Great Hearts Texas District Improvement Plan

2016-2017

GREAT HEARTS TEXAS MISSION

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

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

Great Hearts Texas 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 Texas 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 Schools: **4 - Great Hearts Monte Vista North (6-11); Great Hearts Monte Vista South (K-5); Great Hearts Northern Oaks (K-8); Great Hearts Irving (K-8).**

Total Enrolled: **2,009**

Enrollment by Gender:

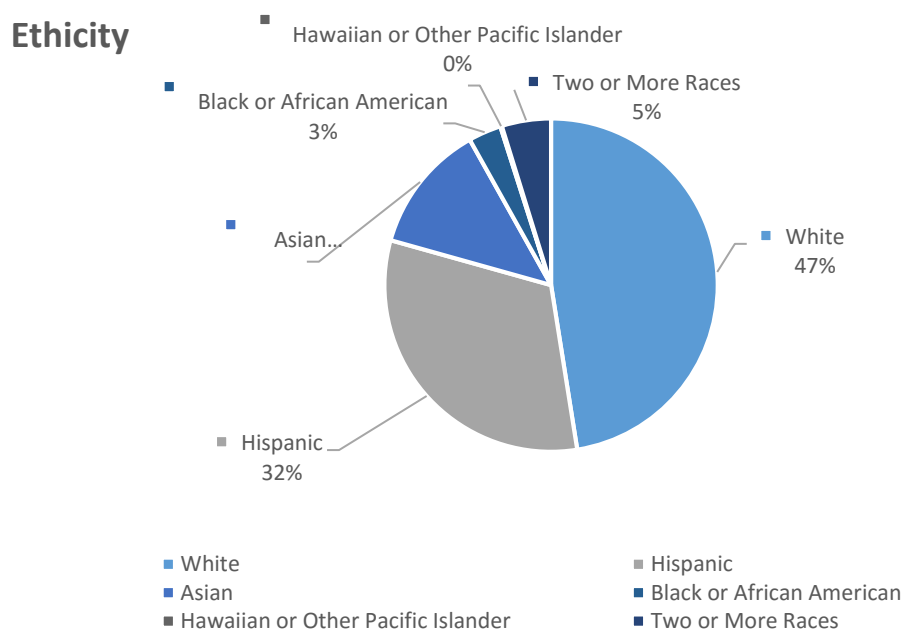
Enrollment By Gender	# Enrolled	% Enrolled
Female	1,014	50.47%
Male	995	49.53%

Grade Span for 2016-2017: **K-10 (Numbers below reflect the 2015-2016 school year)**

Kindergarten	253
Grade 1	253
Grade 2	250
Grade 3	246

Grade 4	249
Grade 5	241
Grade 6	205
Grade 7	175
Grade 8	52
Grade 9	48
Grade 10	37

Ethnicity



Select Student Group Enrollment	

Select Group	% Enrolled
LEP	109 (5.43%)
Eligible for FRL	293 (14.58%)
Immigrant	0 (0.00%)
Economic Disadvantage	293 (14.58%)
Military Connected	74 (3.68%)
Foster Care	0 (0.00%)
Homeless	14 (0.70%)
Unaccompanied Youth	14 (0.70%)
Dyslexia	19 (0.95%)
Migrants	0 (0.00%)

At Risk

At Risk	# of Students	% Group	% Enrolled
Asian/Pacific Island	45	25.71%	2.24%
Black	5	2.86%	0.25%
Hispanic	76	43.43%	3.78%
White	41	23.43%	2.04%
Two or More	8	4.57%	0.40%
Total	**175**	**100.00%**	**8.71%**

Special Program Participation

ESL	# of Students	% Group	% Enrolled
Asian/Pacific Island	34	37.78%	1.69%
Black or African American	1	1.11%	0.05%
Hispanic	44	44.89%	2.19%
White	10	11.11%	0.50%
Two or More	1	1.11%	0.05%

Total	**90**	**100.00%**	**4.48%**

Special Education	**# of Students**	**% Group**	**% Enrolled**
Asian/Pacific Island	5	7.58%	0.25%
Black	4	6.06%	0.20%
Hispanic	30	45.45%	1.49%
White	27	40.19%	1.34%
Total	**66**	**100.00%**	**3.29%**

Attendance

Total Days Present: **96.95%**

Total Days Absent: **3.05%**

Percent in Attendance	**%**
Hispanic/Latino	96.93%
Asian	97.35%
Black or African American	96.85%
Hawaiian or other Pacific Islander	96.42%
White	96.86%

	Two or More Races: 97.00%	
Enrollment Community Origin	DFW: **La Villita, Universal Academy, The Highlands, Las Colinas Elementary, Mt. St. Michael's, Faustina, Irving ISD, Dallas ISD, Carrollton-Farmers Branch ISD, Coppell ISD.** San Antonio: **Bradley, White, Twain and Hobby Middle Schools (NEISD/NISD/SAISD), Northeast ISD, Northside ISD, Comal ISD, Judson ISD, Schertz ISD.**	
Transfer/Mobility/Stability	**286** students transferred into GHTX after the first day of school during the 2015-2016 school year. **53** students withdrew from GHTX in the 2015-2016 school year (including those who withdrew on the last day). None of these students were migrant students.	
Summary of Strengths	**Summary of Needs**	**Summary of Priorities**
• High quality of education. • High quality of teachers. • Safe environment • Program of study has a positive influence on student character. • Serve students of vast diversity	• Enhance facilities • Expand enrollment • Provide a more well-rounded and diverse extracurricular program at all schools. • Increase our impact on student character develop. • Continue to train teachers to most effectively impact student development. • Increase parental involvement at all schools.	• Enhance and improve facilities • Increase security at all campuses • Maintain high attendance rates • Expand bilingual programming • Expand enrollment • Prevent dropouts

STUDENT ACHIEVEMENT

Data Sources Reviewed: STAAR, MAP testing, DIEBELS

2016 STAAR Results

Reported in %	STATE Satisf (Advanced Scores not available)	GHTX DISTRICT Satisf (Advncd)	IRVING Satisf (Advncd)	MONTE VISTA NORTH Satisf (Advncd)	MONTE VISTA SOUTH Satisf (Advncd)	NORTHERN OAKS Satisf (Advncd)
Grade 3 reading	72%	84 (28)	92 (33)		76 (12)	83 (36)
Grade 3 math	74%	81 (11)	85 (7)		67 (3)	87 (21)
Grade 4 reading	74%	85 (24)	83 (21)		88 (22)	85 (27)
Grade 4 math	72%	79 (24)	80 (33)		75 (13)	81 (25)
Grade 4 writing	67%	77 (20)	78 (21)		75 (21)	79 (19)
Grade 5 reading	72%	95 (54)	95 (54)		91 (38)	93 (46)

Grade 5 math	76%	93 (33)	98 (45)		95 (27)	87 (27)
Grade 5 science	68%	93 (46)	93 (17)		64 (0)	79 (5)
Grade 6 reading	68%	90 (33)	89 (30)	92 (28)		89 (40)
Grade 6 math	71%	88 (24)	79 (28)	95 (20)		88 (26)
Grade 7 reading	69%	87 (36)	92 (33)	86 (39)		85 (36)
Grade 7 math	67%	75 (8)	78 (4)	73 (5)		75 (12)
Grade 7 writing	72%	85 (25)	87 (23)	80 (24)		88 (27)
Grade 8 social studies	61%	88 (27)		88 (27)		
Grade 8 science	73%	90 (37)		90 (37)		
Grade 8 Alg I	82%	97 (32)		97 (32)		

	Grade 8 reading	79%	94 (38)		94 (38)		
	Grade 8 biology	89%	98 (39)		98 (39)		
	Grade 8 Eng I	68%	89 (22)		89 (22)		
	Grade 8 Eng II	72%	97 (6)		97 (6)		
	Grade 8 US history	92%	94 (36)		94 (36)		

Summary of Strengths	**Summary of Needs**	**Summary of Priorities**
• All safeguards were met. • High passing rate of STAAR at all campuses.	• Increase focus on writing at all campuses. • Increased focus on math at all campuses.	• Maintain high pass rates and continue to improve all pass rates

SCHOOL CULTURE & CLIMATE

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

Quality of Education

Overall Quality of Education Rating					
School	**Very High**	**Somewhat High**	**Neither High nor Low**	**Somewhat Low**	**Very Low**
GH Irving	71.52%	22.42%	6.06%	0.00%	0.00%
GH Northern Oaks	74.86%	22.95%	2.19%	0.00%	0.00%
GH Monte Vista South	71.32%	22.06%	5.88%	0.74%	0.00%
GH Monte Vista North	76.29%	21.65%	2.06%	0.00%	0.00%

Quality of Teachers

Overall Quality of Teachers Rating					
School	**Very High**	**Somewhat High**	**Neither High nor Low**	**Somewhat Low**	**Very Low**
GH Irving	60.37%	32.32%	5.49%	1.83%	0.00%

GH Northern Oaks	61.96%	22.95%	2.19%	0.00%	0.00%
GH Monte Vista South	55.22%	31.34%	11.94%	1.49%	0.00%
GH Monte Vista North	51.04%	39.58%	7.29%	2.08%	0.00%

Quality of Facility

Overall Quality of Facility Rating					
School	**Very High**	**Somewhat High**	**Neither High nor Low**	**Somewhat Low**	**Very Low**
GH Irving	17.79%	22.70%	25.15%	25.77%	8.59%
GH Northern Oaks	43.48%	37.50%	15.22%	2.72%	0.00%
GH Monte Vista South	34.07%	34.07%	21.48%	7.41%	2.96%
GH Monte Vista North	31.86%	28.87%	17.53%	15.46%	6.19%

Safety

	Overall Feeling of Personal Safety Rating				
School	Very High	Somewhat High	Neither High nor Low	Somewhat Low	Very Low
GH Irving	53.05%	29.27%	11.59%	4.27%	1.83%
GH Northern Oaks	62.50%	20.11%	12.50%	4.89%	0.00%
GH Monte Vista South	60.45%	30.60%	8.21%	0.75%	0.00%
GH Monte Vista North	72.92%	13.54%	8.33%	3.13%	2.08%

Positive Impact on Student's Character

Overall Positive Impact on Student's Character Rating					
School	Very High	Somewhat High	Neither High nor Low	Somewhat Low	Very Low
GH Irving	61.59%	27.44%	8.54%	2.44%	0.00%
GH Northern Oaks	73.77%	20.77%	2.73%	1.64%	1.09%
GH Monte Vista South	29.10%	34.22%	20.15%	16.42%	0.00%

	GH Monte Vista North	61.86%	26.80%	7.22%	4.12%	0.00%

Wellness & Education Program

Wellness & Education Program Rating				
School	Exemplary	Recognized	Acceptable	Not Acceptable
GH Irving	49.70%	31.30%	16.60%	2.50%
GH Northern Oaks	61.50%	38.50%	0.00	0.00%
GH Monte Vista South	40.00%	30.00%	25.70%	4.3%
GH Monte Vista North	40.00%	30.00%	22.50%	0.00%

Extracurricular Activities Rating

Overall Range of Extracurricular Offerings Rating					
School	Very High	Somewhat High	Neither High nor Low	Somewhat Low	Very Low
GH Irving	13.41%	29.27%	28.66%	22.56%	6.10%
GH Northern	16.94%	49.37%	22.40%	8.20%	2.73%

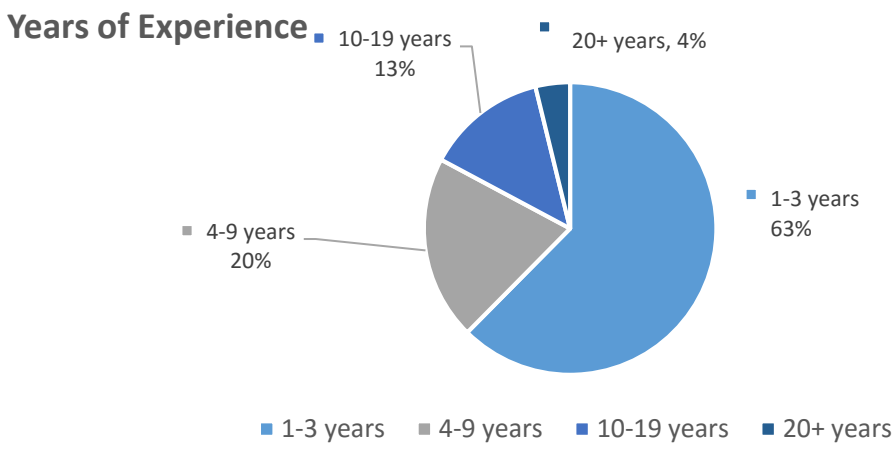
Oaks					
GH Monte Vista South	13.41%	29.27%	28.66%	22.56%	6.10%
GH Monte Vista North	22.92%	35.42%	25.00%	13.54%	3.13%

Summary of Strengths	Summary of Needs	Summary of Priorities
• Highly-structured learning environment. • Parent satisfaction with teacher and school leadership. • Strong formation of students • Safe environment for learning.	• Develop a more robust extra-curricular program. • Continue to develop our wellness and education program. • Facility enhancement	• Expand and enhance facilities • Growth of extracurricular programming • Maintain high school ratings • Maintain parent satisfaction • Continue high standards for teacher recruitment.

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.

GHTX faculty qualifications:	All teachers are **highly qualified**.

GHTX faculty years of experience:	 **Faculty credentials, certification, experience, and education are considered when pairing highly effective staff with the highest need students.*
2015-2016 to 2016-2017 Faculty Retention Rate:	GH Irving: **86% retention** GH Northern Oaks: **75% retention** GH Monte Vista South: **66% retention** GH Monte Vista North: **62% retention** Reasons for leaving include transferring to a different Great Hearts school, staying home, entering religious life, not asked to return, attending graduate school, career changes, and moving.
Teacher/Mentor Program:	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.

	All K-5 Lead Teachers also have a "Team Leader" under whom they receive coaching and instruction.
Professional development at campus level:	Professional development at the campus level includes: regular faculty in-services on half-days, Spalding Phonics training, Singapore training, cooperative learning seminars, classroom management training, RTI, lesson planning, SPED and 504 instruction, ESL instruction (rating), CPS reporting training, STAAR, MAPs, and DIBELS training, and restraint training. Implementation is monitored often by means of sign-in sheets and verbal follow-up. Administration conducts regular observations of teachers to determine whether implementation is successful. Performance is impacted in a positive way as teachers gain a better understanding of the various systems they are responsible for. Follow-up is ad-hoc or during semester faculty reviews.
Professional development at Great Hearts Texas level:	**Great Hearts Summer Institute:** 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. **Ad Fiendum:** 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. **New Faculty Orientation:** 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. **Summit:**

	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. **Fall and Spring PD offerings:** 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. **Headmaster College and Residency:** 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. **Master of Humanities (with concentration in Classical Education):** 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

Summary of Strengths	Summary of Needs	Summary of Priorities
1. Cohesive culture 2. Well-trained faculty 3. Diverse faculty 4. Multiple professional	1. Further training for faculty regarding the differences between 504 and IEP 2. Increase retention district wide, specifically San Antonio schools	**1.** Unification of SPED procedures for the district **2.** Stronger communication between campuses teachers and departments

development opportunities	3. Increased hiring of teachers with extensive experience.	**3.** Increased professional development opportunities **4.** Increase retention in San Antonio schools

CURRICULUM, INSTRUCTION, & ASSESSMENT	
Data Sources Reviewed: Performance Review Survey, GHTX Curriculum Overview, Academic Interventions Policy, and Texas Curriculum Adaptation Guide: K-5 & 6-12 (Adaptation area and TEKS).	
Great Hearts Curriculum & Texas Curriculum Requirements	Key content areas have been identified for the school and teachers to adapt and augment the existing Great Hearts curriculum in order to meet Texas curricular requirements. TEKS are identified, curriculum adapted to meet the TEKS, and then implemented in the classroom. The content areas include English Language Arts & Reading, Social Studies, Mathematics, Science, Health, Fine Arts, Technology Applications, and Health.

GreatHearts®
CLASSICAL EDUCATION. REVOLUTIONARY SCHOOLS.™

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

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

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

(Irving)

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CLASSICAL EDUCATION. REVOLUTIONARY SCHOOLS.™

	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
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.

(MV North, South, Northern Oaks)

Quality of Curriculum

Quality of Curriculum Rating					
School	**Very High**	**Somewhat High**	**Neither High nor Low**	**Somewhat Low**	**Very Low**
GH Irving	72.73%	20.61%	6.67%	0.00%	0.00%
GH Northern Oaks	71.74%	24.46%	3.26%	0.00%	0.54%
GH Monte Vista South	72.73%	20.61%	6.67%	0.00%	0.00%
GH Monte Vista North	71.13%	26.80%	2.06%	0.00%	0.00%

Second Language Acquisition Program

Second Language Acquisition Program Rating				
School	**Exemplary**	**Recognized**	**Acceptable**	**Not Acceptable**
GH Irving	52.20%	23.90%	18.90%	5.00%
GH Northern Oaks	46.20%	23.10%	30.80%	0.00%
GH Monte	30.00%	44.30%	24.30%	1.40%

Vista South				
GH Monte Vista North	72.92%	13.54%	8.33%	3.13%

Fine Arts Program

Fine Arts Program Rating				
School	**Exemplary**	**Recognized**	**Acceptable**	**Not Acceptable**
GH Irving	50.00%	28.90%	17.50%	3.60%
GH Northern Oaks	76.90%	23.10%	0.00%	0.00%
GH Monte Vista South	50.00%	26.40%	18.10%	5.60%
GH Monte Vista North	63.60%	9.00%	27.30%	0.00%

Academic Interventions

Students qualifying for Academic Interventions are determined according to three criteria: DIBELS scores, MAP scores, and ordinary academic performance per teacher recommendation.

Interventions last between 30-40 minutes and occur:

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

	** Because of the Algebra I EOC test requirement, 7th grade math interventions occur more frequently than reading interventions.* Interventions occur before and after school and during specials, where students receive pull out instruction from intervention teachers. 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.
Student Performance Assessments	**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. **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. **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. **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.

Summary of Strengths	Summary of Needs	Summary of Priorities
• Continuous, in-depth student evaluations • Well-developed classical curriculum • Strong alignment of curriculum with TEKS	• Discipline operations in place at all campuses • Increase Fine Arts programming • Continued alignment of curriculum with TEKS as the oldest grade progresses.	• Alignment of new grade's curriculum with TEKS. • Discipline operations in place at all campuses. • Continuous improvement of academic interventions at every campus.

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, grade-level park days, grade-level Coffee with the Headmaster, Meet the Teacher, Curriculum Celebrations, Grandparents' Day, Winter and Spring concerts,Spirit Nights, Spring and Winter Concerts, Floresco, Field Day, 5th Grade promotion, volunteer opportunities, athletic events, Kindergarten orientation, Back to School nights, Singapore and Spalding Parent Training, parent satisfaction surveys, school tours for community members, current parents and potential parents.
School community partnerships to support students:	The Parent Service Organization (PSO) is a community partnership; many opportunities arise from the PSO. The PSO supported students through service in the lunchroom, front desk, and by fulfilling various needs in and out of the classroom. PSO enrichment activities include Curriculum Celebrations, Fine Arts

	visits to campus, Spring Swing. PSO provides ongoing opportunities for all families to participate in school activities. Offerings are made to accommodate parents with varying schedules and backgrounds.
Communication with non-English speaking families:	GHTX ESL coordinators communicates with these families.
Community & Parental Involvement Rating	

Community & Parental Involvement Rating				
School	**Exemplary**	**Recognized**	**Acceptable**	**Not Acceptable**
GH Irving	49.70%	31.30%	16.60%	2.50%
GH Northern Oaks	53.80%	23.10%	23.10%	0.00%
GH Monte Vista South	47.00%	26.40%	23.60%	2.80%
GH Monte Vista North	47.60%	23.80%	16.70%	11.90%

Summary of Strengths	Summary of Needs	Summary of Priorities
1. Relationship building through events.	• Community spirit through items such as car decals.	• Communications reaching all of the community.

2. Social Media Presence. 3. PSO member outreach 4. Teacher outreach 5. Room Parent Support 6. Parent events 7. Parent curriculum training evenings	• Broader community outreach. • Parent committee opportunities at each campus. • Increase awareness of schools in their respective local communities.	• Increased number of parent committees. • More weekend and evening. opportunities for community engagement. • Increased grade-level gatherings. • 6. Increased family feedback opportunities

SCHOOL CONTEXT & ORGANIZATION

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

Overall Rating

Overall School Rating				
School	**Exemplary**	**Recognized**	**Acceptable**	**Not Acceptable**
GH Irving	60.20%	27.70%	9.60%	2.40%
GH Northern Oaks	76.90%	23.10%	0.00%	0.00%
GH Monte Vista South	50.00%	26.40%	18.10%	5.60%

	GH Monte Vista North	54.80%	28.60%	16.70%	0.00%

Parent and community feedback in relation to school policies, procedures and decisions	Parent Service Organization, Room Parents, Parent Advisory Committee, Campus/District Improvement Plan Committee, Parent Satisfaction Surveys.
Staff & Faculty Feedback Opportunities	Biweekly Lead Teacher meeting with assistant headmaster; emails and ad-hoc reflections; participation in planning meetings; faculty surveys.
Dropout Prevention Strategies	

Dropout Prevention Strategies Rating

School	Exemplary	Recognized	Acceptable	Not Acceptable
GH Irving	46.10%	25.30%	22.70%	5.80%
GH Northern Oaks	50.00%	33.30%	16.70%	0.00%
GH Monte Vista South	47.00%	31.30%	17.20%	4.7%
GH Monte Vista North	43.20%	21.60%	27.00%	8.10%

Compliance & Policy Reporting Rating

Overall School Rating				
School	**Exemplary**	**Recognized**	**Acceptable**	**Not Acceptable**
GH Irving	55.90%	27.30%	13.70%	3.10%
GH Northern Oaks	63.60%	9.00%	27.30%	0.00%
GH Monte Vista South	42.00%	35.80%	19.40%	3.00%
GH Monte Vista North	43.60%	17.90%	25.60%	12.80%

Summary of Strengths	**Summary of Needs**	**Summary of Priorities**
• High overall school ratings • Parent satisfaction high • Multiple opportunities for faculty, staff and parent feedback at the campus level	• More opportunities for faculty, staff, family feedback at the district level • Stronger organization and understanding of compliance needs at each campus	• Maintain high school ratings from family surveys and feedback. • Provide opportunities for feedback at the district level • Continue to ensure compliance at each campus.

TECHNOLOGY		
Data Sources Reviewed: Technology infrastructure; classroom technology needs by area, class and department; leadership and administrative support structures for technology; technology policies and procedures; assessment of technology skills; inventory; surveys; administrative review.		
Technology available to students:	Computers for MAP benchmarks and SPED interventions	
Technology available for faculty use in the classroom:	AV carts (including speakers), projectors, document cameras	
Technology and the classroom:	Projectors and document cameras are used on a regular basis for the purposes of instruction; in higher mathematics, calculators are used to help students with calculations.	
Technology utilized to support curriculum, instruction, and assessment integration and implementation:	Document cameras and projectors are used to make PowerPoints, documents, and videos more accessible to students in the classroom. Students take regular benchmark assessments on computers. Music teachers make frequent use of speaker system for the purposes of curriculum implementation.	
Summary of Strengths	**Summary of Needs**	**Summary of Priorities**
1. Computers used well in benchmark testing 2. Computers used well for special STAAR / TELPAS assessments 3. Teachers know how to use document	1. More reliable internet at each campus. 2. Upgrade security system/front door entrance to prevent glitches with the system	1. Instruct teachers in online gradebooks. 2. Maintain current technology in good, working condition. 3. Continue to train teachers as

cameras and projectors with ease 4. All K-5 classrooms have AV cart		technology improves and changes. 4. Reliable internet at each campus.

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 Texas will continuously improve the academic performance of all students.					
Objective 1.1: Improve classroom instruction in all academic areas and instructional planning to TEKS across district. **Obective 1.2:** Implement strategic measures to ensure all student groups meet performance standards in each subject area of the state accountability system.					
Summative Evaluation:					
Strategies & Action Steps	**Person Responsible**	**Timeline**	**Resources**	**Evidence of Implementation/Evidence of Impact**	**Formative Evaluation**
Provide a framework for the development of campus based common assessments	VP of Academies, Headmaster, chief academic officer and curriculum department, teachers, department heads.	Ongoing		Increased STAAR scores across district.	Campuses will administer common assessments at the end of instructional units, data will be collected and analyzed district wide.
Provide a comprehensive, district-wide curriculum and maintain its alignment	Curriculum Department	Ongoing		Site-visits, lesson plans	Improved STAAR scores as a district.

to TEKS.					
Implement a district-wide collaborative system for core content teachers.	Talent/Professional Development	Ongoing		Meeting notes, schedules	Improved STAAR scores for individual content areas.
Provide professional development opportunities for teachers across the district including: -Instructional alignment to TEKS -Lesson Plan alignment to TEKS -Units of Student Writing	VP of Academies, teachers, SPED regional director, campus SPED coordinators, teachers, headmasters.	Minimum of once a semester		Attendance rosters, faculty meeting notes	Improved STAAR scores districtwide.
Develop and implement strategies district wide to increase math and writing scores in 4th and 7th grade.	VP of Academies, Talent/PD, teachers, department heads, teachers, headmasters.	September-April		Classroom lessons, interventionists notes and schedules	Increased STAAR scores for 4th and 7th grade in math and writing.
Continuous monitoring of academic and functional performance to ensure student services are being	Curriculum, SPED regional director, campus SPED coordinators, teachers,	Ongoing		SPED regional director's updates, site visits, grade reports	Grades remain the same or better after exiting;

met and that students being exited are able to perform without SPED services.	headmasters.				academic and functional performance excels.
Continuous analyzation and monitoring of IEPs to ensure SPED students receive equal access to TEKS and receive TEKS based at their academic level.	SPED regional director, campus SPED coordinators, teachers, headmasters.	Ongoing		SPED regional director's updates, site visits, grade reports	SPED students meet their assigned STAAR expectations.

Goal 2: Great Hearts Texas will continuously improve family involvement with the schools.					
Objective 2.1: To communicate with all stakeholders in a positive, efficient and relationship focused manner.					
Summative Evaluation:					
Strategies & Action Steps	**Person Responsible**	**Timeline**	**Resources**	**Evidence of Implementation/ Evidence of Impact**	**Formative Evaluation**
Improve communications through GHTX emails, campus specific emails and social media platforms.	Marketing manager, VP of Academies, VP of Advancement, Headmasters, Directors of Community Engagement	Ongoing		Increased email open rates, click-through and response rates, and social media impressions.	Increased parent satisfaction and involvement.
Parent conferences will be held annually at each campus	Headmasters, teachers	Annually (minimally)		Parent attendance logs	Increased parent involvement, increased student grades.
New district and academy websites will be rolled out with updated information.	Marketing manager, Advancement, VP of Academies	December		New sites, relevant information	Increased site visits, click throughs, parent involvement and attendance at school functions

					promoted on websites.
Parent nights will be held at each campus	Headmasters, Directors of Community Engagement	Minimum of three times per semester.		Attendance rosters, RSVPs, invitations	Increased parent involvement at parent functions such as Curriculum nights, Spalding/Singapore nights, Fall or Spring Festival, Athletic Field Days.
Identify new opportunities for community stakeholders to become more involved with the campuses and district.	Headmasters, Advancement office, VP of Academies, Directors of Community Engagement	Ongoing		Strategic outline of opportunities for community stakeholders	Community stakeholders involvement in events such as the festivals, silent auction(s), Floresco, NTGD, Big Give, 12 Days of Giving
Whenever feasible, provide enrollment and performance information in English and Spanish	ESL/ELL coordinators, Enrollment office	Ongoing		Bilingual documents	Increased parent involvement
Provide Parent Satisfaction Survey Opportunities	VP of Academies,	Annually		Survey results	Increased opportunity for parent feedback

Goal 3: Great Hearts Texas will provide a safe environment at all campuses.
Objective 3.1: Maintain safety and security operations and processes that ensure campus safety and security

preparedness.					
Summative Evaluation:					
Strategies & Action Steps	**Person Responsible**	**Timeline**	**Resources**	**Evidence of Implementation/ Evidence of Impact**	**Formative Evaluation**
Utilize School Messenger system as mass notification system.	Headmaster, operations department	Ongoing		School Messenger usage reports	Increased communication with parents
District Emergency Response Plan in place at each campus	VP of Academies, Facilities, headmaster	December		Physical plan, staff training on plan	Unified emergency procedures and heightened security preparedness.
Increase security at every campus, specifically MV and Northern Oaks.	Headmaster, facilities department	December, review in spring			Increased security for students.
Installation of surveillance cameras at GHI.	Headmaster, facilities department	December		Cameras are installed	Cameras are installed
Age appropriate campus programming to provide information on bullying, harassment, violence and	Headmaster, HR	Annually		Attendance sheets	Programming is held, awareness is created.

drug use.					

Goal 4: Great Hearts Texas will continuously improve the quality of their faculty and their effect on student development.

Objective 4.1: 100% of teachers will be highly qualified. **Objective 4.2:** 75% teacher retention rate will be achieved at Monte Vista North and Monte Vista South.					
Summative Evaluation:					
Strategies & Action Steps	**Person Responsible**	**Timeline**	**Resources**	**Evidence of Implementation/ Evidence of Impact**	**Formative Evaluation**
Actively recruit highly qualified teachers.	Department heads, headmaster, talent office	Ongoing		Recruitment letters, visits, interviews	Hiring of HQ teachers
Actively recruit teachers with >5 years of experience	VP of Academies, headmasters, talent office	Ongoing		Recruitment letters, visits, interviews	Hiring of teachers with >5 years of experience.
Determine, develop and implement measures to increase teacher retention rates at all campuses.	Headmasters, talent office	Ongoing		Retention incentives, plans.	Retention rates are raised to a minimum of 75% at Monte Vista South and North.
Provide meaningful professional development for all teachers.	headmaster, talent office/PD	Ongoing		Professional development programming	Increased professional and classroom skills, increased STAAR

					scores
Identify teachers and paraprofessionals who do not meet NCLB HQ requirements and provide professional development.	Talent/PD	Ongoing		Faculty records, HR records	Teachers who do not meet NCLB HQ requirements receive professional development to meet criteria.