

# GreatHearts

## Northern Oaks



## Great Hearts Northern Oaks Campus Improvement Plan 2017-2018

*DRAFT – PENDING BOARD APPROVAL ON NOV. 1, 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 2016-2017 Fall Submission, PEIMS 2016-2017 Summer Attendance Data, Attendance records

**Enrollment:**

Total Enrolled: **793**

Enrollment by Gender:

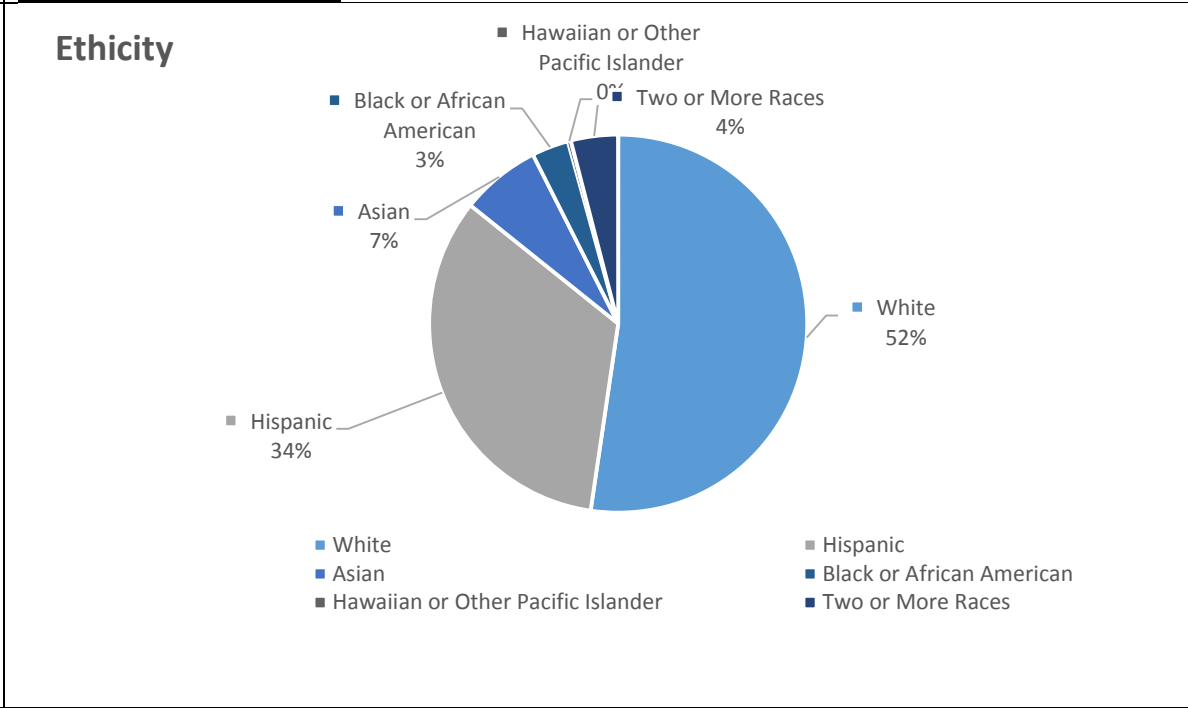
Enrollment By Gender	# Enrolled	% Enrolled
Female	419	52.84%
Male	374	52.84%

Grade Span for 2017-2018: **K-9 (Numbers below reflect the 2016-2017 school year)**

Kindergarten	90
Grade 1	93
Grade 2	92
Grade 3	92
Grade 4	90

	Grade 5	92
	Grade 6	95
	Grade 7	74
	Grade 8	75
	Grade 9	N/A

**Ethnicity**



**Select Student Group Enrollment**

Select Group	% Enrolled
LEP	25 (3.15%)
Immigrant	0 (0.00%)
Economic Disadvantage	75 (9.46%)
Military Connected	61 (7.69%)
Foster Care	3 (0.38%)
Homeless	0 (0.00%)
Unaccompanied Youth	0 (0.00%)
Dyslexia	5 (0.63%)
Migrants	0 (0.00%)

<b>At Risk</b>				
	<b>At Risk</b>	<b># of Students</b>	<b>% Group</b>	<b>% Enrolled</b>
	Asian/Pacific Island	8	3.29%	1.01%
	Black	10	4.12%	1.26%
	Hispanic	109	44.86%	13.75%
	White	107	44.03%	13.49%
	Two or More	8	3.29%	1.01%
	<b>Total</b>	<b>243</b>	<b>100.00%</b>	<b>30.64%</b>
<b>Special Program Participation</b>				
	<b>ESL</b>	<b># of Students</b>	<b>% Group</b>	<b>% Enrolled</b>
	Asian/Pacific Island	1	5.26%	0.13%
	Hispanic	17	89.47%	2.14%
	Two or More	1	5.26%	0.13%
	<b>Total</b>	<b>19</b>	<b>100.00%</b>	<b>2.40%</b>
	<b>Special Education</b>	<b># of Students</b>	<b>% Group</b>	<b>% Enrolled</b>



	Asian/Pacific Island	1	2.38%	0.13%														
	Black	2	4.76%	0.25%														
	Hispanic	16	38.10%	2.02%														
	White	23	54.76%	2.90%														
	Two or More	0	0.00%	0.00%														
	<b>Total</b>	<b>42</b>	<b>100.00%</b>	<b>5.3%</b>														
<b>Attendance</b>	<p>Total Days Present: <b>97.06%</b></p> <p>Total Days Absent: <b>2.94%</b></p> <table border="1"> <thead> <tr> <th>Percent in Attendance</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Hispanic/Latino</td> <td>33.59%</td> </tr> <tr> <td>Asian</td> <td>6.76%</td> </tr> <tr> <td>Black or African American</td> <td>2.88%</td> </tr> <tr> <td>Hawaiian or other Pacific Islander</td> <td>0.00%</td> </tr> <tr> <td>White</td> <td>52.44%</td> </tr> <tr> <td>Two or More Races</td> <td>4.07%</td> </tr> </tbody> </table>				Percent in Attendance	%	Hispanic/Latino	33.59%	Asian	6.76%	Black or African American	2.88%	Hawaiian or other Pacific Islander	0.00%	White	52.44%	Two or More Races	4.07%
Percent in Attendance	%																	
Hispanic/Latino	33.59%																	
Asian	6.76%																	
Black or African American	2.88%																	
Hawaiian or other Pacific Islander	0.00%																	
White	52.44%																	
Two or More Races	4.07%																	
<b>Enrollment Community Origin</b>	The top five school districts that GHNO students come from are Northside ISD, Northeast ISD, Comal ISD, Judson ISD, Schertz ISD.																	

<b>Teacher/Student Ratio</b>	Overall Ratio: <b>1:19</b>	
<b>Transfer/Mobility/Stability</b>	<p><b>58</b> students transferred into GHNO after the first day of school during the 2016-2017 school year.</p> <p><b>43</b> students withdrew from GHNO in the 2016-2017 school year (including those who withdrew on the last day).</p> <p>None of these students were migrant students.</p>	
<b>Summary of Strengths</b>	<b>Summary of Needs</b>	<b>Summary of Priorities</b>
<ul style="list-style-type: none"> <li>• K-9 Retention</li> </ul>	<ul style="list-style-type: none"> <li>• Improved High School retention</li> </ul>	<ul style="list-style-type: none"> <li>• Strategize for 8-12<sup>th</sup> grade retention</li> <li>• Maintain student teacher ratio such that it does not exceed 1:30</li> <li>• Strategize to improve Day 1 attendance</li> <li>• Support for SPED Staff</li> </ul>

## STUDENT ACHIEVEMENT

**Data Sources Reviewed:**

**STAAR 2017**

Reported in %	State	District	NORTHERN OAKS
	Satisf (Advncd) Unsatisf	Satisf (Advncd) Unsatisf	Satisf (Advncd) Unsatisf
<b>Grade 3 reading</b>	28 (72) 45 (29)	11 (89) 62 (43)	5 (95) 57 (40)
<b>Grade 3 math</b>	24 (76) 48 (25)	13 (87) 59 (33)	16 (84) 49 (23)
<b>Grade 4 reading</b>	30 (70) 43 (24)	17 (83) 56 (28)	19 (81) 58 (31)
<b>Grade 4 math</b>	25 (75) 46 (27)	15 (85) 48 (23)	18 (82) 43 (26)
<b>Grade 4 writing</b>	37 (63) 32 (10)	26 (74) 38 (13)	26 (74) 42 (15)
<b>Grade 5 reading</b>	29 (71) 45 (25)	10 (90) 71 (47)	11 (89) 71 (46)
<b>Grade 5 math</b>	19 (81) 48 (24)	4 (96)	6 (94)

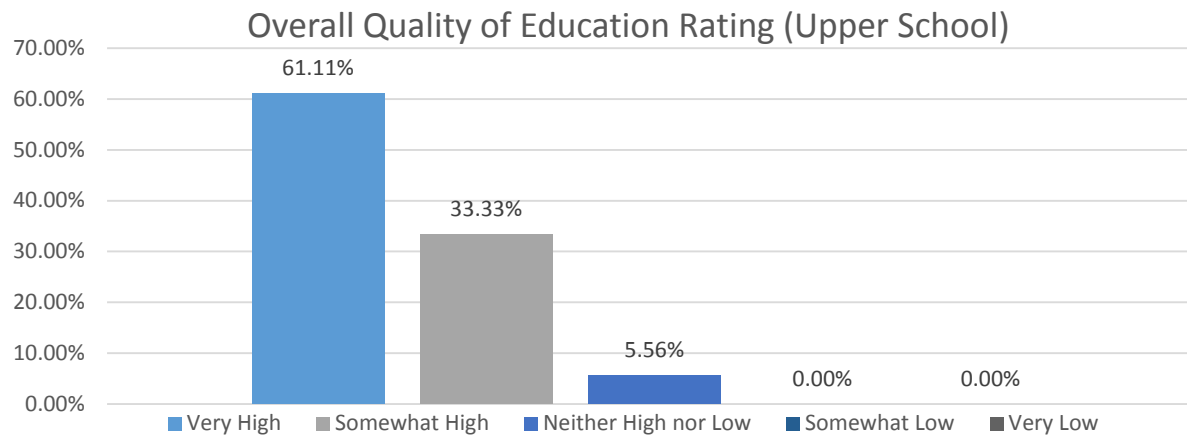
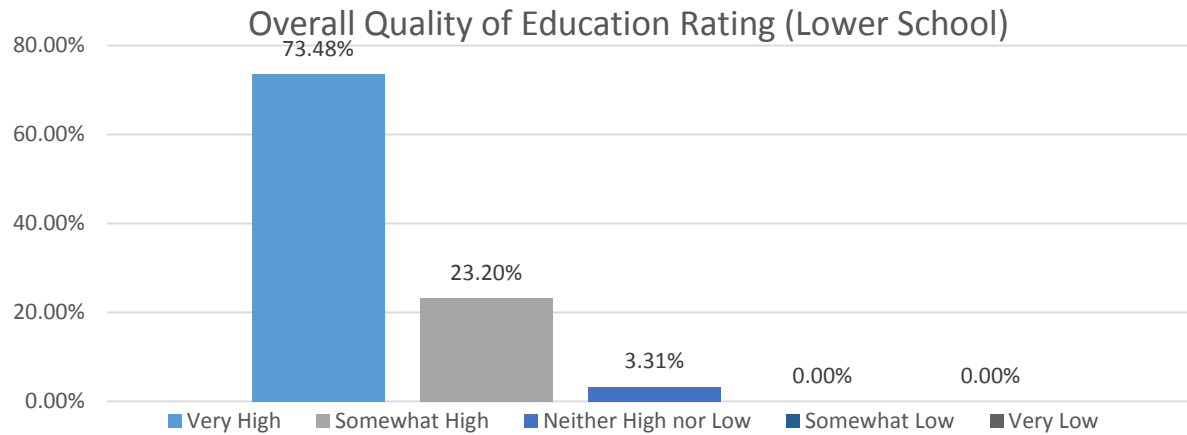
		73 (45)	61 (35)
<b>Grade 5 science</b>	27 (73) 41 (17)	13 (87) 56 (25)	12 (88) 53 (21)
<b>Grade 6 reading</b>	33 (67) 36 (17)	8 (92) 60 (34)	8 (92) 58 (34)
<b>Grade 6 math</b>	25 (75) 41 (17)	9 (91) 68 (37)	8 (92) 65 (32)
<b>Grade 7 reading</b>	28 (72) 40 (22)	6 (94) 71 (45)	7 (93) 68 (54)
<b>Grade 7 math</b>	32 (68) 38 (16)	25 (75) 29 (4)	27 (73) 15 (0)
<b>Grade 7 writing</b>	32 (68) 37 (11)	13 (87) 58 (17)	18 (82) 52 (12)
<b>Grade 8 reading</b>	24 (76) 47 (22)	6 (94) 74 (45)	6 (94) 75 (37)
<b>Grade 8 math</b>	26 (74) 43 (12)	11 (89) 67 (15)	9 (91) 91 (14)
<b>Grade 8 science</b>	26 (74) 46 (18)	11 (89)	10 (90)

			58 (19)	55 (16)
	<b>Grade 8 social studies</b>	38 (62) 31 (18)	22 (78) 36 (13)	25 (75) 28 (9)
<b>Summary of Strengths</b>	<b>Summary of Needs</b>		<b>Summary of Priorities</b>	
<ul style="list-style-type: none"> <li>Grade 6 Reading Scores</li> <li>Grade 7 reading</li> <li>Grade 7 writing</li> <li>Grade 5 Reading</li> <li>Grade 3 Math</li> <li>Grade 6<sup>th</sup> Math</li> </ul>	<ul style="list-style-type: none"> <li>Easy factors for identifying struggling students</li> <li>Higher levels of growth in struggling students</li> <li>Reconcile pull out and inclusion model</li> </ul>		<ul style="list-style-type: none"> <li>Growth in STAAR performance</li> <li>Quicker ID of Struggling students</li> </ul>	

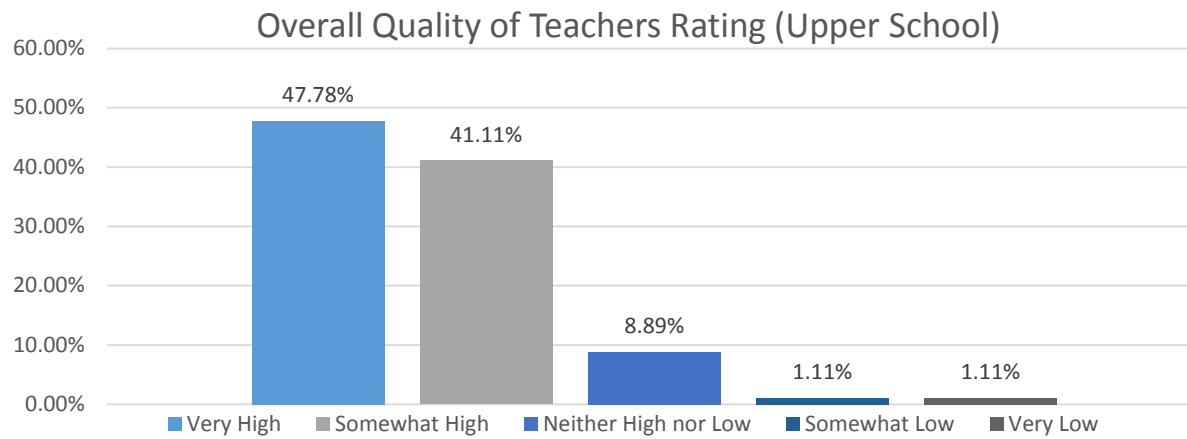
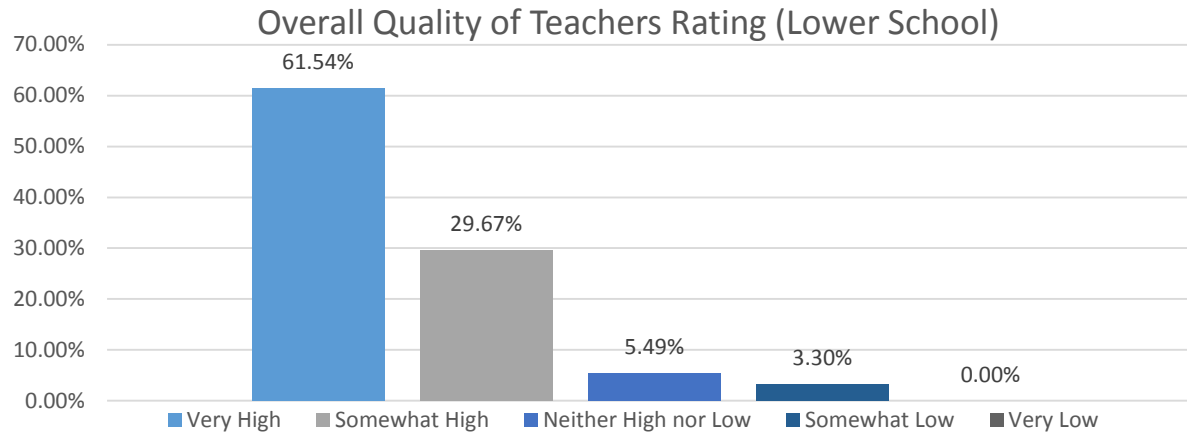
## SCHOOL CULTURE & CLIMATE

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

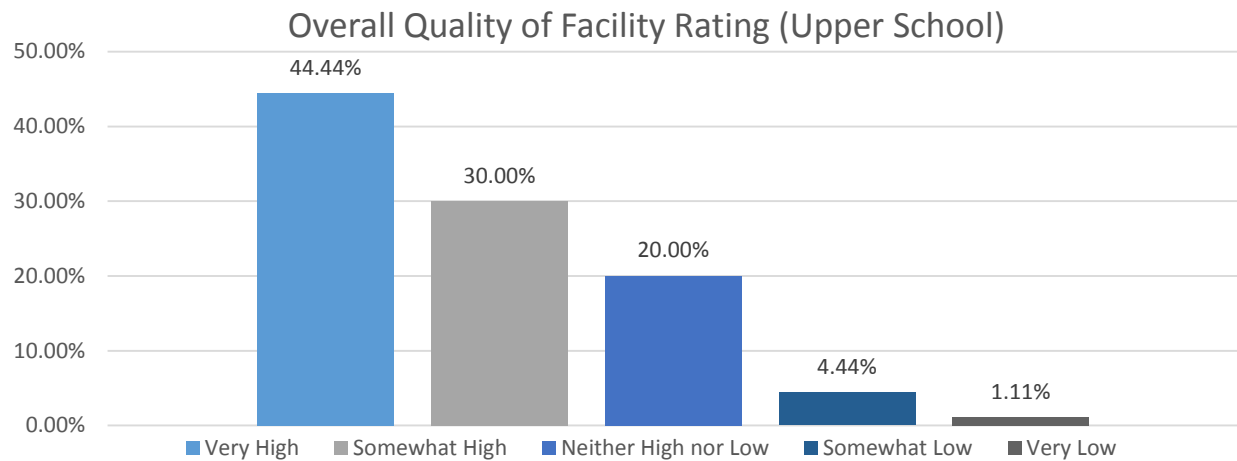
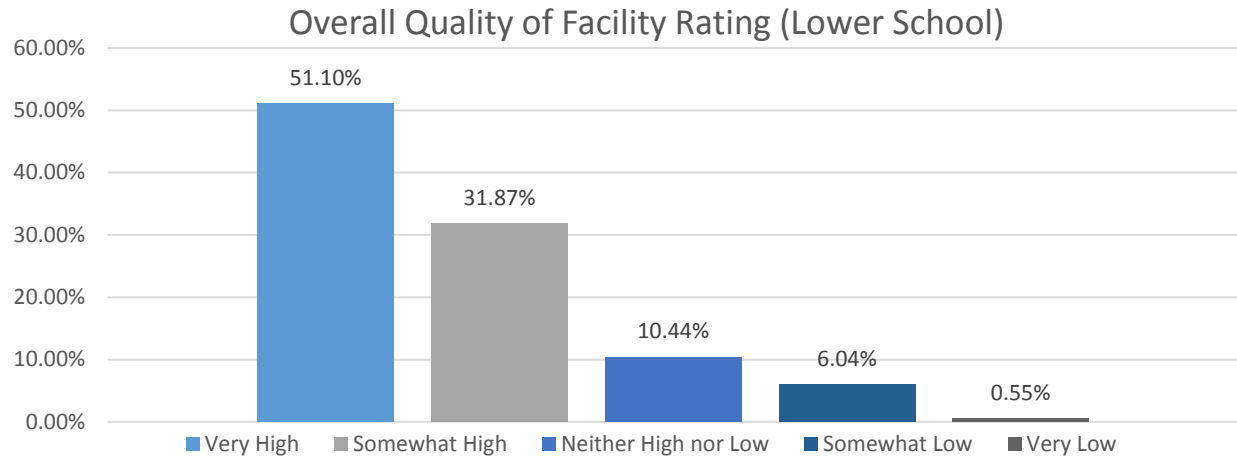
**Quality of Education**



**Quality of Teachers**

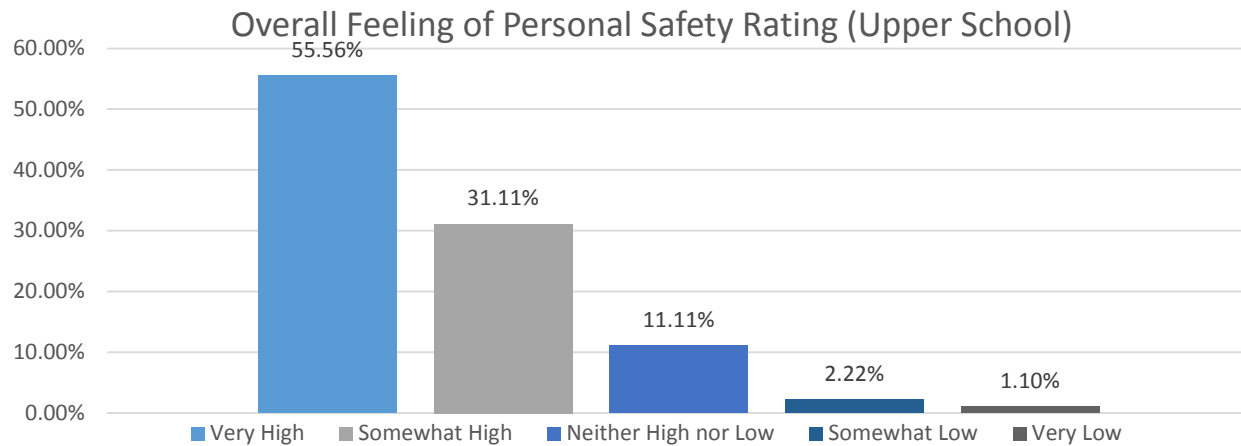
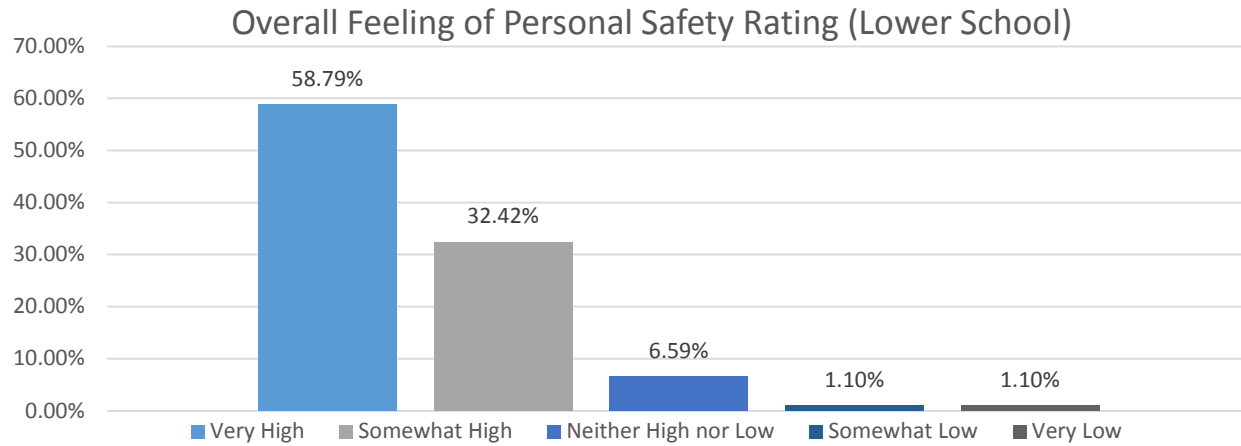


**Quality of Facility**



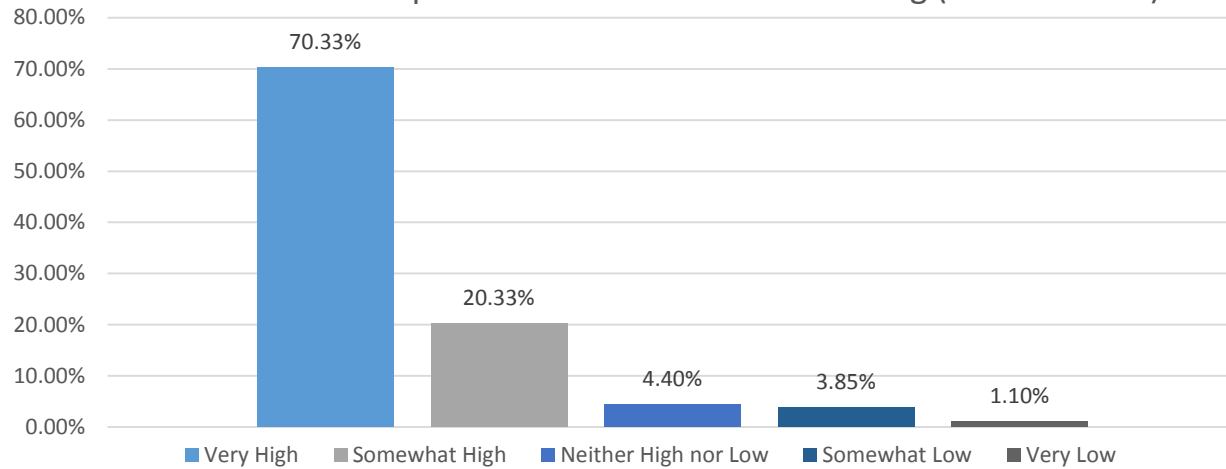


**Safety**

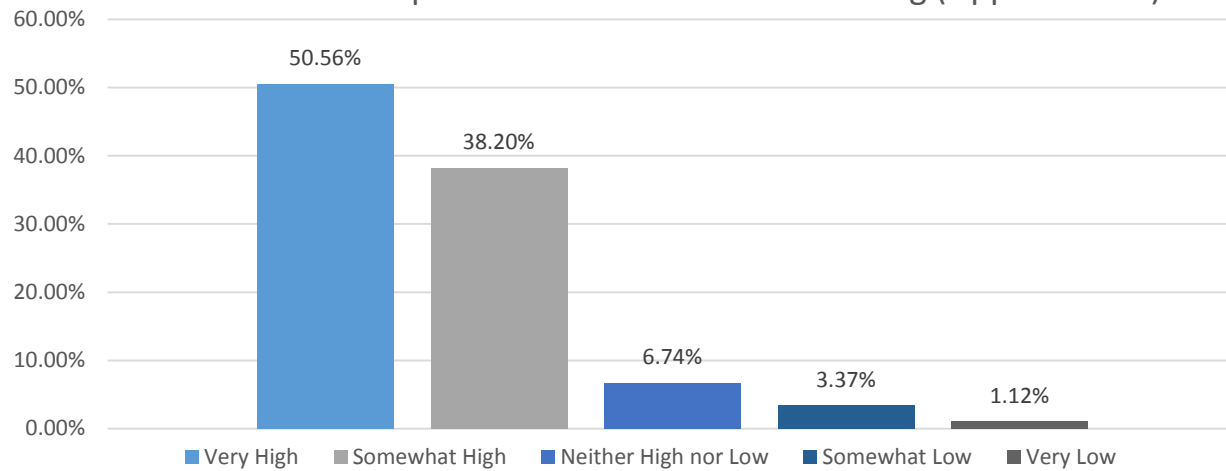


**Positive Impact on Student's Character**

**Overall Positive Impact of Student's Character Rating (Lower School)**



**Overall Positive Impact of Student's Character Rating (Upper School)**



<p><b>Wellness &amp; Education Program</b></p>	<p>The academy complies with the Great Hearts Texas district Wellness Policy in order to establish a school environment that promotes the student’s well-being and ability to learn. The academy complies with TEA in its P.E. courses and meets all TEKS. The FitnessGram is also completed annually. Extracurricular offerings are offered that focus on physical fitness in addition to an active athletics department. Revolution Foods is the academy’s breakfast and lunch program vendor, and it offers nutritious, wholesome meals to the students twice daily. A full-time nurse is employed at the campus.</p>												
<p><b>Extracurricular Activities Rating</b></p>	<p style="text-align: center;"><b>Overall Range of Extracurricular Offerings Rating (Lower School)</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Rating Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Very High</td> <td>29.12%</td> </tr> <tr> <td>Somewhat High</td> <td>35.71%</td> </tr> <tr> <td>Neither High nor Low</td> <td>23.08%</td> </tr> <tr> <td>Somewhat Low</td> <td>8.79%</td> </tr> <tr> <td>Very Low</td> <td>3.30%</td> </tr> </tbody> </table>	Rating Category	Percentage	Very High	29.12%	Somewhat High	35.71%	Neither High nor Low	23.08%	Somewhat Low	8.79%	Very Low	3.30%
Rating Category	Percentage												
Very High	29.12%												
Somewhat High	35.71%												
Neither High nor Low	23.08%												
Somewhat Low	8.79%												
Very Low	3.30%												

	<p style="text-align: center;"><b>Overall Range of Extracurricular Offerings Rating (Upper School)</b></p> <table border="1"> <caption>Data for Overall Range of Extracurricular Offerings Rating (Upper School)</caption> <thead> <tr> <th>Rating</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Very High</td> <td>23.33%</td> </tr> <tr> <td>Somewhat High</td> <td>27.78%</td> </tr> <tr> <td>Neither High nor Low</td> <td>20.00%</td> </tr> <tr> <td>Somewhat Low</td> <td>17.78%</td> </tr> <tr> <td>Very Low</td> <td>11.11%</td> </tr> </tbody> </table>		Rating	Percentage	Very High	23.33%	Somewhat High	27.78%	Neither High nor Low	20.00%	Somewhat Low	17.78%	Very Low	11.11%
Rating	Percentage													
Very High	23.33%													
Somewhat High	27.78%													
Neither High nor Low	20.00%													
Somewhat Low	17.78%													
Very Low	11.11%													
<b>Summary of Strengths</b>	<b>Summary of Needs</b>													
<ul style="list-style-type: none"> <li>• Range of clubs</li> <li>• PE Curriculum</li> <li>• Moral Instruction</li> <li>• Campus Security</li> <li>• Overall quality of education</li> </ul>	<ul style="list-style-type: none"> <li>• Facility restoration</li> <li>• Teacher investment</li> <li>• More club opportunities for K-5</li> <li>• More club opportunities for 6-8</li> <li>• More flex space: PE, playground, garden etc...</li> <li>• Prioritize Campus aesthetics</li> <li>• Parking and Aecessibility</li> </ul>	<b>Summary of Priorities</b>												
		<ul style="list-style-type: none"> <li>• Facility updates</li> <li>• Teacher Investment</li> <li>• Increase in flex space</li> <li>• Club opportunities (K-5)</li> <li>• Club Opportunities (6-8)</li> <li>• Prioritize Campus aesthetics</li> <li>• Parking and Aecessibility</li> </ul>												

## 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:**

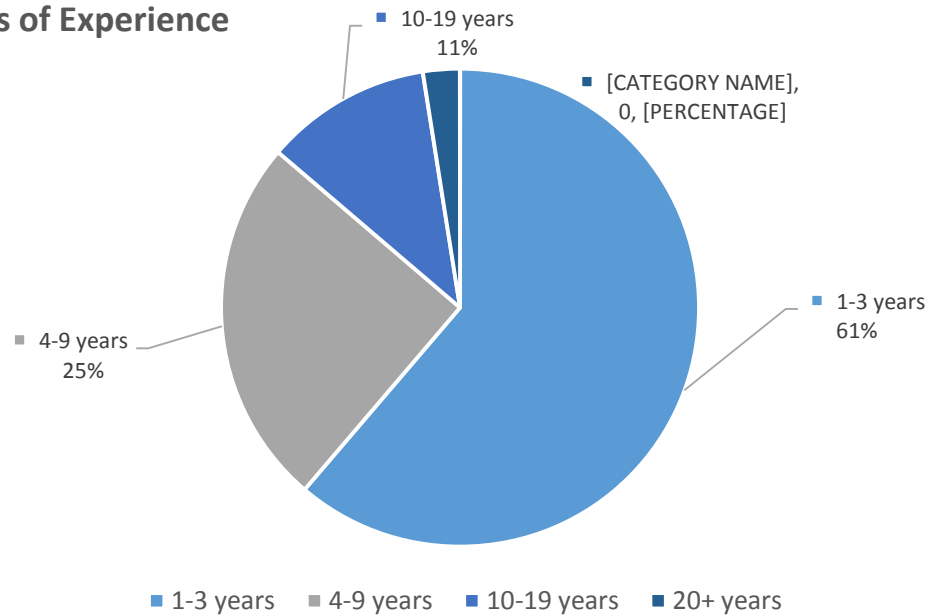
Teachers: **55**  
 Teacher Apprentices: **18**  
 Staff: **10**

**GHNO faculty qualifications:**

All teachers are **highly qualified**.

**GHNO faculty years of experience:**

**Years of Experience**



*\*Student needs are assessed upon entry and they are matched with teachers who possess the*

	<i>appropriate experience and training.</i>
<b>2016-2017 to 2017-2018 Faculty Retention Rate:</b>	<p><b>86%</b> 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>
<b>Teacher/Mentor Program:</b>	<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>
<b>Professional development at campus level:</b>	<p>Spalding training, Singapore training, cooperative learning seminars, lesson planning workshops, writing Workshops</p>
<b>Professional development at Great Hearts Texas level:</b>	<p><b><u>Great Hearts Summer Institute:</u></b>  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><b><u>Ad Fiendum:</u></b>  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><b><u>New Faculty Orientation:</u></b></p>

Every summer, all new hires are required to attend a week-long conference, conducted by Great Hearts' Senior leadership, designed to introduce these new members of our community to Great Hearts' philosophical and pedagogical distinctives. The teachers will participate in at least two full seminars on important educational texts and hear lectures on our History, our Philosophy, and our Loves.

**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->

	<a href="#">partnership</a>	
Summary of Strengths	Summary of Needs	Summary of Priorities
<ul style="list-style-type: none"> <li>• Faculty unity</li> <li>• Faculty adherence to policies and procedures</li> <li>• Faculty tutoring</li> <li>• Grasp of TEKS requirements</li> <li>• 5. Presence on Campus and extra-curricular events.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent communication with parents</li> <li>• Knowledge of all legal requirements</li> <li>• Faculty need to improve in Socratic pedagogy</li> <li>• Knowledge of coordinating writing curriculum</li> <li>• Implementation of Texas History in 4th Grade</li> <li>• Local Professional Development opportunities</li> <li>• 10. Increase our mastery of Socratic pedagogy.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase the rigor of instruction in the Music Curriculum</li> <li>• Hire more teachers who can coach sports.</li> <li>• Increase mastery of Socratic pedagogy.</li> </ul>



## 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**

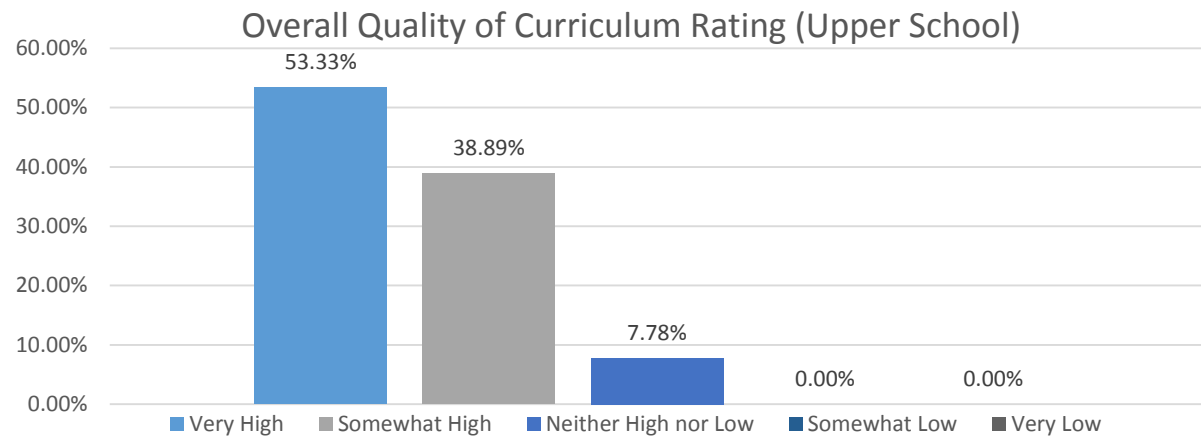
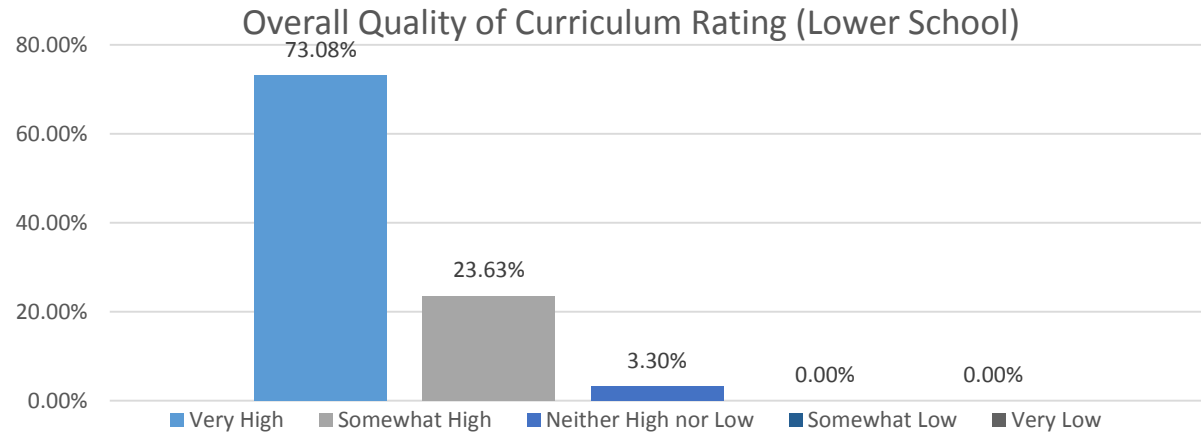
Key content areas have been identified for the school and teachers to adapt and augment the existing Great Hearts curriculum in order to meet Texas curricular requirements. TEKS are identified, curriculum adapted to meet the TEKS, and then implemented in the classroom. The content areas include English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

	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
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*	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
	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.

**Quality of Curriculum**



<p><b>Second Language Acquisition Program</b></p>	<p>Great Hearts Northern Oaks offers Bilingual/English as a Second Language (“ESL”) services at all appropriate grade levels for English language learners who are limited in their English proficiency. The program is designed to assist students identified as having limited English proficiency with development in language – listening, speaking, reading and writing. The goal of the ESL program is to provide additional English language assistance to students, enabling them to become academically successful in all classes. Students are assessed with state-approved Oral Language Proficiency and Norm-Referenced Tests to qualify for placement in the program. If test results indicate either limited oral or limited cognitive academic English ability, the student (with parent approval) is provided additional English language support.</p> <p>In addition to an active ESL program, all K-4<sup>th</sup> grade students are taught Spanish on a daily basis. Beginning Latin is taught daily to 5<sup>th</sup> grade students.</p>
<p><b>Fine Arts Program</b></p>	<p>The school has included art, music, and/or theatre TEKS in core content courses. Music, studio art, poetry and drama are offered throughout K-5<sup>th</sup> grade. <b>The</b> school provides learners who are enrolled in fine arts classes (or receive fine arts instruction) opportunities to perform in, actively participate in, or display their work in a fine arts related production or exhibition.</p>
<p><b>Academic Interventions</b></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"> <li>Grades K-1: 1 time per week per subject area (math and reading/writing)</li> <li>Grades 2-6: 2 times per week per subject area (math and reading/writing)</li> <li>Grade 7: 3 times per week in math*, 1 time per week in reading/writing</li> </ul> <p><i>* Because of the Algebra I EOC test requirement, 7<sup>th</sup> 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>

	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.	
<b>Student Performance Assessments</b>	<p><b>Grade Evaluation:</b> 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><b>Deficiency Notices:</b> 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><b>Reports:</b> 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><b>Conferences:</b> 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>	
<b>Summary of Strengths</b>	<b>Summary of Needs</b>	<b>Summary of Priorities</b>
<ul style="list-style-type: none"> <li>• Quality of written evaluations</li> <li>• Fine Arts Curriculum</li> <li>• Indicators for intervention</li> <li>• TEK implementation in curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Quicker ID of struggling students</li> <li>• Quicker ID of 504</li> <li>• Quicker reception of data</li> <li>• More consistent application of 504 and SPED accommodations</li> </ul>	<ul style="list-style-type: none"> <li>• Increased SPED support</li> <li>• Increased training for RTI process</li> </ul>

<ul style="list-style-type: none"> <li>Teacher mastery of TEKS</li> <li>Teacher mastery of TEKS</li> </ul>		
--	--	--

<b>FAMILY &amp; COMMUNITY INVOLVEMENT</b>		
<b>Data Sources Reviewed:</b> 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.		
<b>Events and resources for school community:</b>	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.	
<b>Annual Community Events:</b>	Fiestaval, Fine Arts Night, athletics, music concerts, Meet the Teacher night, open house, curriculum nights.	
<b>School community partnerships to support students:</b>	<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>	
<b>Communication with non-English speaking families:</b>	The majority of non-English speaking families speak Spanish; GHNO’s ESL coordinator communicates with these families.	
<b>Summary of Strengths</b>	<b>Summary of Needs</b>	<b>Summary of Priorities</b>

<ol style="list-style-type: none"> <li>1. Social Media presence</li> <li>2. Relationship building through events</li> <li>3. PSO member outreach</li> <li>4. Teacher outreach</li> <li>5. Large-scale fundraising strategy</li> <li>6. Room parents activity</li> </ol>	<ol style="list-style-type: none"> <li>1. Further involve upper school families</li> </ol> <p>More education of families in classical culture</p>	<ol style="list-style-type: none"> <li>1. Upper school involvement</li> <li>2. Involve fathers more</li> <li>3. Involve athletics more</li> </ol>
---	---	---

<h2 style="text-align: left; margin: 0;">SCHOOL CONTEXT &amp; ORGANIZATION</h2>									
<p><b>Data Sources Reviewed:</b> Performance Review Survey, Campus Leadership Meetings, Faculty Meetings, Parent Satisfaction Survey</p>									
<p><b>Net Promoter Score: “How likely is it that you would recommend this school for the child of a friend?”</b></p>	<div style="text-align: center;"> <h3>Net Promoter Score</h3> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Promoter</td> <td>59%</td> </tr> <tr> <td>Passive</td> <td>23.00%</td> </tr> <tr> <td>Detractor</td> <td>18.00%</td> </tr> </tbody> </table> </div>	Category	Percentage	Promoter	59%	Passive	23.00%	Detractor	18.00%
Category	Percentage								
Promoter	59%								
Passive	23.00%								
Detractor	18.00%								
<p><b>Parent and community feedback in relation to school policies, procedures and decisions:</b></p>	<p>All data from appropriate meetings, committees and surveys is reviewed by the leadership team and members are incorporated into decisions going forward.</p>								

<b>Staff &amp; Faculty Feedback Opportunities:</b>	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.	
<b>Summary of Strengths</b>	<b>Summary of Needs</b>	<b>Summary of Priorities</b>
<ul style="list-style-type: none"> <li>• Overall quality of school</li> <li>• Timeliness in compliance requests</li> <li>• Accessibility of data</li> <li>• Quality of compliance teams (k-5)</li> <li>• Quality of Compliance Teams (6-8)</li> </ul>	<ul style="list-style-type: none"> <li>• Make clear our counseling opportunities</li> <li>• Compliance support (k-5)</li> <li>• Compliance clarity(k-5)</li> <li>• Guidance with dropout prevention</li> <li>• Compliance support (6-8)</li> <li>• Compliance clarity(6-8)</li> </ul>	<ul style="list-style-type: none"> <li>• Make our counseling opportunities clear</li> <li>• Generate more dropout prevention strategies</li> <li>• Improve understanding of compliance</li> <li>• Obtain compliance support</li> <li>• Obtain dropout prevention guidance</li> </ul>

<b>TECHNOLOGY</b>	
<b>Data Sources Reviewed:</b> 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.	
<b>Technology available to students:</b>	Chromebooks for MAP benchmarks and SPED interventions
<b>Technology available for faculty use in the classroom:</b>	Computers, LCD projectors, Doc Cams
<b>Technology and the classroom:</b>	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	
<b>Technology utilized to support curriculum, instruction, and assessment integration and implementation:</b>	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.	
<b>Summary of Strengths</b>	<b>Summary of Needs</b>	<b>Summary of Priorities</b>
<ol style="list-style-type: none"> <li>1. MAP-math</li> <li>2. MAP-English</li> <li>3. Administration of MAP</li> <li>4. Use of DOC Cam</li> <li>5. Use of subscriptions to electronic educational resources</li> </ol>	<ol style="list-style-type: none"> <li>1. Greater bandwidth</li> <li>2. Building design poses problems for expanding current technology</li> <li>3. Need Power School Gradebook to work</li> <li>4. Projectors and DocCams in every classroom</li> <li>5. CONSISTENT I.T. Support</li> </ol>	<ol style="list-style-type: none"> <li>1. Projectors and doc cams in evry classroom</li> <li>2. Powerschool to be functional 100% of the time</li> <li>3. Greater bandwidth</li> <li>4. R Drive to be functional 100% of the time</li> </ol>

## 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.

<b>Goal #1:</b> Great Hearts Northern Oaks will continuously improve achievement in state testing.						
<b>Objective 1.1:</b> By May 2018, 85% of students will pass the STAAR.						
<b>Objective 1.2:</b> By May 2018, 4 <sup>th</sup> grade reading and 6 <sup>th</sup> & 7 <sup>th</sup> grade math will increase						
<b>Summative Evaluation:</b>						
<b>Strategies &amp; Action Steps</b>	<b>Title 1, Part A Targeted Assistance Components (Code by #1-10)</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evidence of Implementation/Evidence of Impact</b>	<b>Formative Evaluation</b>
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.

<b>Goal #2:</b> Great Hearts Northern Oaks will continuously improve family involvement in the school.						
<b>Objective 2.1:</b> By May 2018, school communications' open rate will increase by 10%.						
<b>Objective 2.2:</b> By May 2018, there will be a 5% increase in active PSO members.						
<b>Summative Evaluation:</b>						
<b>Strategies &amp; Action Steps</b>	<b>Title 1, Part A Targeted Assistance Components (Code by #1-10)</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evidence of Implementation/ Evidence of Impact</b>	<b>Formative Evaluation</b>
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.						
--	--	--	--	--	--	--

<b>Goal #4:</b> 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.						
<b>Objective 4.1:</b> Great Hearts Northern Oaks will provide extracurricular opportunities aimed at improving the health and fitness of its students.						
<b>Objective 4.2:</b> Great Hearts Northern Oaks will promote a healthy atmosphere and better eating habits during the lunch period.						
<b>Summative Evaluation:</b>						
<b>Strategies &amp; Action Steps</b>	<b>Title 1, Part A Targeted Assistance Components (Code by #1-10)</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evidence of Implementation/ Evidence of Impact</b>	<b>Formative Evaluation</b>
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.



<b>Goal #5:</b> Great Hearts Northern Oaks will continue to increase its student attendance rate during the 2016-2017 school year.						
<b>Objective 5.1:</b> Great Hearts Northern Oaks will increase its attendance rate to 98% by May 2018.						
<b>Summative Evaluation:</b>						
<b>Strategies &amp; Action Steps</b>	<b>Title 1, Part A Targeted Assistance Components (Code by #1-10)</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evidence of Implementation/ Evidence of Impact</b>	<b>Formative Evaluation</b>
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

<b>Goal #6:</b> Great Hearts Northern Oaks will continuously improve the quality of their faculty and their effect of student development.						
<b>Objective 6.1:</b> By May 2018, there will be a 10% increase in faculty participation in professional development opportunities offered by Great Hearts Academies.						
<b>Summative Evaluation:</b>						
<b>Strategies &amp; Action Steps</b>	<b>Title 1, Part A Targeted Assistance Components (Code by #1-10)</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evidence of Implementation/ Evidence of Impact</b>	<b>Formative Evaluation</b>
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 implement the use of these assessments in	5, 6	Teacher, Administration	Ongoing		Sign-in sheets, teacher roster	Increased STAAR scores.

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