Great Hearts Texas

Great Hearts Western Hills

2024-2025 Campus Improvement Plan

Mission Statement

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

Vision

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

Value Statement

Great Hearts Western Hills 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 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 Western Hills 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 Western Hills in SY 2018-2019, student enrollment at GHWH has grown from an enrollment of 591 students to 1233, in SY 2023-2024.

Year (Oct.)	Total	Growth	Growth %
18-19	591	-	-
19-20	705	114	19.29%
20-21	816	111	15.74%
21-22	888	72	8.82%
22-23	1056	168	15.90%
23-24	1233	177	14.36%

Our Students

An Increasingly Diverse Community

In SY 2023-2024, the school served a student population that was 69.99% Hispanic, 17.76% White, 3.73% Asian, 5.60% African American, and 1.95% of two or more ethnicities.

Year (Oct.)	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Two or More Races	White
18-19	0.17%	4.57%	5.25%	60.41%	0.00%	29.61%
19-20	0.28%	4.82%	6.67%	64.82%	0.14%	23.26%
20-21	0.37%	5.64%	5.88%	65.81%	1.35%	20.96%
21-22	0.23%	4.73%	4.39%	67.91%	1.69%	21.06%
22-23	0.28%	4.55%	4.17%	69.13%	1.61%	19.70%
23-24	0.24%	3.73%	5.60%	69.99%	1.95%	17.76%

Fall (Snapshot) PEIMS Historical Comparison for All Years						
Enrollment	**18-19**	**19-20**	**20-21**	**21-22**	**22-23**	**23-24**
Kindergarten	20.47%	16.60%	14.22%	11.94%	10.98%	8.76%
Grade 1	20.30%	16.17%	14.71%	12.39%	11.36%	10.22%
Grade 2	20.30%	17.16%	13.97%	11.71%	11.55%	10.30%
Grade 3	18.61%	16.74%	14.58%	12.50%	10.70%	10.30%
Grade 4	10.15%	17.02%	14.34%	12.61%	9.75%	10.30%
Grade 5	10.15%	8.23%	13.60%	11.82%	11.27%	10.06%
Grade 6	-	8.09%	7.11%	12.50%	10.32%	10.38%
Grade 7	-	-	7.48%	7.66%	11.93%	9.73%
Grade 8	-	-	-	6.87%	7.01%	10.06%
Grade 10	-	-	-	-	5.11%	5.92%
Grade 11	-	-	-	-	-	3.97%
Total #	591	705	816	888	1056	1233
Asian	4.57%	4.82%	5.64%	4.73%	4.55%	3.73%
Black African American	5.25%	6.67%	5.88%	4.39%	4.17%	5.60%
Hispanic Latino	60.41%	64.82%	65.81%	67.91%	69.13%	69.99%
Native Hawaiian Pacific Islander	0.00%	0.00%	0.00%	0.00%	0.57%	0.73%
White	29.61%	23.26%	20.96%	21.06%	19.70%	17.76%
Two or More	0.00%	0.14%	1.35%	1.69%	1.61%	1.95%
American Indian-Alaskan Native	0.17%	0.28%	0.37%	0.23%	0.28%	0.24%
Total #	591	705	816	888	1056	1233

Special Populations

In addition to racial diversification, as GHWH has grown, there has been a corresponding increase in almost every category of special populations.

Fall (Snapshot) PEIMS Historical Comparison for All Years						
Special Populations	**18-19**	**19-20**	**20-21**	**21-22**	**22-23**	**23-24**
At Risk	7.11%	9.93%	10.29%	11.37%	21.69%	40.31%
Special Education	4.91%	6.81%	7.35%	7.43%	8.71%	9.81%
Migrant	0.00%	0.00%	0.00%	0.00%	0.00%	0.16%
Immigrant	0.51%	1.13%	0.74%	0.34%	0.19%	0.65%
LEP/EL	5.25%	6.38%	6.37%	7.21%	10.04%	10.79%
ESL Pull-Out	5.25%	6.38%	6.37%	7.21%	8.05%	8.27%
ESL Content Based	0.17%	0.00%	0.86%	0.00%	0.00%	0.08%
Economic Disadvantage - Free Meals	24.37%	26.67%	30.15%	30.07%	36.27%	39.42%
Economic Disadvantage -Reduced Meals	6.26%	6.81%	6.00%	7.32%	9.28%	6.65%
Homeless	0.00%	0.00%	0.00%	0.00%	0.00%	0.08%

The percentage of economically disadvantaged student population grew from 30.63% to 46.07%, though no homeless students have enrolled in GHWH. Between SY 2018-2019 and SY 2023-2024, the percentage of at-risk students on our campuses increased from 7.11% to 40.31%. While Hispanics comprise 69.99% of the overall student population, they disproportionately represent 76.46% of the entire at-risk population

At-Risk Populations	# of At-Risk students	% of At-Risk Populations	At-Risk %of Total Enrollment
Asian	22	4.43%	1.78%
Black or African American	21	4.23%	1.70%
Hispanic/Latino	380	76.46%	30.82%
American Indian or Alaska Native	2	0.40%	0.16%
Native Hawaiian or Other Pacific Islander	4	0.80%	0.32%
Two or More	9	1.81%	0.73%
White	59	11.87%	4.79%
Total	497	100.00%	40.31%

Student Support Services

The percentage of students receiving special education services has seen a steady annual increase from 4.91% SY 2018-2019 to 9.81% in SY 2023-2024.

Sped Participation	# of Students	% of At-Risk Population	% Enrolled
Asian	0	0.00%	0.00%
Black or African American	5	3.53%	0.56%
Hispanic/Latino	68	36.47%	7.66%
American Indian or Alaska Native	0	0.00%	0.00%
Native Hawaiian or Other Pacific Islander	0	0.00%	0.00%
Two or More	1	0.00%	0.11%
White	18	2.35%	2.03%
Total	92	42.35%	10.36%

ESL Participation	# of Students	% of At-Risk Population	% Enrolled
Asian	10	2.01%	0.81%
Black or African American	2	0.40%	0.16%
Hispanic/Latino	81	16.30%	6.57%
American Indian or Alaska Native	0	0.00%	0.00%
Native Hawaiian or Other Pacific Islander	0	0.00%	0.00%
Two or More	0	0.00%	0.00%
White	9	1.81%	0.73%
Total	102	20.52%	8.27%

Demographics Strengths

1. GHWH has a strong community, parent support and engagement.
2. The diversity of our school demographics has a positive influence on school culture.
3. As a Title 1 classical school community, consisting of 46.7% of students receiving free and reduced lunch, we offer a unique education that otherwise would not be available to this demographic.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): GHWH will continue to design, expand, and invite parents to events that will help them to better understand the vision of classical education and the mission and vision of Great Hearts Western Hills. **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 2 (Prioritized): GHWH is seeing an increase in the number of students who join our academy in later years who have large academic gaps. **Root Cause:** Student transfer records and beginning of the year testing, indicates that many new students to Western Hills come to us with already existing large academic gaps across content areas.

Problem Statement 3: GHWH is seeing a growing number of students who are struggling to navigate interpersonal relationships, concentration, impulse control and anxiety. **Root Cause:** Parents in our communities' demographic are demonstrating that they are not aware of the pitfalls and dangers of unfettered access to social media and the impact this level of access to technology has on students' growing brains.

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, GHWH earned a C (78) accountability rating, and our campus demonstrated that we are recovering quickly from the "COVID slide."

	Reading			Mathematics			Science			Social Studies		
STAAR Performance	2021	2022	2023	2021	2022	2023	2021	2022	2023	2021	2022	2023
Approaches GL or Above	75%	88%	88%	68%	79%	72%	43%	67%	71%	NA	71%	73%
Meets GL or Above	41%	62%	59%	36%	41%	39%	19%	24%	42%	NA	42%	45%
Masters GL	21%	35%	25%	19%	17%	14%	2%	4%	10%	NA	21%	18%

2024 February STAAR Interim Predicted Performance					
GREAT HEARTS WESTERN HILLS LOWER	Math	RLA	Science	Social Studies	All Subjects
Predicted to be Did Not Meet Grade Level	54%	34%	58%		46%
Predicted to be Approaches Grade Level	46%	66%	42%		54%
Predicted to be Meets Grade Level	33%	50%	20%		39%
Predicted to be Masters Grade Level	15%	32%	14%		22%
GREAT HEARTS WESTERN HILLS UPPER	Math	RLA	Science	Social Studies	All Subjects
Predicted to be Did Not Meet Grade Level	36%	18%	28%	38%	28%
Predicted to be Approaches Grade Level	64%	82%	72%	62%	72%
Predicted to be Meets Grade Level	41%	70%	49%	36%	53%
Predicted to be Masters Grade Level	21%	45%	18%	21%	30%

Student Learning Strengths

1. K-11 reading achievement has been steadily growing each academic year.

2. Year over year growth measures for students who remain at GHWH show more and more students achieving Meets and Masters.

3. Closed pre-COVID learning gaps in reading, math and science.

4. Diagnosed and provided targeted interventions for students with multiple at-risk indicators.

5. All kindergarten and first grade classes had 75% or more students reading at or above benchmark at EOY.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students at GHWH underperforming in achievement metrics according to state benchmarks in math. **Root Cause:** Students in grades 3-7 do not always have a foundational and working knowledge in key math concepts (math facts, problem solving, division). In addition, these students continue to struggle with grade level math concepts despite layered interventions.

Problem Statement 2 (Prioritized): We need to continue to develop our faculty pedagogy, instruction and classroom management to meet the needs of the student population. **Root Cause:** The student population coming to us has changed. Due to the prevalence of technology, students struggle with attention span, problem solving, anxiety and conflict resolution.

Problem Statement 3 (Prioritized): GHWH needs to regularly identify potential leaders on the campus to continue to grow the faculty leadership bench. **Root Cause:** GHWH is scaling quickly. There is need for leaders to aid with the growing of our faculty as we continue to add grade levels.

Problem Statement 4: We need 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.

Problem Statement 5 (Prioritized): GHWH is seeing an increase in the number of students who join our academy in later years who have large academic gaps. **Root Cause:** Student transfer records and beginning of the year testing, indicates that many new students to Western Hills come to us with already existing large academic gaps across content areas.

Problem Statement 6 (Prioritized): GHWH will continue to design, expand, and invite parents to events that will help them to better understand the vision of classical education and the mission and vision of Great Hearts Western Hills. **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.

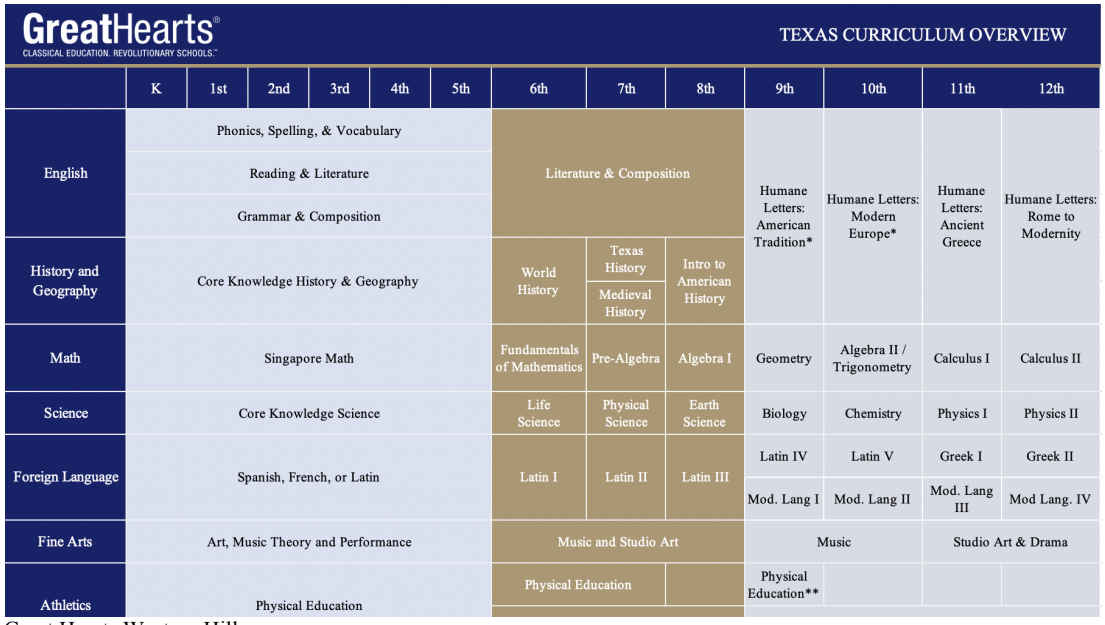
School Processes & Programs

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.



GreatHearts® CLASSICAL EDUCATION. REVOLUTIONARY SCHOOLS.™ — TEXAS CURRICULUM OVERVIEW

	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 / Mod. Lang I	Latin V / Mod. Lang II	Greek I / Mod. Lang III	Greek II / 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 Hisotry (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

GHWH 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, and credit recovery programs. GHWH 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. GHWH 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 Western Hills 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. In addition to an active ESL program, all students in grade K-5 are taught 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 a Spanish track is chosen and then completed by high school students. For students who have beginning English proficiency those students recieve trageted intervention using computer based program called Lexia.

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. For those students who are not yet proficient in reading fluency and comprehension they are assigend to a Reading class instead of Latin. 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 and Lexia 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 abd guilds, such as drama, journalism, yearbook, and medieval clubs.

Professional Development

GHWH has numerous professional development (PD) programs for faculty and leadership. The goal of GHWH 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. GHWH 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 extra-curricular offerings for our young people.

School Processes & Programs Strengths

School Culture and Climate

1. Quality leadership of school
2. Parents are mostly satisfied with facilities at purpose-built campuses
3. Parents generally satisfied with quality of teachers
4. Parents are highly satisfied with quality of education
5. Strong safety and security protocals are in place
6. Healthy and robust student culture that makes our school a place students want to be

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. Headmasters work with the talent team to recruit candidates from a wide number of backgrounds.
4. The team oriented and collaborative nature of our faculty members is attractive to outside candidates.

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. Recent high growth scores has contributed to an improved school report card
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): GHWH needs to regularly identify potential leaders on the campus to continue to grow the faculty leadership bench. **Root Cause:** GHWH is scaling quickly. There is need for leaders to aid with the growing of our faculty as we continue to add grade levels.

Problem Statement 2: We need 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.

Problem Statement 3 (Prioritized): We need to retain higher percentages of our best faculty and develop our faculty pipeline. **Root Cause:** GHWH is scaling quickly. At the same time, our school regularly encounters a 10-20% faculty attrition each year. COVID has exacerbated the problem of attrition, with some faculty leaving mid-year in 2022 and at the beginning of SY 2022-2023 for COVID-related and economic reasons.

Problem Statement 4 (Prioritized): Students at GHWH underperforming in achievement metrics according to state benchmarks in math. **Root Cause:** Students in grades 3-7 do not always have a foundational and working knowledge in key math concepts (math facts, problem solving, division). In addition, these students continue to struggle with grade level math concepts despite layered interventions.

Problem Statement 5 (Prioritized): GHWH will continue to design, expand, and invite parents to events that will help them to better understand the vision of classical education and the mission and vision of Great Hearts Western Hills. **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 6 (Prioritized): GHWH is seeing an increase in the number of students who join our academy in later years who have large academic gaps. **Root Cause:** Student transfer records and beginning of the year testing, indicates that many new students to Western Hills come to us with already existing large academic gaps across content areas.

Perceptions

Perceptions Summary

GH Western Hills 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. The House System is creating relationships between students and faculties, as well as giving leadership opportunities to upper classmen.
5. We are a friendly community, and students look forward to coming to school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): GHWH will continue to design, expand, and invite parents to events that will help them to better understand the vision of classical education and the mission and vision of Great Hearts Western Hills. **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 2: We need 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.

Priority Problem Statements

Problem Statement 1: GHWH will continue to design, expand, and invite parents to events that will help them to better understand the vision of classical education and the mission and vision of Great Hearts Western Hills.

Root Cause 1: 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 1 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 2: GHWH is seeing an increase in the number of students who join our academy in later years who have large academic gaps.

Root Cause 2: Student transfer records and beginning of the year testing, indicates that many new students to Western Hills come to us with already existing large academic gaps across content areas.

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 3: Students at GHWH underperforming in achievement metrics according to state benchmarks in math.

Root Cause 3: Students in grades 3-7 do not always have a foundational and working knowledge in key math concepts (math facts, problem solving, division). In addition, these students continue to struggle with grade level math concepts despite layered interventions.

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

Problem Statement 4: We need to continue to develop our faculty pedagogy, instruction and classroom management to meet the needs of the student population.

Root Cause 4: The student population coming to us has changed. Due to the prevalence of technology, students struggle with attention span, problem solving, anxiety and conflict resolution.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: GHWH needs to regularly identify potential leaders on the campus to continue to grow the faculty leadership bench.

Root Cause 5: GHWH is scaling quickly. There is need for leaders to aid with the growing of our faculty as we continue to add grade levels.

Problem Statement 5 Areas: Student Learning - School Processes & Programs

Problem Statement 6: We need to retain higher percentages of our best faculty and develop our faculty pipeline.

Root Cause 6: GHWH is scaling quickly. At the same time, our school regularly encounters a 10-20% faculty attrition each year. COVID has exacerbated the problem of attrition, with some faculty leaving mid-year in 2022 and at the beginning of SY 2022-2023 for COVID-related and economic reasons.

Problem Statement 6 Areas: School Processes & Programs

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: 39% of GHWHL students taking a STAAR math test will achieve Meets, and 75% of GHWHL students taking a STAAR math test will achieve Approaches.
42% of GHWHU students taking a STAAR math test will achieve Meets, and 79% of GHWHU students taking a STAAR math test will achieve Approaches.

Evaluation Data Sources: 2024 STAAR results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Through the use of the online platform, IXL, upper school students will have the opportunity to fill the gaps and/or be challenged individually based on their current math skills. **Strategy's Expected Result/Impact:** This should help more students to reach Meets and Masters on the STAAR assessment. **Staff Responsible for Monitoring:** Lyceum teachers will be responsible for implementation and math teachers will be progress monitoring. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Online Math Program - 410 - Instructional Materials Allotment - $2,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: All teachers will hold students accountable to follow the "Math Test Scrap Paper Rules," which is being implemented as a campus wide initiative. **Strategy's Expected Result/Impact:** Students who follow the scrap paper rules will have a higher likelihood of arriving at and choosing the correct answer on any computer based math test. **Staff Responsible for Monitoring:** All teachers are responsible for holding students accountable.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Additional Math Interventionist to support weekly data collection of student bell work problems taken from TEKs and published STAAR tests, meet with Math teachers to share data and discuss reteaches. This interventionist would also support Lyceum intervention classrooms where IXL and group mini lessons are occurring. **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: 65% of eligible GHWHL students will hit their STAAR progress measure in math.
69% of eligible GHWHU students will hit their STAAR progress measure in math.

Evaluation Data Sources: 2024 STAAR results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Through the use of the adaptive online program, IXL, upper school students in their math classes and twice a week during lyceum, will be challenged to solidify old concepts, fill in missing concepts and reach for new concepts. **Strategy's Expected Result/Impact:** Because IXL is an adaptive program, students will be challenged no matter what there current math level is, which should significantly impact their growth measure. **Staff Responsible for Monitoring:** Math teachers and Math Interventionists will be responsible for progress monitoring and using the data to adjust lessons. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Online Math Program - 410 - Instructional Materials Allotment - $2,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Students with slow growth will continue to be served through Math Intervention and SPED services. **Strategy's Expected Result/Impact:** Individualized lessons created for intervention groups will be push students for optimal growth. **Staff Responsible for Monitoring:** Math Interventionists and SPED teachers will be responsible for progress monitoring and leading those intervention groups. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

No Progress

Accomplished

Continue/Modify

Discontinue

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

Performance Objective 3: 39% of Students in Grade 3 will achieve Meets on the Grade 3 Math STAAR, thereby meeting the districts HB3 Early Childhood Math Goal for this year.

HB3 Goal

Evaluation Data Sources: 2024 Grade 3 Map Math
2024 STAAR 3 Achievement

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

Performance Objective 1: 51% of GHWHL students taking a STAAR reading test will achieve Meets, and 85% of GHWHL students taking a STAAR reading test will achieve Approaches.
69% of GHWHU students taking a STAAR reading test will achieve Meets, and 93% of GHWHU students taking a STAAR reading test will achieve Approaches.

Evaluation Data Sources: 2024 STAAR results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Upper school students with low reading scores on MAP are assigned to a reading class in place of Latin. **Strategy's Expected Result/Impact:** The daily reading class allows students to improve reading levels much faster than just intervention. **Staff Responsible for Monitoring:** Reading Interventionists teach and support the reading classes.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide students with Classics to Keep list that they need to be successful in their Literature and Humane Letters classes. Students are expected to annotate in them which helps them with comprehension skills. **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math				

 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: 67% of eligible GHWHL students will hit their STAAR progress measure in reading.
75% of eligible GHWHU students will hit their STAAR progress measure in reading.

Evaluation Data Sources: 2024 STAAR results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Upper school students who do not demonstrate consistent growth in the reading class will be assigned to a reading intervention group 2 or 3 times a week. **Strategy's Expected Result/Impact:** The small group lessons designed for intervention groups will positively affect students' growth measures. **Staff Responsible for Monitoring:** Reading Interventionists will progress monitor and adjust lessons accordingly.				

No Progress

Accomplished

Continue/Modify

Discontinue

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

Performance Objective 3: 46% 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.

Goal 3: Students experience grade-level achievement and year-over-year improved academic growth in 8th grade Science.

Performance Objective 1: 26% of eligible GHWHU students will achieve Meets on the STAAR 8th grade Science test.

Evaluation Data Sources: 2024 STAAR results

Goal 3: Students experience grade-level achievement and year-over-year improved academic growth in 8th grade Science.

Performance Objective 2: 6% of eligible GHWHU students will reach Masters on the STAAR 8th grade science test.

Title I

1.1: Comprehensive Needs Assessment

GHWH Upper School

Campus Funding Summary

410 - Instructional Materials Allotment					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Online Math Program		$2,000.00
1	2	1	Online Math Program		$2,000.00
				Sub-Total	$4,000.00