

Great Hearts Texas
Great Hearts Arlington
2024-2025 Campus Improvement Plan



Mission Statement

The mission of Great Hearts Arlington is to educate students for the lifelong pursuit of truth, goodness, and beauty.

Vision

The Great Hearts Arlington 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.

Value Statement

Great Hearts Arlington 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 28 or less in grades 6-12 and of 32 or less in grades K-5 (with an Apprentice Teacher and 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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Since the opening of Great Hearts Arlington in SY 2021-2022, student enrollment at GHAR has grown from an enrollment of 647 students to 969, in SY 2023-2024.

Year (Oct.)	Total Enrolled (Oct.)	Growth	Growth %
21-22	647	-	-
22-23	834	187	22.4%
23-24	969	135	13.9%

Our Students

An Increasingly Diverse Community

As our school student population is diverse. In SY 2023-2024, the school served a student population that was 28.28% Hispanic, 35.71% White, 8.98% Asian, 21.67% African American, and 5.16% of two or more ethnicities.

Year (Oct.)	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Two or More Races	Native Hawaiian or Pacific Islander	White
21-22	0.15%	7.42%	21.33%	30.60%	6.80%	0.00%	33.69%
22-23	0.24%	7.55%	21.46%	30.10%	4.44%	0.12%	36.09%
23-24	0.10%	8.98%	21.67%	28.28%	5.16%	0.10%	35.71%

Fall (Snapshot) PEIMS Historical Comparison for All Years

Enrollment	21-22	22-23	23-24
Kindergarten	22.10%	13.31%	12.80%
Grade 1	13.60%	16.43%	12.49%
Grade 2	12.83%	12.47%	14.96%
Grade 3	14.06%	11.15%	11.87%
Grade 4	10.05%	11.39%	9.18%
Grade 5	12.06%	10.91%	10.01%
Grade 6	8.35%	9.23%	8.67%
Grade 7	6.96%	8.87%	8.26%
Grade 8	-	6.24%	6.50%
Grade 9	-	-	5.26%
Total #	647	834	969
Asian	7.42%	7.55%	8.98%
Black African American	21.33%	21.46%	21.67%
Hispanic Latino	30.60%	30.10%	28.28%
Native Hawaiian Pacific Islander	0.00%	0.12%	0.10%
White	33.69%	36.09%	35.71%
Two or More	6.80%	4.44%	5.16%
American Indian-Alaskan Native	0.15%	0.24%	0.10%
Total #	647	834	969

Special Populations

In addition to racial diversification, GHA has an increasing At Risk population of 45.30%.

Fall (Snapshot) PEIMS Historical Comparison for All Years			
Enrollment	21-22	22-23	23-24
At Risk	16.07%	29.26%	45.30%
Special Education	8.04%	83.00%	7.84%
Preschool Program for Children With Disabilities	0.93%	0.60%	0.31%
Regional Day School Program for the Deaf - 0	0.00%	6.95%	7.84%
Migrant	0.00%	0.00%	0.00%
Immigrant	0.93%	0.48%	0.00%
LEP/EL	14.53%	17.39%	18.27%
Economic Disadvantage - Free Meals	36.17%	43.05%	44.27%
Economic Disadvantage -Reduced Meals	3.71%	8.63%	8.36%
Homeless	0.00%	0.00%	0.00%

The percentage of economically disadvantaged student population grew from 39.88% to 52.63%, though, historically, no homeless students have enrolled in GHA. While Hispanics comprise 28.28% of the overall student population, they disproportionately represent 30.98% of the entire at-risk population.

At Risk	# of Students	% of At-Risk Population	% Enrolled
Asian	41	9.34%	4.23%
Black African American	94	21.41%	9.70%
Hispanic Latino	136	30.98%	14.04%
American Indian-Alaskan Native	1	0.23%	0.10%
Native Hawaiian Pacific Islander	0	0.00%	0.00%
Two or More	18	4.10%	1.86%
White	149	33.94%	15.38%
Total	439	100.00%	45.30%

Student Support Services

The percentage of students receiving special education services is 7.84% with 18.27% receiving ESL services.

SPED Participation	# of Students	% of At-Risk Population	% Enrolled
Asian	2	0.46%	0.21%
Black African American	27	6.15%	2.79%
Hispanic Latino	27	6.15%	2.79%
American Indian-Alaskan Native	0	0.00%	0.00%
Native Hawaiian Pacific Islander	0	0.00%	0.00%
Two or More	6	1.37%	0.62%
White	14	3.19%	1.44%
Total	76	17.31%	7.84%

ESL Participation	# of Students	% of At-Risk Population	% Enrolled
Asian	31	7.06%	3.20%
Black African American	26	5.92%	2.68%
Hispanic Latino	53	12.07%	5.47%
American Indian-Alaskan Native	0	0.00%	0.00%
Native Hawaiian Pacific Islander	0	0.00%	0.00%
Two or More	7	1.59%	0.72%
White	60	13.67%	6.19%
Total	177	40.32%	18.27%

Demographics Strengths

1. Strong community and parent support and engagement.
2. Robust waitlists indicate substantial and sustained interest in Great Hearts Arlington.
3. Great Hearts Arlington serves a growing number of economically disadvantaged students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): GH Arlington needs to enhance our instructional intervention support systems for students with learning gaps in order to close learning gaps more quickly. **Root Cause:** A growing number of at-risk and economically disadvantaged students from a wide range of educational and economic backgrounds are enrolling in GH Arlington. Many of these children enter our school with significant learning gaps and unique educational needs. Since the curriculum at GH Arlington is rigorous, we must have intervention pathways to support these students in academic growth.

Problem Statement 2: GHA needs to continue to build out its campus-wide planning processes to ensure smooth scaling. **Root Cause:** GHA is committed to providing as many students as we can with a classical education.

Problem Statement 3 (Prioritized): GHA needs to design programs to educate parents about the vision of classical education. **Root Cause:** Expansion into markets with wider demographics has brought different levels of parent familiarity with classical education. Parents express goodwill for the fruits of classical education -- high behavioral standards, academic rigor -- but often do not understand the Socratic pedagogy. Parent instructional programs would support established schools and be vital for helping root our new schools.

Problem Statement 4: GHA is seeing an increase in the number of students manifesting social, emotional, and/or behavioral stresses. **Root Cause:** The COVID pandemic created long lasting stressors for students. While the pandemic introduced unexpected stressors for everyone, each child's experience through the pandemic was different. For some students, the underlying social or emotional challenges associated with the pandemic resulted in patterns of behavior that they did not express prior to the pandemic.

Student Learning

Student Learning Summary

In SY 2019-2020, campuses did not administer STAAR due to the COVID-19 pandemic. All districts and schools received a 2020 accountability rating of "Not Rated." 2021 Spring STAAR data indicate that "COVID slide" was real. The pandemic resulted in some learning gaps irrespective of subject. But in SY 2021-2022, GHARL earned a C (72) accountability rating, and our campus demonstrated that we are recovering quickly from the "COVID slide."

STAAR Performance	Reading			Mathematics			Science			Social Studies		
	2021	2022	2023	2021	2022	2023	2021	2022	2023	2024	2022	2023
Approaches	NA	75%	83%	NA	73%	76%	NA	59%	62%	NA	NA	72%
Meets GL or Above	NA	47%	58%	NA	38%	42%	NA	21%	28%	NA	NA	47%
Masters GL	NA	26%	24%	NA	15%	15%	NA	6%	4%	NA	NA	21%

2024 February STAAR Interim Predicted Performance					
	Math	RLA	Science	Social Studies	All Subjects
GREAT HEARTS ARLINGTON LOWER					
Predicted to be Did Not Meet Grade Level	57%	35%	73%		49%
Predicted to be Approaches Grade Level	43%	65%	27%		51%
Predicted to be Meets Grade Level	29%	52%	10%		36%
Predicted to be Masters Grade Level	11%	28%	8%		18%
GREAT HEARTS ARLINGTON UPPER					
Predicted to be Did Not Meet Grade Level	31%	15%	32%	31%	25%
Predicted to be Approaches Grade Level	69%	85%	68%	69%	75%
Predicted to be Meets Grade Level	51%	74%	45%	48%	59%
Predicted to be Masters Grade Level	30%	56%	13%	31%	37%

Student Learning Strengths

1. Overall reading achievement

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): GH Arlington needs to enhance our instructional intervention support systems for students with learning gaps in order to close learning gaps more quickly. **Root Cause:** A growing number of at-risk and economically disadvantaged students from a wide range of educational and economic backgrounds are enrolling in GH Arlington. Many of these children enter our school with significant learning gaps and unique educational needs. Since the curriculum at GH Arlington is rigorous, we must have intervention pathways to support these students in academic growth.

Problem Statement 2 (Prioritized): We need to retain higher percentages of our best faculty and develop our faculty pipeline. **Root Cause:** GH Arlington is scaling quickly. At the same time, our school regularly encounters 10-20% faculty attrition each year.

Problem Statement 3: GHA is seeing an increase in the number of students manifesting social, emotional, and/or behavioral stresses. **Root Cause:** The COVID pandemic created long lasting stressors for students. While the pandemic introduced unexpected stressors for everyone, each child's experience through the pandemic was different. For some students, the underlying social or emotional challenges associated with the pandemic resulted in patterns of behavior that they did not express prior to the pandemic.

Problem Statement 4: GHA needs to identify qualified veteran teachers to support newer faculty and to provide trainings to faculty in discipline-specific programs. **Root Cause:** With organizational growth comes the risk of misalignment at the local campus level to GHTX core commitments, including our educational philosophy, instructional quality, and curriculum. To maintain alignment in educational philosophy, instructional quality, and curriculum, veteran teachers should support newer faculty.

School Processes & Programs

School Processes & Programs Summary

Curriculum

Our core curriculum is a robust liberal arts education that introduces students to the tools of critical inquiry essential to each discipline and every walk of life. The Great Books curriculum emphasizes the fundamentals of the arts, sciences, and humanities as students are in conversation with many of the most challenging, influential texts in the Western canon. This academic approach prepares college-bound students for the rigors of higher education as well as agreeing with Plato, that the highest goal of education is to become good, intellectually and morally.

Owing to our deliberate Great Books curriculum and dedication to Socratic seminar, we offer no AP classes or electives; instead, all students take a common sequence of honors level classes. The core curriculum is four years of college-prep math, four years of laboratory science, four years of Humane Letters (a multi-credit class) that includes four years of literature/philosophy and four years of social science. Students also enroll in four years of full immersion foreign language, and fine arts. In high school, GHTX students pursue the Foundation High School Diploma type with a Distinguished Level of Achievement and the following endorsements: Multi-Disciplinary Studies Endorsement, STEM Endorsement and Arts & Humanities Endorsement. Graduates take the five state-required end-of-course exams in English I, English II, Algebra I, Biology, and US History. Each graduate completes a capstone project known as the Senior Thesis. The Senior Thesis is the culmination of the student's years at the academy. It is a year-long project completed in addition to the normal course load. The student, under the supervision of a faculty advisor, explores a scholarly question of his/her choice through the close reading of one to two works from the Western Intellectual Tradition. The final project illustrates a deep understanding of the topic through a 15-20 page paper and a thesis defense, a public presentation and oral examination with a faculty panel. Students receive 0.5 credit for successfully completing their thesis and defense.

	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
English	Phonics, Spelling, & Vocabulary						Literature & Composition			Humane Letters: American Tradition*	Humane Letters: Modern Europe*	Humane Letters: Ancient Greece	Humane Letters: Rome to Modernity
	Reading & Literature												
	Grammar & Composition												
History and Geography	Core Knowledge History & Geography						World History	Texas History Medieval History	Intro to American History				
Math	Singapore Math						Fundamentals of Mathematics	Pre-Algebra	Algebra I	Geometry	Algebra II / Trigonometry	Calculus I	Calculus II
Science	Core Knowledge Science						Life Science	Physical Science	Earth Science	Biology	Chemistry	Physics I	Physics II
Foreign Language	Spanish, French, or Latin						Latin I	Latin II	Latin III	Latin IV	Latin V	Greek I	Greek II
										Mod. Lang I	Mod. Lang II	Mod. Lang III	Mod Lang. IV
Fine Arts	Art, Music Theory and Performance						Music and Studio Art			Music		Studio Art & Drama	
Athletics	Physical Education						Physical Education			Physical Education**			
							Competitive Athletics			Competitive Athletics**			
Other											Economics		Senior Thesis

* Grade 9 Humane Letters includes credit for English I, US History (1877–Present), and US Government. Grade 10 Humane Letters includes credit for English II and World Geography.

** Physical Education in 9th grade includes credit for Foundations of Personal Fitness and Team Sports. Competitive athletics are offered only as extracurricular activities.

Instructional Programs

GHA intervention and learning support systems include, but are not limited to, the following services: Math Intervention, Reading Intervention, Dyslexia supports, ELL supports, MTSS/RtI student plans, credit recovery programs. GHA has extensive curricular programs for all students. Beginning in kindergarten, students annually are assessed in reading and math using universal screening methods that allow teachers and campuses to best meet the needs of all students. GHA uses a range of assessments tools, including DIBELS, MAP, mClass, P-STAAR. 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.

Second Language Acquisition Program

Great Hearts Arlington offers 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. In addition to an active ESL program, all students in grade K-5 are taught either Latin or Spanish on an every-other-day basis, and Latin is taught daily to grades 6-8. In 9th grade, either a Latin & Greek language track or modern language (usually Spanish and/or French) track is chosen and then completed by high school students.

Academic Interventions

Students qualifying for Academic Interventions are determined according to three criteria: DIBELS scores, MAP scores, P-STAAR scores, and ordinary academic performance per teacher recommendation. Interventions normally last between 30-40 minutes and occur 1-3 times per week per subject area (math and reading/writing). 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. Per House Bill 4545, the school will provide 30 additional hours of accelerated instruction to each student who fails to perform satisfactorily on a STAAR test or EOC assessment in grades 3-12. The accelerated instruction may require the student’s participation before or after normal school hours, or at a time of the year outside normal school operations.

Teachers use Sirius Education Solutions as the AI curriculum, as well as any other TEKS aligned resources provided by TEA and the district.

Fine Arts Programs

The campus curriculum includes art, music, and/or drama in core content courses from grades K-12. Students regularly memorize and recite poetry in literature class. The 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 such as: fine arts after-school activities or learner clubs, such as drama club, photography club, yearbook, and folk music.

Professional Development

GHA has numerous professional development (PD) programs for faculty and leadership. The goal of GHA PD is to create an environment where personal flourishing is possible in a way that contributes to faculty satisfaction, including career advancement and longevity. Faculty engage in PD opportunities at the campus and district levels and have an assortment of PD opportunities outside the network through partnerships cultivated by the Great Hearts America continuing education team. GHA PD programs focus on three faculty development pillars—Philosophical (Liberal Arts and the Tradition), Material (Content and Curriculum), and Pedagogical-Practical (Principles of Teaching).

Extracurriculars

We believe that students are happier and more successful at the academy if they are involved in one or more extracurricular activities. The creative and/or physical outlet provided by such participation promotes a well-balanced life. Extracurricular participation also builds teamwork and school spirit among the community of learners. There is a range of supervised activities at each of our academies, and we encourage parents to work closely with administration to support superb extracurricular offerings for our young people.

School Processes & Programs Strengths

School Culture and Climate

1. Quality leadership of schools
2. Parents satisfied with facilities at purpose-built campuses
3. Parents generally satisfied with quality of teachers
4. Parents highly satisfied with quality of education
5. High confidence in personal safety on campus

Staff Quality, Recruitment and Retention

1. Robust, dynamic, and growing network of “target schools” at which programs and faculty have been identified from which GH is likely to draw high-quality, mission-aligned faculty candidates
2. One centralized, in-house recruitment team whose members have come almost exclusively from GH classrooms, allowing for exact alignment in organizational needs and the candidates the team selects and advances
3. The talent team sets (and has not failed to meet) an annual goal of at least 7 candidates per hire, to ensure our headmasters a level of selectivity when they are staffing their classrooms

Curriculum, Instruction, and Assessment

1. Continuous, in-depth student evaluations
2. Well-developed classical curriculum
3. Strong alignment of classical curriculum with TEKS

School Context and Organization

1. High overall school ratings per school report cards
2. Parent satisfaction high per New Parent Survey scores
3. Multiple opportunities for faculty, staff, and parents to interact

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): GH Arlington needs to enhance our instructional intervention support systems for students with learning gaps in order to close learning gaps more quickly. **Root Cause:** A growing number of at-risk and economically disadvantaged students from a wide range of educational and economic backgrounds are enrolling in GH Arlington. Many of these children enter our school with significant learning gaps and unique educational needs. Since the curriculum at GH Arlington is rigorous, we must have intervention pathways to support these students in academic growth.

Problem Statement 2 (Prioritized): GHA needs to design programs to educate parents about the vision of classical education. **Root Cause:** Expansion into markets with wider demographics has brought different levels of parent familiarity with classical education. Parents express goodwill for the fruits of classical education -- high behavioral standards, academic rigor -- but often do not understand the Socratic pedagogy. Parent instructional programs would support established schools and be vital for helping root our new schools.

Problem Statement 3: GHA is seeing an increase in the number of students manifesting social, emotional, and/or behavioral stresses. **Root Cause:** The COVID pandemic created long lasting stressors for students. While the pandemic introduced unexpected stressors for everyone, each child's experience through the pandemic was different. For some students, the underlying social or emotional challenges associated with the pandemic resulted in patterns of behavior that they did not express prior to the pandemic.

Problem Statement 4 (Prioritized): We need to retain higher percentages of our best faculty and develop our faculty pipeline. **Root Cause:** GH Arlington is scaling quickly. At the same time, our school regularly encounters 10-20% faculty attrition each year.

Problem Statement 5: GHA needs to identify qualified veteran teachers to support newer faculty and to provide trainings to faculty in discipline-specific programs. **Root Cause:** With organizational growth comes the risk of misalignment at the local campus level to GHTX core commitments, including our educational philosophy, instructional quality, and curriculum. To maintain alignment in educational philosophy, instructional quality, and curriculum, veteran teachers should support newer faculty.

Perceptions

Perceptions Summary

GH Arlington is committed to partnering with the parent community. At the academy, an Academy Advisory Committee comprised of family and community members, convenes quarterly to advise the Headmaster and leadership team about matters of campus life and culture. The district sends annual pulse surveys to gauge parent opinion, and the academy employs a Director of Academy Giving, whose job is to cultivate relationships with the family community. The school communicates to stakeholders through social media and electronic communication tools, which also provide opportunities for parents to provide feedback.

Perceptions Strengths

1. Our families want to have their children at our school.
2. Our families are involved or willing to become involved in the day-to-day necessities of our school.
3. Our families trust our school to educate their children well.
4. Our families have opportunities to build relationships through campus events and initiatives.
5. Our families appreciate our robust Social Media Presence.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): GHA needs to design programs to educate parents about the vision of classical education. **Root Cause:** Expansion into markets with wider demographics has brought different levels of parent familiarity with classical education. Parents express goodwill for the fruits of classical education -- high behavioral standards, academic rigor -- but often do not understand the Socratic pedagogy. Parent instructional programs would support established schools and be vital for helping root our new schools.

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Priority Problem Statements

Problem Statement 1: GH Arlington needs to enhance our instructional intervention support systems for students with learning gaps in order to close learning gaps more quickly.

Root Cause 1: A growing number of at-risk and economically disadvantaged students from a wide range of educational and economic backgrounds are enrolling in GH Arlington. Many of these children enter our school with significant learning gaps and unique educational needs. Since the curriculum at GH Arlington is rigorous, we must have intervention pathways to support these students in academic growth.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 2: GHA needs to design programs to educate parents about the vision of classical education.

Root Cause 2: Expansion into markets with wider demographics has brought different levels of parent familiarity with classical education. Parents express goodwill for the fruits of classical education -- high behavioral standards, academic rigor -- but often do not understand the Socratic pedagogy. Parent instructional programs would support established schools and be vital for helping root our new schools.

Problem Statement 2 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 3: We need to retain higher percentages of our best faculty and develop our faculty pipeline.

Root Cause 3: GH Arlington is scaling quickly. At the same time, our school regularly encounters 10-20% faculty attrition each year.

Problem Statement 3 Areas: Student Learning - School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- SAT and/or ACT assessment data
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Goal 1: Students experience grade-level achievement and year-over-year improved academic growth in math.





Performance Objective 1: 44% of GHA Lower students taking the STAAR math test will achieve Meets, and 70% of GHA Lower students take a STAAR math test will achieve Approaches.

49% of GHA Upper students taking the STAAR math test will achieve Meets, and 90% of GHA Upper students taking a STAAR math test will achieve Approaches.

Evaluation Data Sources: 2024 STAAR Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Students indicated as needing Accelerated Instruction, will receive 60-120 minutes of small group intervention each week.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement on the math STAAR</p> <p>Staff Responsible for Monitoring: Dean of Intervention</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students indicated as At Risk through the MAP test in 2nd and 3rd grade will receive 60-120 minutes of small group intervention each week.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement on the math STAAR</p> <p>Staff Responsible for Monitoring: Dean of Intervention</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Students in K-1 who have been identified as At Risk through academic assessments and observations will receive push in support for 60-120 minutes each week.</p> <p>Strategy's Expected Result/Impact: A strong foundation in mathematical skills.</p> <p>Staff Responsible for Monitoring: Dean of Intervention</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Campus will hire interventionist personnel to support small group instruction. Strategy's Expected Result/Impact: Increase in student achievement on the math STAAR Staff Responsible for Monitoring: Headmaster Funding Sources: Funds - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Campus will implement a new fact fluency program to support computation skills in grades K-5. Strategy's Expected Result/Impact: Increase in student achievement on the math STAAR Staff Responsible for Monitoring: Instructional Coaches	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Campus will utilize a TEKs aligned curriculum for tier 1 instruction during lyceum to address academic deficits as indicated by previous STAAR results. Strategy's Expected Result/Impact: Increase in student achievement on the math STAAR Staff Responsible for Monitoring: Dean of Intervention	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Campus will hold data review meetings following benchmark assessments to analyze trends and adjust scope and sequence to reteach material. Strategy's Expected Result/Impact: Increase in student achievement on the math STAAR Staff Responsible for Monitoring: Dean of Intervention	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Campus will utilize Title 1 funds to supplement our curricular programs and provide hands on learning and deeper curricular understanding and access to the external community through off campus educational opportunities. Strategy's Expected Result/Impact: Deeper understanding of the core curriculum and hands on learning. Staff Responsible for Monitoring: Academic Leadership and Director of Campus Operations Funding Sources: Funds - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
<p>Strategy 9: Campus will purchase professional development texts for teachers to support effective pedagogical practices.</p> <p>Strategy's Expected Result/Impact: Student growth and achievement on standardized tests.</p> <p>Staff Responsible for Monitoring: Campus Leadership</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Campus will utilize a TEKS aligned online program during Lyceum for targeted growth.</p> <p>Strategy's Expected Result/Impact: Student growth and achievement on standardized tests.</p> <p>Staff Responsible for Monitoring: Leadership and Intervention Team</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Students experience grade-level achievement and year-over-year improved academic growth in math.





Performance Objective 2: 63% of eligible GHA Lower students will hit their STAAR progress measure in math.

75% of eligible GHA Upper students will hit their STAAR progress measure in math.

Evaluation Data Sources: 2024 STAAR Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Students indicated as needing Accelerated Instruction, will receive 60-120 minutes of small group intervention each week.</p> <p>Strategy's Expected Result/Impact: Increase in student progress measures on the math STAAR</p> <p>Staff Responsible for Monitoring: Dean of Intervention</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students indicated as At Risk through the MAP test in 2nd and 3rd grade will receive 60-120 minutes of small group intervention each week.</p> <p>Strategy's Expected Result/Impact: Increase in student progress measures on the math STAAR</p> <p>Staff Responsible for Monitoring: Dean of Intervention</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Students in K-1 who have been identified as At Risk through academic assessments and observations will receive push in support for 60-120 minutes each week.</p> <p>Strategy's Expected Result/Impact: A strong foundation in mathematical skills.</p> <p>Staff Responsible for Monitoring: Dean of Intervention</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Campus will hire interventionist personnel to support small group instruction.</p> <p>Strategy's Expected Result/Impact: Increase in student progress on the math STAAR</p> <p>Staff Responsible for Monitoring: Headmaster</p> <p>Funding Sources: Funds - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 5 Details	Reviews			
Strategy 5: Campus will implement a new fact fluency program to support computation skills in grades K-5. Strategy's Expected Result/Impact: Increase in student progress on the math STAAR Staff Responsible for Monitoring: Instructional Coaches	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Campus will utilize a TEKS aligned curriculum for tier 1 instruction during lyceum to address academic deficits as indicated by previous STAAR results. Strategy's Expected Result/Impact: Increase in student progress on the math STAAR Staff Responsible for Monitoring: Dean of Intervention	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Campus will hold data review meetings following benchmark assessments to analyze trends and adjust scope and sequence to reteach material. Strategy's Expected Result/Impact: Increase in student progress on the math STAAR Staff Responsible for Monitoring: Dean of Intervention	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Campus will utilize Title 1 funds to supplement our curricular programs and provide hands on learning and deeper curricular understanding and access to the external community through off campus educational opportunities. Strategy's Expected Result/Impact: Deeper understanding of the core curriculum and hands on learning. Staff Responsible for Monitoring: Academic Leadership and Director of Campus Operations Funding Sources: Funds - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Campus will purchase professional development texts for teachers to support effective pedagogical practices. Strategy's Expected Result/Impact: Student growth and achievement on standardized tests. Staff Responsible for Monitoring: Campus Leadership ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
<p>Strategy 10: Campus will implement initiatives that support a safe school and scholar growth.</p> <p>Strategy's Expected Result/Impact: Student growth and achievement on standardized tests</p> <p>Staff Responsible for Monitoring: Campus Leadership</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Students experience grade-level achievement and year-over-year improved academic growth in math.

Performance Objective 3: 27% of Students in Grade 3 will achieve Meets on the Grade 3 Math STAAR, thereby meeting the districts HB3 Early Childhood Literacy Goal for this year.

Strategy 1 Details	Reviews			
Strategy 1: Students indicated as At Risk through the MAP test in 2nd and 3rd grade will receive 60-120 minutes of small group intervention each week. Strategy's Expected Result/Impact: Increase in student progress measures on the math STAAR	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Students in K-1 who have been identified as At Risk through academic assessments and observations will receive push in support for 60-120 minutes each week. Strategy's Expected Result/Impact: A strong foundation in mathematical skills. Staff Responsible for Monitoring: Dean of Intervention	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Campus will hire interventionist personnel to support small group instruction. Strategy's Expected Result/Impact: Increase in student achievement on the math STAAR Staff Responsible for Monitoring: Headmaster Funding Sources: Funds - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Campus will implement a new fact fluency program to support computation skills in grades K-5. Strategy's Expected Result/Impact: Increase in student achievement on the math STAAR Staff Responsible for Monitoring: Instructional Coaches	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Campus will utilize a TEKS aligned curriculum for tier 1 instruction during lyceum to address academic deficits as indicated by previous STAAR results. Strategy's Expected Result/Impact: Increase in student achievement on the math STAAR Staff Responsible for Monitoring: Dean of Intervention	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Campus will hold data review meetings following benchmark assessments to analyze trends and adjust scope and sequence to reteach material.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement on the math STAAR</p> <p>Staff Responsible for Monitoring: Dean of Intervention</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Campus will utilize Title 1 funds to supplement our curricular programs and provide hands on learning and deeper curricular understanding and access to the external community through off campus educational opportunities.</p> <p>Strategy's Expected Result/Impact: Deeper understanding of the core curriculum and hands on learning.</p> <p>Staff Responsible for Monitoring: Academic Leadership and Director of Campus Operations</p> <p>Funding Sources: Funds - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: The campus will purchase supplemental classroom library books to support student fluency and comprehension.</p> <p>Strategy's Expected Result/Impact: Increased student growth and achievement on Reading STAAR</p> <p>Staff Responsible for Monitoring: Reading Interventionist</p> <p>Funding Sources: Funds - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Campus will purchase professional development texts for teachers to support effective pedagogical practices.</p> <p>Strategy's Expected Result/Impact: Student growth and achievement on standardized tests.</p> <p>Staff Responsible for Monitoring: Campus Leadership</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Students experience grade-level achievement and year-over-year improved academic growth in reading.

Performance Objective 1: 48% of GHA Lower students taking a STAAR reading test will achieve Meets, and 81% of GHA Lower students taking a STAAR reading test will achieve Approaches.

77% of GHA Upper students taking a STAAR reading test will achieve Meets, and 94% of GHA Upper students taking a STAAR reading test will achieve Approaches.

Evaluation Data Sources: 2024 STAAR Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Students indicated as needing Accelerated Instruction, will receive 60-120 minutes of small group intervention each week.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement on the reading STAAR</p> <p>Staff Responsible for Monitoring: Dean of Intervention</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students indicated as At Risk through the MAP test in 2nd and 3rd grade will receive 60-120 minutes of small group intervention each week.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement on the reading STAAR</p> <p>Staff Responsible for Monitoring: Dean of Intervention</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Students in K-1 who have been identified as At Risk through academic assessments and observations will receive push in support for 60-120 minutes each week.</p> <p>Strategy's Expected Result/Impact: A strong foundation in early literacy skills.</p> <p>Staff Responsible for Monitoring: Dean of Intervention</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Campus will hire interventionist personnel to support small group instruction.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement on the reading STAAR</p> <p>Staff Responsible for Monitoring: Headmaster</p> <p>Funding Sources: Funds - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Campus will utilize a TEKs aligned curriculum for tier 1 instruction during lyceum to address academic deficits as indicated by previous STAAR results.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement on the reading STAAR</p> <p>Staff Responsible for Monitoring: Dean of Intervention</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Campus will hold data review meetings following benchmark assessments to analyze trends and adjust scope and sequence to reteach material.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement on the reading STAAR</p> <p>Staff Responsible for Monitoring: Dean of Intervention</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Campus will utilize Title 1 funds to supplement our curricular programs and provide hands on learning and deeper curricular understanding and access to the external community through off campus educational opportunities.</p> <p>Strategy's Expected Result/Impact: Deeper understanding of the core curriculum and hands on learning.</p> <p>Staff Responsible for Monitoring: Academic Leadership and Director of Campus Operations</p> <p>Funding Sources: Funds - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: The campus will purchase supplemental classroom library books to support student fluency and comprehension.</p> <p>Strategy's Expected Result/Impact: Increased student growth and achievement on Reading STAAR</p> <p>Staff Responsible for Monitoring: Reading Interventionist</p> <p>Funding Sources: Funds - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Campus will purchase professional development texts for teachers to support effective pedagogical practices.</p> <p>Strategy's Expected Result/Impact: Student growth and achievement on standardized tests.</p> <p>Staff Responsible for Monitoring: Campus Leadership</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 2: Students experience grade-level achievement and year-over-year improved academic growth in reading.

Performance Objective 2: 65% of eligible GHA Lower students will hit their STAAR progress measure in reading.
84% of eligible GHA Upper students will hit their STAAR progress measure in reading.

Evaluation Data Sources: 2024 STAAR Data





Strategy 1 Details	Reviews			
<p>Strategy 1: Students indicated as needing Accelerated Instruction, will receive 60-120 minutes of small group intervention each week.</p> <p>Strategy's Expected Result/Impact: Increase in student progress on the reading STAAR</p> <p>Staff Responsible for Monitoring: Dean of Intervention</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students in K-1 who have been identified as At Risk through academic assessments and observations will receive push in support for 60-120 minutes each week.</p> <p>Strategy's Expected Result/Impact: A strong foundation in early literacy skills.</p> <p>Staff Responsible for Monitoring: Dean of Intervention</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus will hire interventionist personnel to support small group instruction.</p> <p>Strategy's Expected Result/Impact: Increase in student growth on the reading STAAR</p> <p>Staff Responsible for Monitoring: Headmaster</p> <p>Funding Sources: Funds - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Campus will utilize a TEKS aligned curriculum for tier 1 instruction during lyceum to address academic deficits as indicated by previous STAAR results.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement on the math STAAR</p> <p>Staff Responsible for Monitoring: Dean of Intervention</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Campus will hold data review meetings following benchmark assessments to analyze trends and adjust scope and sequence to reteach material.</p> <p>Strategy's Expected Result/Impact: Increase in student progress on the reading STAAR</p> <p>Staff Responsible for Monitoring: Dean of Intervention</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Campus will utilize Title 1 funds to supplement our curricular programs and provide hands on learning and deeper curricular understanding and access to the external community through off campus educational opportunities.</p> <p>Strategy's Expected Result/Impact: Deeper understanding of the core curriculum and hands on learning.</p> <p>Staff Responsible for Monitoring: Academic Leadership and Director of Campus Operations</p> <p>Funding Sources: Funds - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Campus will purchase professional development texts for teachers to support effective pedagogical practices.</p> <p>Strategy's Expected Result/Impact: Student growth and achievement on standardized tests.</p> <p>Staff Responsible for Monitoring: Campus Leadership</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Campus will implement initiatives that support a safe school and scholar growth.</p> <p>Strategy's Expected Result/Impact: Student growth and achievement on standardized tests.</p> <p>Staff Responsible for Monitoring: Campus Leadership</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Students experience grade-level achievement and year-over-year improved academic growth in reading.





Performance Objective 3: 40% of Students in Grade 3 will achieve Meets on the Grade 3 Reading STAAR, thereby meeting the districts HB3 Early Childhood Literacy Goal for this year.

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will purchase and utilize a supplemental early literacy program for grades K-2. Strategy's Expected Result/Impact: Increased growth and achievement on mClass scores. Staff Responsible for Monitoring: Lower School Dean Funding Sources: Funds - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students indicated as At Risk through the MAP test in 2nd and 3rd grade will receive 60-120 minutes of small group intervention each week. Strategy's Expected Result/Impact: Increased growth and achievement on STAAR reading scores. Staff Responsible for Monitoring: Dean of Intervention</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Students in K-1 who have been identified as At Risk through academic assessments and observations will receive push in support for 60-120 minutes each week. Strategy's Expected Result/Impact: A strong foundation in early literacy skills. Staff Responsible for Monitoring: Dean of Intervention</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Campus will hire interventionist personnel to support small group instruction. Strategy's Expected Result/Impact: Increase in student achievement on the reading STAAR Staff Responsible for Monitoring: Headmaster Funding Sources: Funds - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Campus will utilize a TEKs aligned curriculum for tier 1 instruction during lyceum to address academic deficits as indicated by previous STAAR results.</p> <p>Strategy's Expected Result/Impact: Increase in student progress on the reading STAAR</p> <p>Staff Responsible for Monitoring: Dean of Intervention</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Campus will hold data review meetings following benchmark assessments to analyze trends and adjust scope and sequence to reteach material.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement on the reading STAAR</p> <p>Staff Responsible for Monitoring: Dean of Intervention</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Campus will utilize Title 1 funds to supplement our curricular programs and provide hands on learning and deeper curricular understanding and access to the external community through off campus educational opportunities.</p> <p>Strategy's Expected Result/Impact: Deeper understanding of the core curriculum and hands on learning.</p> <p>Staff Responsible for Monitoring: Academic Leadership and Director of Campus Operations</p> <p>Funding Sources: Funds - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Campus will purchase professional development texts for teachers to support effective pedagogical practices.</p> <p>Strategy's Expected Result/Impact: Student growth and achievement on standardized tests.</p> <p>Staff Responsible for Monitoring: Campus Leadership</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Great Hearts Arlington will increase opportunities for parent involvement, parent engagement, and community accessibility on campus.





Performance Objective 1: Community participation in campus surveys will increase by 25%.

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus will communicate the importance, purpose, and value of community feedback and the corresponding campus response through multiple forms of media.</p> <p>Strategy's Expected Result/Impact: Increased community response to surveys.</p> <p>Staff Responsible for Monitoring: Director of Community Engagement.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus will provide multiple opportunities for parents to give feedback on the educational experience.</p> <p>Strategy's Expected Result/Impact: Increased parent participation in surveys.</p> <p>Staff Responsible for Monitoring: Campus Leadership</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Great Hearts Arlington will increase opportunities for parent involvement, parent engagement, and community accessibility on campus.

Performance Objective 2: Campus will increase the number of parent engagement opportunities by 25%.

Strategy 1 Details	Reviews			
Strategy 1: Campus will increase the number of parent participants in monthly assemblies. Strategy's Expected Result/Impact: Increase in parent engagement opportunities Staff Responsible for Monitoring: Campus Leadership	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campus will continue to hold grade level events to allow parent access to student learning. Strategy's Expected Result/Impact: Increase in parent engagement opportunities. Staff Responsible for Monitoring: Campus Leadership	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: PSO will work closely with families to provide opportunities for involvement, communicate about events, and support parent involvement through community events and fellowship opportunities. Strategy's Expected Result/Impact: Increase parent involvement opportunities. Staff Responsible for Monitoring: Director of Community Engagement	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Campus will continue to host events that highlight student achievement and learning at school such as concerts, spelling bees, fine arts night, etc. Strategy's Expected Result/Impact: Increase parent engagement opportunities. Staff Responsible for Monitoring: Campus Leadership	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Campus will provide childcare and resources for parent led extension activities during parent learning opportunities. Strategy's Expected Result/Impact: Increased parent engagement. Staff Responsible for Monitoring: Campus Leadership Funding Sources: Funds - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Campus will utilize Title Funds to purchase required school supplies for scholars.</p> <p>Strategy's Expected Result/Impact: Increased parent engagement in school activities.</p> <p>Staff Responsible for Monitoring: Campus Leadership</p> <p>Funding Sources: Funds - 224 - IDEA B Special Ed</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Campus will host events that provide learning opportunities for families.</p> <p>Strategy's Expected Result/Impact: Increased parent engagement in scholar learning.</p> <p>Staff Responsible for Monitoring: Campus Leadership</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Campus Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Funds		\$0.00
1	1	8	Funds		\$0.00
1	2	4	Funds		\$0.00
1	2	8	Funds		\$0.00
1	3	3	Funds		\$0.00
1	3	7	Funds		\$0.00
1	3	8	Funds		\$0.00
2	1	4	Funds		\$0.00
2	1	7	Funds		\$0.00
2	1	8	Funds		\$0.00
2	2	3	Funds		\$0.00
2	2	6	Funds		\$0.00
2	3	1	Funds		\$0.00
2	3	4	Funds		\$0.00
2	3	7	Funds		\$0.00
3	2	5	Funds		\$0.00
Sub-Total					\$0.00
224 - IDEA B Special Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	6	Funds		\$0.00
Sub-Total					\$0.00