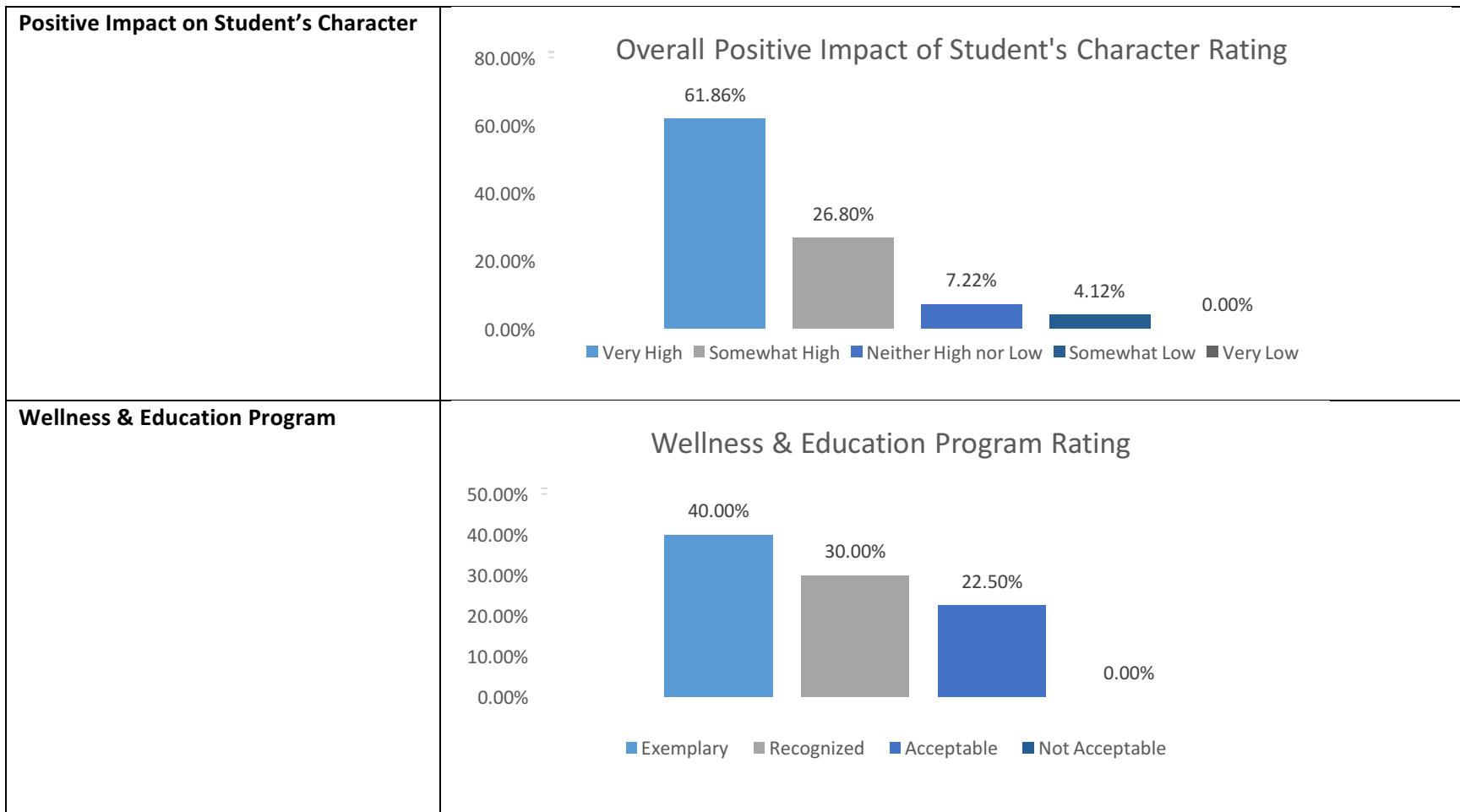
	Grade 8 Eng II		97 (6) 3	97 (6) 10	
	Grade 8 US history		94 (36) 6	94 (36) 10	
ACT/SATs	Data Not Available				
Any additional testing information	Data Not Available				
Summary of Strengths	Summary of Needs		Summary of Priorities		
<ol style="list-style-type: none"> Grade 6 STAAR performance average in 90th percentile Grade 8 STAAR performance average in 90th percentile in Humanities (Reading and Eng II. Grade 8 STAAR performance average in 90th percentile in Science, Biology, and Alg I. 	<ol style="list-style-type: none"> Improve Grade 7 STAAR Math performance Improve Grade 7 Reading and Writing performance Improve Grade 8 SS performance Collect ACT/SAT data for 11th graders (2016-17) 		<ol style="list-style-type: none"> Grade 7 (grade 8 in 2016-17) reading and math intervention. Maintaining and improving student success in Humanities (English, SS, History, Writing) Maintaining and improving student performance in Sciences. 		

SCHOOL CULTURE & CLIMATE

Data Sources Reviewed: Performance Review Survey, Family Satisfaction Survey, Extracurricular and athletics records



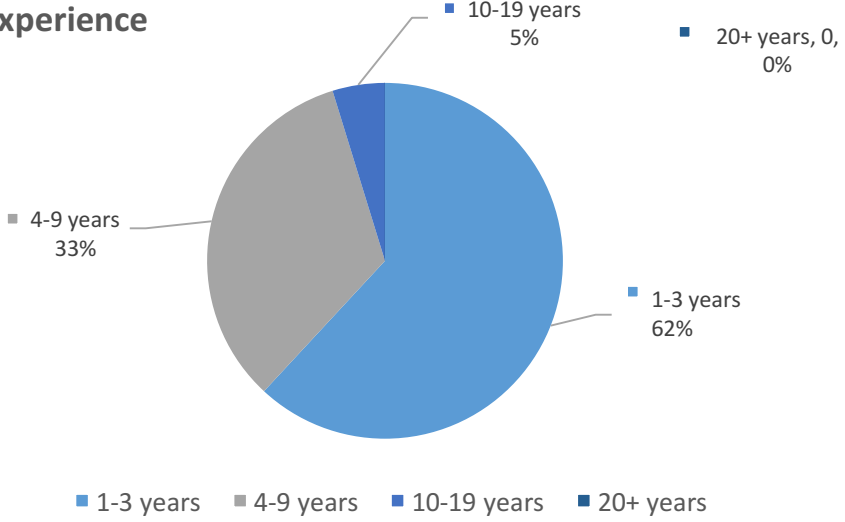




Extracurricular Activities Rating	<div><p>Overall Range of Extracurricular Offerings Rating</p><table><thead><tr><th>Rating</th><th>Percentage</th></tr></thead><tbody><tr><td>Very High</td><td>22.92%</td></tr><tr><td>Somewhat High</td><td>35.42%</td></tr><tr><td>Neither High nor Low</td><td>25.00%</td></tr><tr><td>Somewhat Low</td><td>13.54%</td></tr><tr><td>Very Low</td><td>3.13%</td></tr></tbody></table></div>		Rating	Percentage	Very High	22.92%	Somewhat High	35.42%	Neither High nor Low	25.00%	Somewhat Low	13.54%	Very Low	3.13%
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Extracurricular Activities	<p>Athletics: Nearly 3 out of every 4 GHMVN students participated in at least one sport during the 2015-2016 school year.</p> <p>Clubs: GHMVN hosted 9 clubs in the 2015-2016 school year. A total of 95 students participated in GHMVN-sponsored clubs this year.</p>													
Summary of Strengths	Summary of Needs	Summary of Priorities												
<div><div>1.</div><div>Provide a highly-structured learning environment.</div></div> <div><div>2.</div><div>Parent survey suggests deep satisfaction with teacher and school leadership.</div></div> <div><div>3.</div><div>Parent survey suggests that GHMVN offers an outstanding environment for the character</div></div>	<div><div>1.</div><div>Develop a more robust extra-curricular program.</div></div> <div><div>2.</div><div>Continue to develop our wellness and education program.</div></div> <div><div>3.</div><div>Find creative solutions for working with our current facility.</div></div>	<div><div>1.</div><div>Extra-curricular programs</div></div> <div><div>2.</div><div>Athletics programs.</div></div> <div><div>3.</div><div>Building stronger student leadership.</div></div>												

formation of students. 4. Provide a safe environment for learning.		
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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, salary template, recruitment and retention, HR documentation, historical training documents, email invites to weekly faculty meetings, student evaluations, faculty observation cycle list, written faculty observations, training documentation, faculty and staff roster.	
GHMV North employee data:	Teachers: 17 Staff: 9 (including part-time staff)
GHMV North faculty qualifications:	All teachers are highly qualified .

<p>GHMV North faculty years of experience:</p>	<p>Years of Experience</p>  <p>A pie chart titled 'Years of Experience' showing the distribution of faculty experience. The chart is divided into four segments: a large blue segment for '1-3 years' at 62%, a grey segment for '4-9 years' at 33%, a small blue segment for '10-19 years' at 5%, 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> <p><i>* Students with the highest needs meet with the appropriate interventionist on a daily or regular basis depending on their specific needs. These interventionists include a Math Interventionist and a Reading Interventionist for students who have been identified through MAPP testing, a SPED for students who have been identified through SPED Evaluation, and an ELL Coordinator who meets on a regular basis with students who have been identified by LCAT.</i></p>
<p>2015-2016 to 2016-2017 Faculty Retention Rate:</p>	<p>62% retention</p> <p>Reasons for leaving include transferring to a different Great Hearts school, staying home, and attending graduate school.</p>
<p>Staff attendance rate:</p>	<p>1 day absent: 5 2-3 days absent: 8 4-5 days absent: 1</p>

	6+ days absent: 1 Perfect Attendance: 2
Teacher/Mentor Program:	One teacher serves as a Master Teacher on campus. This teacher regularly offers guidance to faculty in regards to basic pedagogy and student evaluation. In addition, the administrative team offers performance teacher evaluations (sometimes orally, usually written) on a rotating cycle.
Professional development at campus level:	<p>Staff members are encouraged to attend relevant Region 20 TEA Training modules. Professional development opportunities and requirements also include: non-violent crisis intervention prevention training, office manager meetings (with training on compliance protocols), state-mandated TEA training for administrators, emergency drill trainings (including fire drills, lockdown drills, lockout drills), and regular coaching conversations between administration and office managers. .</p> <p>Professional development trainings also include the opportunity for teachers to train other faculty in their specialized areas (e.g., use of STAAR data, use of MAPP data). Master teachers offer periodic insights for faculty development</p>
Professional development at Great Hearts Texas level:	<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> <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>
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	<p><u>Master of Humanities (with concentration in Classical Education):</u></p> <p>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. Moral Character (living lessons of character for our students). 2. Proficiency in Socratic pedagogy. 3. Passion for subject matter. 4. High level of expertise in their subject matter (all faculty are Highly Qualified). 5. Lifelong learners eager for professional development. 	<ol style="list-style-type: none"> 1. Currently, many faculty members have a relatively short career history – need for more faculty members with 10+ years of teaching experience. 2. Need for clearer job descriptions; staff and faculty perform a wide variety of tasks and sometimes job descriptions are blurred. 3. Need for more effective parent communication. 4. Office staff could use further training in crisis management. 5. Faculty could benefit from personal organization training. 	<ol style="list-style-type: none"> 1. Enculturation of staff and faculty into the Great Hearts culture. 2. Provide training for Office staff and administration in TEA compliance. 3. Improve staff and faculty retention. 4. Further establishment of cultural and curricular fluency among staff and faculty through reading a variety of Great Hearts classical texts. 5. Faculty development through peer-to-peer observations.

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), Family Satisfaction Survey.

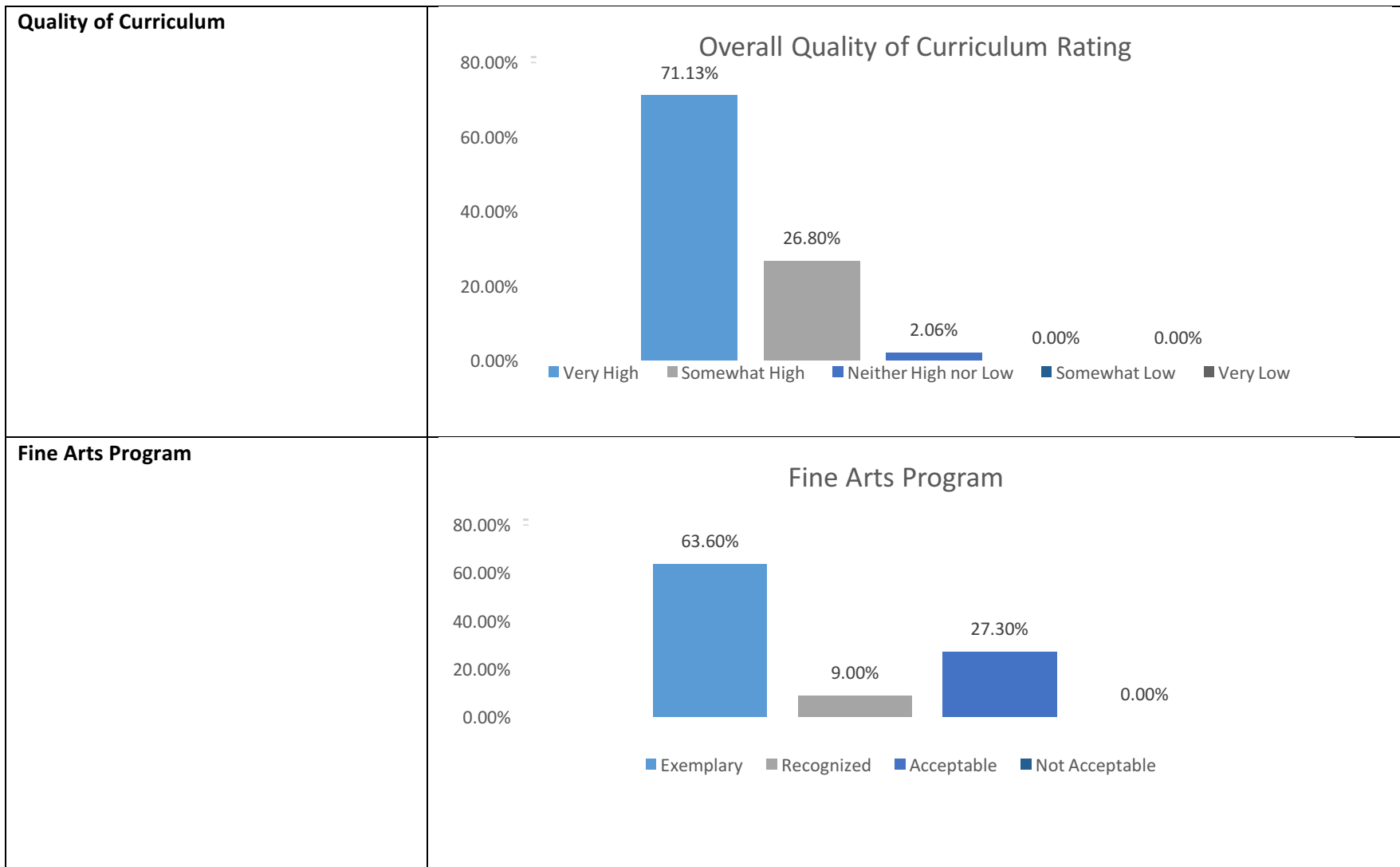
Great Hearts Curriculum & Texas Curriculum Requirements

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. The 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.



Second Language Acquisition Program	<p style="text-align: center;">Second Language Acquisition Program</p> <table border="1"> <caption>Second Language Acquisition Program Data</caption> <thead> <tr> <th>Category</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>	Category	Percentage	Exemplary	31.70%	Recognized	31.70%	Acceptable	29.30%	Not Acceptable	7.30%
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Academic Interventions	<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>										
Student Performance Assessments	<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.

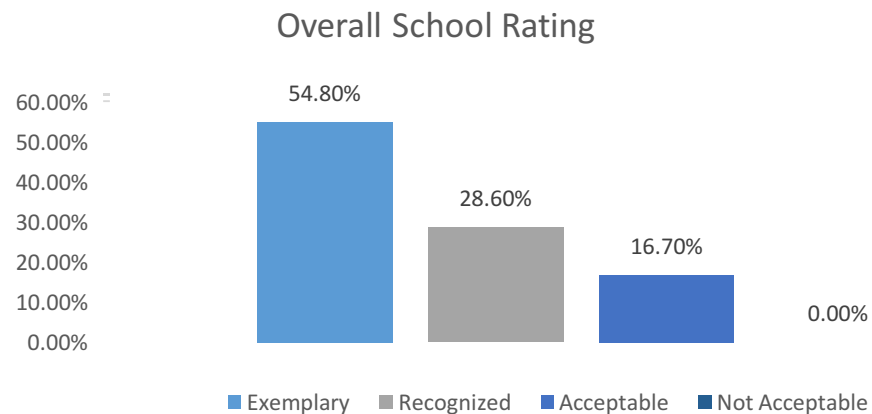
Volunteer Averages	<div>Volunteers</div> <div><table><thead><tr><th>Frequency</th><th>Count</th><th>Percentage</th></tr></thead><tbody><tr><td>Annually</td><td>100</td><td>89%</td></tr><tr><td>Weekly</td><td>10</td><td>9%</td></tr><tr><td>Daily</td><td>2</td><td>2%</td></tr></tbody></table></div>		Frequency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

2. Communication 3. Educating parents/community members on our curriculum and school culture 4. Building our community through social gatherings 5. Offering tours	outside our families 3. Building of corporate relationships with community members 4. Offering more resources to promote healthy families	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

Overall School 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:	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.										
Dropout Prevention Strategies	<p style="text-align: center;">Dropout Prevention Strategies Rating</p> <p>A bar chart titled 'Dropout Prevention Strategies Rating' showing the percentage of strategies rated as Exemplary, Recognized, Acceptable, and Not Acceptable. The y-axis represents the percentage from 0.00% to 50.00% in 10.00% increments. The x-axis lists the four rating categories. The bars are colored blue for Exemplary, gray for Recognized, medium blue for Acceptable, and dark blue for Not Acceptable.</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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Compliance & Policy Reporting	<div>Compliance & Policy Reporting Rating</div> <table><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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Summary of Strengths	Summary of Needs	Summary of Priorities										
<div>1. High student retention rate.</div> <div>2. Achieved highest rating on audit of National School Lunch Program.</div> <div>3. TEKS aligned courses.</div>	<div>1. Improved internal state-compliance calendar.</div> <div>2. More consistent filing and internal audit process.</div> <div>3. Greater support and/or support staff for the Office Manager.</div>	<div>1. Hire an Office Assistant.</div> <div>2. Work with GH compliance officer to develop a compliance calendar.</div> <div>3. Identify strategies for educating staff on compliance procedures.</div> <div>4. Develop a carefully-structured traffic plan to ensure the safety of all persons at our facilities.</div> <div>5. Develop a carefully-structured after-school program to ensure the safety of all students on our campus.</div>										

		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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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 North will continuously improve achievement in state testing.						
Objective 1.1: By May 2017, GHMVN will increase the percentage of students passing the STAAR by 2%.						
Objective 1.2: By May 2017, 6th, 7th, and 8th grade reading and math scores on the STAAR will increase by 3%.						
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
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 Monte Vista North 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 10% 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	7	Administration	Weekly		Open rate reports	Increased family involvement via reports

members of opportunities to participate in student activities.						
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Goal 3: Great Hearts Monte Vista North 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 Monte Vista North will provide extracurricular opportunities aimed at improving the health and fitness of its students.						
Objective 3.2: Great Hearts Monte Vista North 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 #1-10)	Person Responsible	Timeline	Resources	Evidence of Implementation/ Evidence of Impact	Formative Evaluation
Students 6-9 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
GHMVN will provide students with the opportunity for Strength & Conditioning club to engage in physical activity.	8	Administration, Athletic Director	Ongoing		Club offerings	Participation in conditioning club.
GHMVN will increase its athletics offerings to include a soccer team.	8	Administration, Athletic Director	Ongoing		Club offerings	Participation in athletics will increase.
GHMVN 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 Monte Vista North will continue to increase its student attendance rate during the 2016-2017 school year.

Objective 4.1: Great Hearts Monte Vista North 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

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