

GreatHearts

Northern Oaks



Great Hearts Northern Oaks Campus Improvement Plan 2016-2017

GREAT HEARTS NORTHERN OAKS MISSION

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

The Great Hearts Northern Oaks 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 Northern Oaks graduate is ready for the lifetime of learning that is possible for a human being.

Great Hearts Northern Oaks 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 Northern Oaks 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: **676**

Enrollment by Gender:

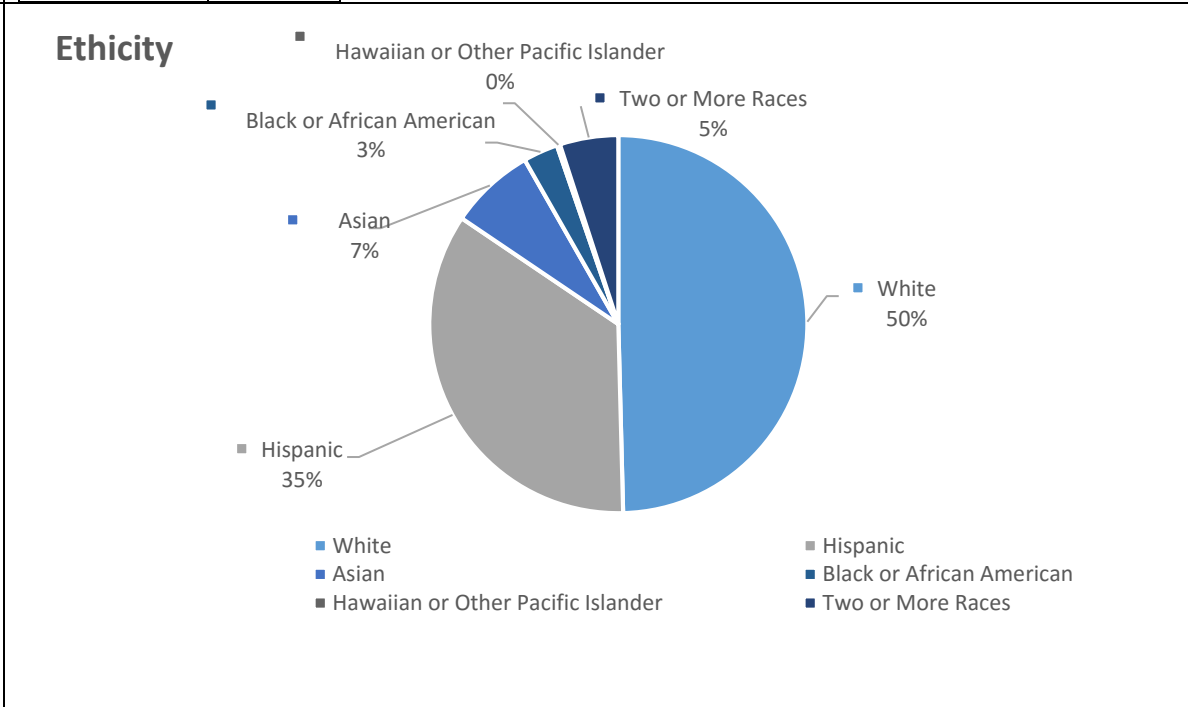
Enrollment By Gender	# Enrolled	% Enrolled
Female	352	52.07%
Male	324	47.93%

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

Kindergarten	89
Grade 1	91
Grade 2	89
Grade 3	90
Grade 4	90

	Grade 5	89
	Grade 6	71
	Grade 7	67
	Grade 8	N/A

Ethnicity



Select Student Group Enrollment

Select Group	% Enrolled
LEP	29 (4.29%)
Immigrant	0 (0.00%)
Economic Disadvantage	73 (10.80%)
Military Connected	45 (6.66%)
Foster Care	0 (0.00%)
Homeless	1 (0.15%)
Unaccompanied Youth	1 (0.15%)
Dyslexia	1 (0.15%)
Migrants	0 (0.00%)

At Risk	At Risk	# of Students	% Group	% Enrolled
	Asian/Pacific Island	2	5.13%	0.30%
	Black	2	5.13%	0.30%
	Hispanic	29	74.36%	4.29%
	White	2	5.13%	0.30%
	Two or More	4	10.26%	0.59%
	Total	39	100.00%	5.77%
Special Program Participation	ESL	# of Students	% Group	% Enrolled
	Asian/Pacific Island	1	5.88%	0.15%
	Hispanic	15	88.24%	2.22%
	Two or More	1	5.88%	0.15%
	Total	39	100.00%	5.77%
	Special Education	# of Students	% Group	% Enrolled

	Asian/Pacific Island	2	5.13%	0.30%
	Black	2	5.13%	0.30%
	Hispanic	29	74.36%	4.29%
	White	2	5.13%	0.30%
	Two or More	4	10.26%	0.59%
	Total	39	100.00%	5.77%
Attendance	Total Days Present: 96.99%			
	Total Days Absent: 3.01%			
	Percent in Attendance	%		
	Hispanic/Latino	96.89%		
	Asian	96.90%		
	Black or African American	97.49%		
	Hawaiian or other Pacific Islander	96.33%		
	White	97.07%		
Two or More Races	96.87%			

<p>Enrollment Community Origin</p>	<p>Students' School District</p> <table border="1"> <caption>Students' School District Data</caption> <thead> <tr> <th>School District</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Northeast ISD</td> <td>67%</td> </tr> <tr> <td>Northside ISD</td> <td>19%</td> </tr> <tr> <td>Comal ISD</td> <td>5%</td> </tr> <tr> <td>Judson ISD</td> <td>4%</td> </tr> <tr> <td>Schertz ISD</td> <td>3%</td> </tr> <tr> <td>Other</td> <td>2%</td> </tr> </tbody> </table>		School District	Percentage	Northeast ISD	67%	Northside ISD	19%	Comal ISD	5%	Judson ISD	4%	Schertz ISD	3%	Other	2%
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<p>Teacher/Student Ratio</p>	<p>Overall Ratio: 1:19</p>															
<p>Transfer/Mobility/Stability</p>	<p>61 students transferred into GHNO after the first day of school during the 2015-2016 school year.</p> <p>81 students withdrew from GHNO in the 2015-2016 school year (including those who withdrew on the last day).</p> <p>None of these students were migrant students.</p>															
<p>Summary of Strengths</p>	<p>Summary of Needs</p>	<p>Summary of Priorities</p>														
<ul style="list-style-type: none"> • K-2 Retention (re-enrollment) 	<ul style="list-style-type: none"> • Improved 7th grade retention 	<ul style="list-style-type: none"> • Strategize for 7th grade 														

<ul style="list-style-type: none"> • 3rd grade retention • 4th grade retention • 5th grade retention • 6th grade retention 		<p>retention</p> <ul style="list-style-type: none"> • Strategize for 8-12th grade retention in future years • Maintain student teacher ratio such that it does not exceed 1:30
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STUDENT ACHIEVEMENT

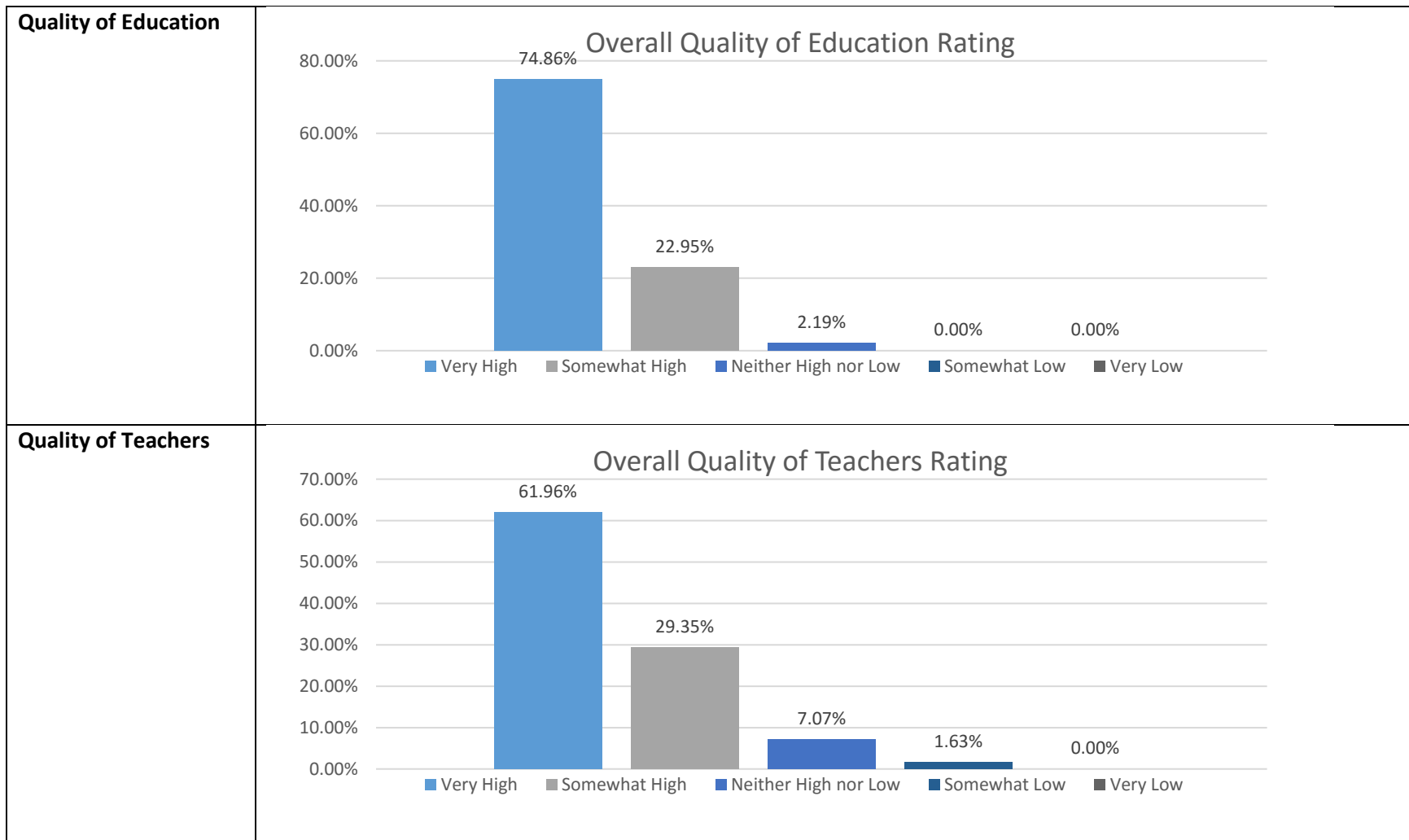
Data Sources Reviewed:

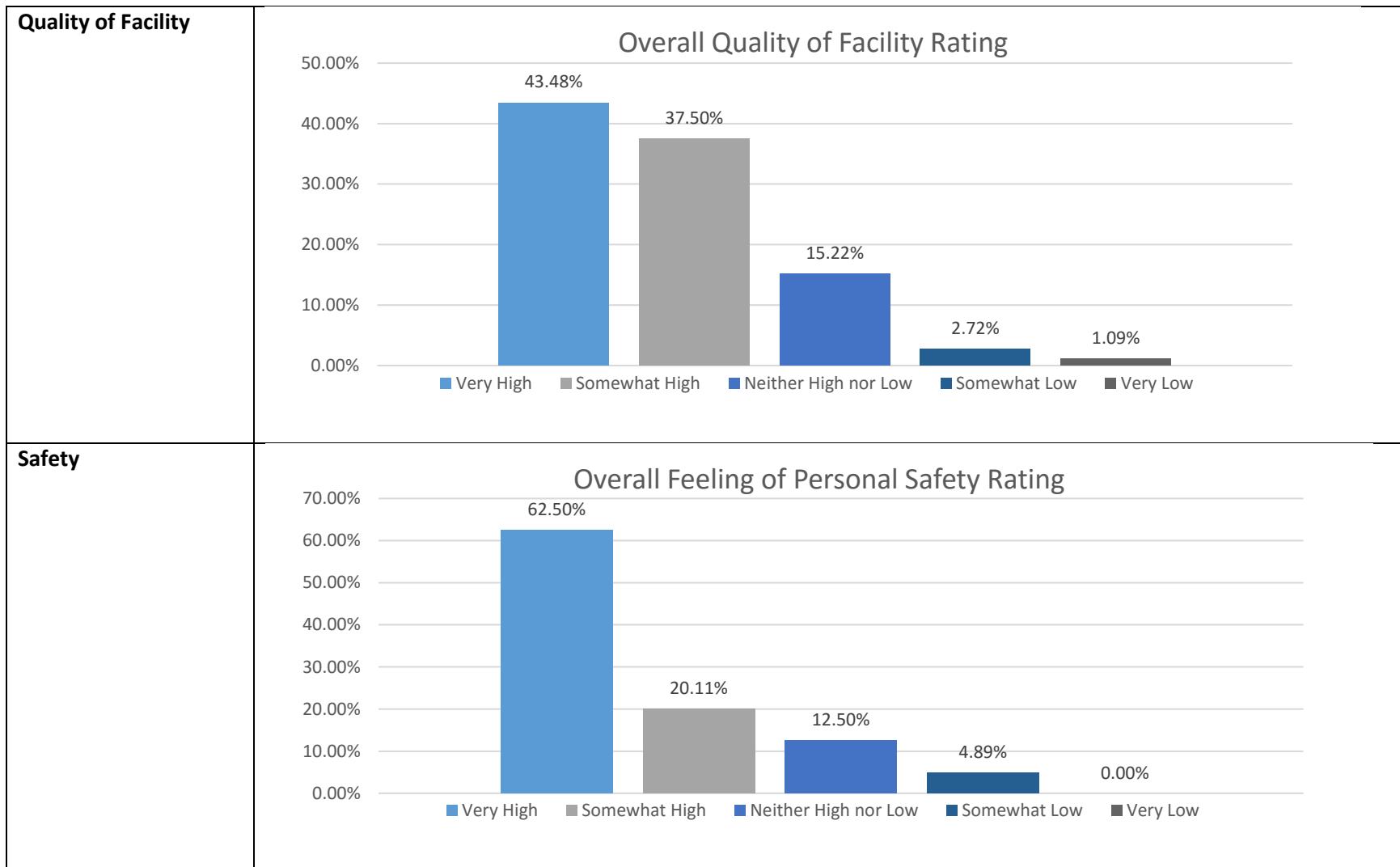
STAAR 2016	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="726 764 961 938" style="background-color: #d3d3d3;">Reported in %</th> <th data-bbox="961 764 1224 938" style="background-color: #b0c4de;">State Satisf (Advncd) Unsatisf</th> <th data-bbox="1224 764 1476 938" style="background-color: #a0e0ff;">District Satisf (Advncd) Unsatisf</th> <th data-bbox="1476 764 1797 938" style="background-color: #c0e0c0;">NORTHERN OAKS Satisf (Advncd) Unsatisf</th> </tr> </thead> <tbody> <tr> <td data-bbox="726 938 961 1008">Grade 3 reading</td> <td data-bbox="961 938 1224 1008"></td> <td data-bbox="1224 938 1476 1008">84 (28) 16</td> <td data-bbox="1476 938 1797 1008">83 (36) 17</td> </tr> <tr> <td data-bbox="726 1008 961 1078">Grade 3 math</td> <td data-bbox="961 1008 1224 1078"></td> <td data-bbox="1224 1008 1476 1078">81 (11) 19</td> <td data-bbox="1476 1008 1797 1078">87 (21) 13</td> </tr> <tr> <td data-bbox="726 1078 961 1148">Grade 4 reading</td> <td data-bbox="961 1078 1224 1148"></td> <td data-bbox="1224 1078 1476 1148">85 (24) 15</td> <td data-bbox="1476 1078 1797 1148">85 (27) 15</td> </tr> <tr> <td data-bbox="726 1148 961 1218">Grade 4 math</td> <td data-bbox="961 1148 1224 1218"></td> <td data-bbox="1224 1148 1476 1218">79 (24) 21</td> <td data-bbox="1476 1148 1797 1218">81 (25) 19</td> </tr> <tr> <td data-bbox="726 1218 961 1287">Grade 4 writing</td> <td data-bbox="961 1218 1224 1287"></td> <td data-bbox="1224 1218 1476 1287">77 (20) 23</td> <td data-bbox="1476 1218 1797 1287">79 (19) 21</td> </tr> <tr> <td data-bbox="726 1287 961 1357">Grade 5 reading</td> <td data-bbox="961 1287 1224 1357"></td> <td data-bbox="1224 1287 1476 1357">XX</td> <td data-bbox="1476 1287 1797 1357">93 (46)</td> </tr> </tbody> </table>			Reported in %	State Satisf (Advncd) Unsatisf	District Satisf (Advncd) Unsatisf	NORTHERN OAKS Satisf (Advncd) Unsatisf	Grade 3 reading		84 (28) 16	83 (36) 17	Grade 3 math		81 (11) 19	87 (21) 13	Grade 4 reading		85 (24) 15	85 (27) 15	Grade 4 math		79 (24) 21	81 (25) 19	Grade 4 writing		77 (20) 23	79 (19) 21	Grade 5 reading		XX	93 (46)
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	Grade 5 math		XX	87 (27)
	Grade 5 science		80 (8) 20	79 (5) 21
	Grade 6 reading		90 (33) 10	89 (40) 11
	Grade 6 math		88 (24) 12	88 (26) 13
	Grade 7 reading		87 (36) 13	85 (36) 15
	Grade 7 math		75 (8) 25	75 (12) 25
	Grade 7 writing		85 (25) 15	88 (27) 12
Summary of Strengths	Summary of Needs		Summary of Priorities	
<ul style="list-style-type: none"> • Grade 6 Reading Scores • Grade 7 reading • Grade 7 writing • Grade 5 Reading • Grade 3 Math • Grade 6th Math 	<ul style="list-style-type: none"> • Easy factors for identifying struggling students • More training in MAP • More training in TELPAS • Full-time, not shared ESL • Support for SPED Staff 		<ul style="list-style-type: none"> • Improved 7th grade math scores • Improved 5th grade science scores • Improved Grade 4 writing scores • Improved Grade 4 math scores • Quicker ID of Struggling students 	

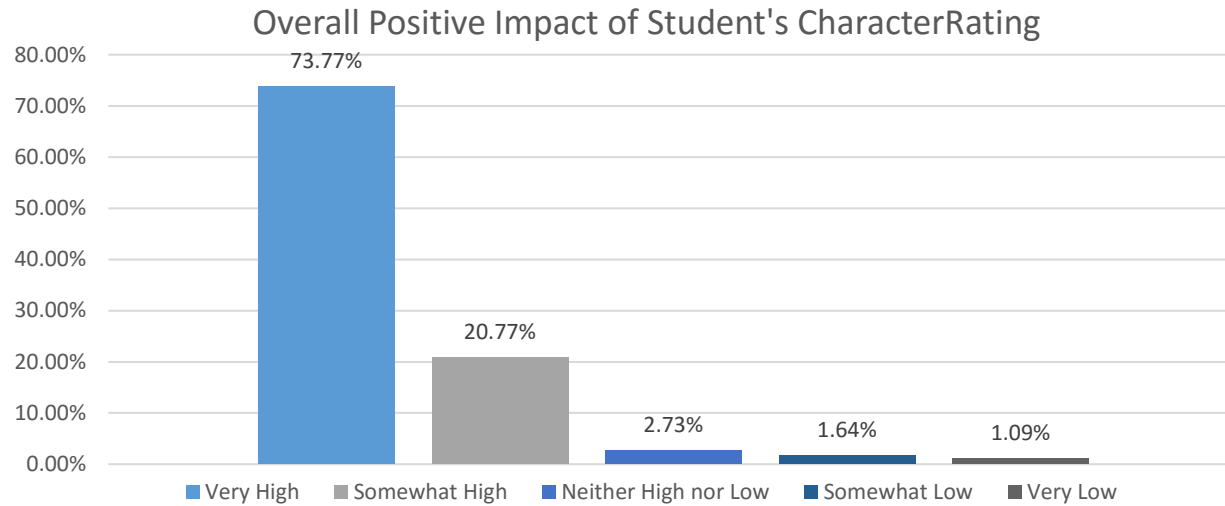
SCHOOL CULTURE & CLIMATE

Data Sources Reviewed: Performance Review Survey, Parent Satisfaction Survey, extracurricular and athletics records

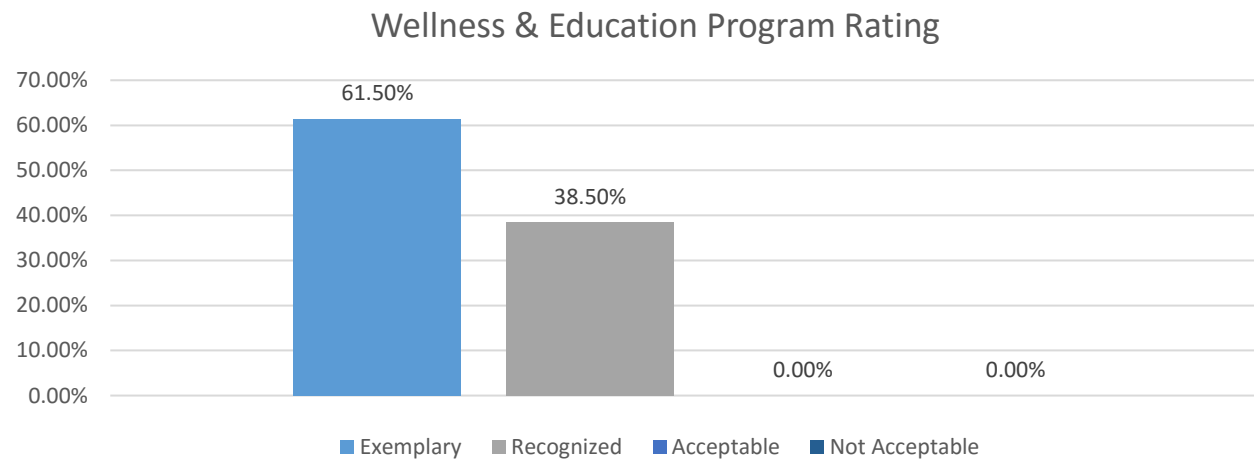




Positive Impact on Student's Character



Wellness & Education Program



Extracurricular Activities Rating	<p style="text-align: center;">Overall Range of Extracurricular Offerings Rating</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Rating</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Very High</td> <td>16.94%</td> </tr> <tr> <td>Somewhat High</td> <td>49.37%</td> </tr> <tr> <td>Neither High nor Low</td> <td>22.40%</td> </tr> <tr> <td>Somewhat Low</td> <td>8.20%</td> </tr> <tr> <td>Very Low</td> <td>2.73%</td> </tr> </tbody> </table>		Rating	Percentage	Very High	16.94%	Somewhat High	49.37%	Neither High nor Low	22.40%	Somewhat Low	8.20%	Very Low	2.73%
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<ul style="list-style-type: none"> • Range of clubs • PE Curriculum • Moral Instruction • Campus Security • Overall quality of education 	<ul style="list-style-type: none"> • Facility restoration • Teacher investment • More club opportunities for K-5 • More club opportunities for 6-8 • More flex space: PE, playground, garden etc... 	<ul style="list-style-type: none"> • Facility updates • Teacher Investment • Increase in flex space • Club opportunities (K-5) • Club Opportunities (6-8) 												

STAFF QUALITY, RECRUITMENT, & RETENTION

Data Sources Reviewed: Performance review document, classroom observation notes, hiring documents; staff effectiveness in relation to student achievement data; emails and sub forms; salary template; recruitment and retention; HR documentation.											
GHNO employee data:	<p>Teachers: 26</p> <p>Teacher Apprentices: 18</p> <p>Staff: 8</p>										
GHNO faculty qualifications:	All teachers are highly qualified .										
GHNO faculty years of experience:	<p>Years of Experience</p> <table border="1"> <caption>Years of Experience Data</caption> <thead> <tr> <th>Years of Experience</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1-3 years</td> <td>75%</td> </tr> <tr> <td>4-9 years</td> <td>14%</td> </tr> <tr> <td>10-19 years</td> <td>11%</td> </tr> <tr> <td>20+ years</td> <td>0%</td> </tr> </tbody> </table> <p>■ 1-3 years ■ 4-9 years ■ 10-19 years ■ 20+ years</p> <p><i>*Student needs are assessed upon entry and they are matched with teachers who possess the appropriate experience and training.</i></p>	Years of Experience	Percentage	1-3 years	75%	4-9 years	14%	10-19 years	11%	20+ years	0%
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<p>2015-2016 to 2016-2017 Faculty Retention Rate:</p>	<p>75% faculty retention</p> <p>Reasons for leaving include transferring to a different Great Hearts school, not asked to return, attending graduate school, career changes, and moving.</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>64%</td> </tr> <tr> <td>2-3 days absent</td> <td>19%</td> </tr> <tr> <td>4-5 days absent</td> <td>10%</td> </tr> <tr> <td>1 day absent</td> <td>4%</td> </tr> <tr> <td>6+ days absent</td> <td>3%</td> </tr> </tbody> </table>	Absence Category	Percentage	Perfect Attendance	64%	2-3 days absent	19%	4-5 days absent	10%	1 day absent	4%	6+ days absent	3%
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<p>Teacher/Mentor Program:</p>	<p>Apprentice teachers are assigned to K-5 lead teachers at the beginning of the year. The Apprentice Teacher Program offers new teachers an intentional, individualized course of study and mentorship with a Master Teacher as they learn the craft of teaching in a classical, liberal arts K-5 environment. They gradually take on more of the planning and teaching responsibilities. 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>												

Professional development at campus level:	Spalding training, Singapore training, cooperative learning seminars, lesson planning workshops, writing Workshops
Professional development at Great Hearts Texas level:	<p><u>Great Hearts Summer Institute:</u> 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> 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> 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> 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> Each campus is responsible for scheduling several faculty-wide PD opportunities for their respective</p>

	<p>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> 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
<ul style="list-style-type: none"> • Faculty unity • Faculty adhesion to policies and procedures • Faculty tutoring • Grasp of TEKS requirements • 5. Presence on Campus and extra-curricular events. 	<ul style="list-style-type: none"> • Consistent communication with parents • Knowledge of all legal requirements • Faculty need to improve in Socratic pedagogy • Knowledge of coordinating writing curriculum • Implementation of Texas History in 4th Grade 	<ul style="list-style-type: none"> • Increase the rigor of instruction in the Art curriculum. • Increase the rigor of instruction in the Music Curriculum • Hire someone with Chess experience. • Hire more teachers who can coach sports. • 5. Increase mastery of Socratic

	<ul style="list-style-type: none"> • Increase the rigor of instruction in the Art curriculum. • Increase the rigor of instruction in the Music Curriculum • Hire someone with Chess experience. • Hire more teachers who can coach sports. • 10. Increase our mastery of Socratic pedagogy. 	pedagogy.
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CURRICULUM, INSTRUCTION, & ASSESSMENT

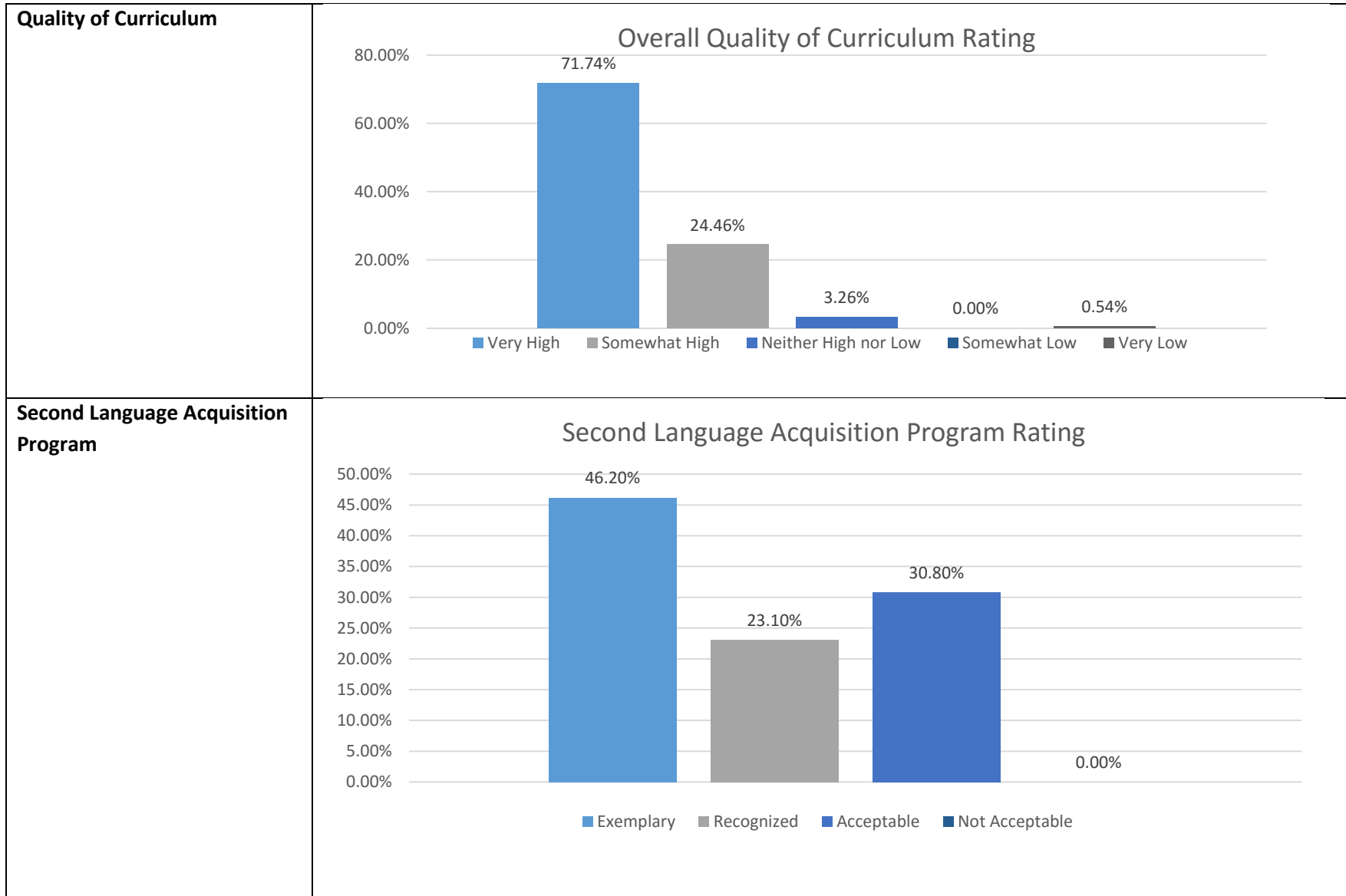
Data Sources Reviewed: Performance Review Survey, GHTX Curriculum Overview, Academic Interventions Policy, and Texas Curriculum Adaptation Guide: K-5 & 6-12 (Adaptation area and TEKS).

<p>Great Hearts Curriculum & Texas Curriculum Requirements</p>	<p>Key content areas have been identified for the school and teachers to adapt and augment the existing Great Hearts curriculum in order to meet Texas curricular requirements. TEKS are identified, curriculum adapted to meet the TEKS, and then implemented in the classroom. The content areas include English Language Arts & Reading, Social Studies, Mathematics, Science, Health, Fine Arts, Technology Applications, and Health.</p>
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	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> <table border="1"> <caption>Fine Arts Program Rating Data</caption> <thead> <tr> <th>Rating</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Exemplary</td> <td>76.90%</td> </tr> <tr> <td>Recognized</td> <td>23.10%</td> </tr> <tr> <td>Acceptable</td> <td>0.00%</td> </tr> <tr> <td>Not Acceptable</td> <td>0.00%</td> </tr> </tbody> </table>	Rating	Percentage	Exemplary	76.90%	Recognized	23.10%	Acceptable	0.00%	Not Acceptable	0.00%
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Acceptable	0.00%										
Not Acceptable	0.00%										
<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>	
<p>Summary of Strengths</p>	<p>Summary of Needs</p>	<p>Summary of Priorities</p>
<ul style="list-style-type: none"> • Quality of written evaluations • Fine Arts Curriculum • Indicators for intervention • TEK implementation in curriculum • Teacher mastery of TEKS 	<ul style="list-style-type: none"> • Quicker ID of struggling students • Quicker ID of ESL • Quicker ID of 504 • Quicker ID of SPED students • Quicker reception of data 	<ul style="list-style-type: none"> • Increased 2nd language support • Increased SPED support • Increased training for RTI process • Training with Jupiter Grade system • Proficiency with TxEIS

FAMILY & COMMUNITY INVOLVEMENT

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

Events and resources for school community:	School website, school Facebook page, school Instagram, grade level meet-ups, school festival (“Fiestaval”), Literature celebrations, Fine Arts Nights, volunteer opportunities, athletic events, Field Day, Run Club.
Annual Community Events:	Fiestaval, Fine Arts Night, athletics, music concerts, Meet the Teacher night, open house, curriculum nights.
School community partnerships to support students:	<p>The Parent Service Organization (PSO) is a community partnership; many different opportunities arise from the PSO.</p> <p>PSO enrichment activities include Literature parties, McNay visits, San Antonio Museum of Art, etc. The most common group of people who volunteer regularly are those who have time during the school day in addition to coordinating experience.</p>
Communication with non-English speaking families:	The majority of non-English speaking families speak Spanish; GHNO’s ESL coordinator communicates with these families.

<p>Volunteer Averages</p>	<p>Volunteers</p> <table border="1"> <caption>Volunteers Data</caption> <thead> <tr> <th>Frequency</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Annually</td> <td>60</td> <td>66%</td> </tr> <tr> <td>Weekly</td> <td>27</td> <td>30%</td> </tr> <tr> <td>Daily</td> <td>4</td> <td>4%</td> </tr> </tbody> </table>		Frequency	Count	Percentage	Annually	60	66%	Weekly	27	30%	Daily	4	4%
Frequency	Count	Percentage												
Annually	60	66%												
Weekly	27	30%												
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<p>Community and Parental Involvement Program</p>	<p>Community & Parental Involvement Rating</p> <table border="1"> <caption>Community & Parental Involvement Rating Data</caption> <thead> <tr> <th>Rating</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Exemplary</td> <td>53.80%</td> </tr> <tr> <td>Recognized</td> <td>23.10%</td> </tr> <tr> <td>Acceptable</td> <td>23.10%</td> </tr> <tr> <td>Not Acceptable</td> <td>0.00%</td> </tr> </tbody> </table>		Rating	Percentage	Exemplary	53.80%	Recognized	23.10%	Acceptable	23.10%	Not Acceptable	0.00%		
Rating	Percentage													
Exemplary	53.80%													
Recognized	23.10%													
Acceptable	23.10%													
Not Acceptable	0.00%													
<p>Summary of Strengths</p>	<p>Summary of Needs</p>	<p>Summary of Priorities</p>												

<ol style="list-style-type: none"> 1. Social Media presence 2. Relationship building through events 3. PSO member outreach 4. Teacher outreach 5. Large-scale fundraising strategy 6. Room parents activity 	<ol style="list-style-type: none"> 1. Further involve upper school families 2. Need more lunch volunteers 3. More creative implementation of volunteers in upper school Field Day. 	<ol style="list-style-type: none"> 1. Upper school involvement 2. Involve fathers more 3. Involve athletics more 3. New building campaign 4. Gym campaign
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SCHOOL CONTEXT & ORGANIZATION											
Data Sources Reviewed: Performance Review Survey, Campus Leadership Meetings, Faculty Meetings, Parent Satisfaction Survey											
Overall Rating:	<div style="text-align: center;"> <p>School Overall Rating</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <caption>School Overall Rating Data</caption> <thead> <tr> <th>Rating</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Exemplary</td> <td>76.90%</td> </tr> <tr> <td>Recognized</td> <td>23.10%</td> </tr> <tr> <td>Acceptable</td> <td>0.00%</td> </tr> <tr> <td>Not Acceptable</td> <td>0.00%</td> </tr> </tbody> </table> </div>	Rating	Percentage	Exemplary	76.90%	Recognized	23.10%	Acceptable	0.00%	Not Acceptable	0.00%
Rating	Percentage										
Exemplary	76.90%										
Recognized	23.10%										
Acceptable	0.00%										
Not Acceptable	0.00%										
Parent and community feedback in relation to school policies, procedures	All data from appropriate meetings, committees and surveys is reviewed by the leadership team and members are incorporated into decisions going forward.										

and decisions:											
Staff & Faculty Feedback Opportunities:	Faculty and staff have a voice in decision making and school policy through weekly faculty meetings at which faculty and staff may suggest modifications or comment on school plans and policies. Further, at various times the administration will form committees to discuss policies, plans, and procedures.										
Dropout Prevention Strategies	<p style="text-align: center;">Dropout Prevention Strategies Rating</p> <p>The bar chart displays the distribution of ratings for dropout prevention strategies. The y-axis represents the percentage, ranging from 0.00% to 60.00% in 10.00% increments. The x-axis lists four rating categories: Exemplary, Recognized, Acceptable, and Not Acceptable. The bars are colored as follows: Exemplary (light blue), Recognized (gray), Acceptable (medium blue), and Not Acceptable (dark blue). The data points are: Exemplary at 50.00%, Recognized at 33.30%, Acceptable at 16.70%, and Not Acceptable at 0.00%.</p> <table border="1"> <thead> <tr> <th>Rating</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Exemplary</td> <td>50.00%</td> </tr> <tr> <td>Recognized</td> <td>33.30%</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	50.00%	Recognized	33.30%	Acceptable	16.70%	Not Acceptable	0.00%
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Compliance and Policy Reporting Programs	<p style="text-align: center;">Compliance & Policy Reporting Rating</p> <table border="1"> <caption>Compliance & Policy Reporting Rating Data</caption> <thead> <tr> <th>Rating</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Exemplary</td> <td>63.60%</td> </tr> <tr> <td>Recognized</td> <td>9.00%</td> </tr> <tr> <td>Acceptable</td> <td>27.30%</td> </tr> <tr> <td>Not Acceptable</td> <td>0.00%</td> </tr> </tbody> </table>		Rating	Percentage	Exemplary	63.60%	Recognized	9.00%	Acceptable	27.30%	Not Acceptable	0.00%
Rating	Percentage											
Exemplary	63.60%											
Recognized	9.00%											
Acceptable	27.30%											
Not Acceptable	0.00%											
Summary of Strengths	Summary of Needs	Summary of Priorities										
<ul style="list-style-type: none"> • Overall quality of school • Timeliness in compliance requests • Accessibility of data • Quality of compliance teams (k-5) • Quality of Compliance Teams (6-8) 	<ul style="list-style-type: none"> • Make clear our counseling opportunities • Compliance support (k-5) • Compliance clarity(k-5) • Guidance with dropout prevention • Compliance support (6-8) • Compliance clarity(6-8) 	<ul style="list-style-type: none"> • Make our counseling opportunities clear • Generate more dropout prevention strategies • Improve understanding of compliance • Obtain compliance support • Obtain dropout prevention guidance 										

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:	Chromebooks for MAP benchmarks and SPED interventions	
Technology available for faculty use in the classroom:	Computers, LCD projectors, Doc Cams	
Technology and the classroom:	Technology is not taught on a regular basis in the classroom. The only exception may be for some of our SPED students who are taught how to navigate an audiobook web site. Our students are also taught how to navigate the benchmark testing program	
Technology utilized to support curriculum, instruction, and assessment integration and implementation:	Our MAP test helps us pinpoint exactly where students struggle in a particular subject and how efficiently we may catch them up to standard. We also have some great videos which help demonstrate physical vs chemical changes and acceleration.	
Summary of Strengths	Summary of Needs	Summary of Priorities
<ol style="list-style-type: none"> 1. MAP-math 2. MAP-English 3. Administration of MAP 4. Use of DOC Cam 5. Use of subscriptions to electronic educational resources 	<ol style="list-style-type: none"> 1. Greater bandwidth 2. Building design poses problems for expanding current technology 3. Need for one standard Electronic gradebook 4. Need for an electronic Texas History curriculum subscription 5. Need for a grade evaluation portal 6. Installation of CURB app 7. Fluid use of Jupiter Gradebook 8. Fluid use of Jupiter as an EVAL portal 9. Fluid use of Jupiter as student data resource 10. Installation of Smart Board technology or another similar technology. 	<ol style="list-style-type: none"> 1. Installation of CURB app 2. Fluid use of Jupiter Gradebook 3. Fluid use of Jupiter as an EVAL portal 4. Fluid use of Jupiter as student data resource 5. Installation of Smart Board technology or another similar technology.

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 Northern Oaks will continuously improve achievement in state testing.						
Objective 1.1: By May 2017, 85% of students will pass the STAAR.						
Objective 1.2: By May 2017, 4 th grade reading and 6 th & 7 th grade math will increase by 5%.						
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 where called for lessons in the classroom, specific to TEKS that need to be reviewed and	1, 2, 3	Classroom Teacher, Administration	Weekly			Increased STAAR scores

retaught.						
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 Northern Oaks 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 Northern Oaks.	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 #4: Great Hearts Northern Oaks 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 4.1: Great Hearts Northern Oaks will provide extracurricular opportunities aimed at improving the health and fitness of its students.

Objective 4.2: Great Hearts Northern Oaks 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 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
GHNO will provide students with the opportunity for conditioning club to engage in physical activity.	8	Administration, Athletic Director	Ongoing		Club offerings	Participation in conditioning club.
GHNO will increase its athletics offerings to include a baseball team.	8	Administration, Athletic Director	Ongoing		Club offerings	Participation in athletics will increase.

Goal #5: Great Hearts Northern Oaks will continue to increase its student attendance rate during the 2016-2017 school year.						
Objective 5.1: Great Hearts Northern Oaks 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 #6: Great Hearts Northern Oaks will continuously improve the quality of their faculty and their effect of student development.

Objective 6.1: 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 tutoring sessions 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	5, 6	Teacher, Administration	Ongoing		Sign-in sheets, teacher roster	Increased STAAR scores.

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