

Great Hearts Texas



**Great Hearts Western
Hills**

**2025-2026
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.

Table of Contents

| | |
|---|----|
| Comprehensive Needs Assessment | 4 |
| Demographics | 5 |
| Student Learning | 10 |
| School Processes & Programs | 17 |
| Perceptions | 20 |
| Data Documentation for CNA | 21 |
| Improvement Planning Data | 22 |
| Goals | 23 |
| Goal 1 : Students experience grade-level achievement and year-over-year improved aca... | 24 |
| Goal 2 : Students experience grade-level achievement and year-over-year improved aca... | 28 |
| Goal 3 : Students experience grade-level achievement and year-over-year improved aca... | 30 |
| Goal 4 : Students experience grade-level achievement and year-over-year improved aca... | 31 |
| Goal 5 : GHWHU Students experience grade-level achievement and year-over-year impr... | 32 |
| Goal 6 : GHWHUS will develop & refine our Credit Recovery Program and Drop-out Preve... | 34 |



Comprehensive Needs Assessment

Demographics

Summary

The demographic profile of Great Hearts Western Hills provides essential insight into the composition and evolving needs of our school community. This summary highlights key student and staff population trends, including enrollment data, ethnic and socioeconomic diversity, special program participation, and mobility rates. Understanding these demographic factors is critical in guiding instructional planning, resource allocation, and the development of targeted strategies to ensure equitable access to a high-quality classical education for all students.

Great Hearts Live Western Hills opened its doors during the 2018–2019 school year with an initial enrollment of 591 students. Since then, the campus has experienced steady growth, reaching a total enrollment of 1326 students in the 2024–2025 school year. This growth reflects both the demand for classical education in the region and the continued commitment of the school to serve a diverse and expanding student body.

| Year (Oct.) | Total Enrolled (Oct.) | Growth | Growth % |
|-------------|-----------------------|--------|----------|
| 18 - 19 | 591 | - | - |
| 19 - 20 | 705 | 114 | 22.4% |
| 20 - 21 | 816 | 111 | 13.6% |
| 21 - 22 | 888 | 72 | 8.1% |
| 22 - 23 | 1056 | 168 | 15.9% |
| 23 - 24 | 1233 | 177 | 14.4% |
| 24 - 25 | 1326 | 93 | 7.0% |

Our Students

In SY 2024-2025 GHWH served a student population that was 4.75% Asian, 5.35% African American, 70.36% Hispanic, 1.81% Two or More Races, 17.04% White.

| Fall Enrollment by Campus by Ethnicity Race Report Category | | | | | | | |
|---|--------|--------|--------|--------|--------|--------|--------|
| Ethnicity Race Report Category | 18-19 | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 | 24-25 |
| A - Asian | 4.57% | 4.82% | 5.64% | 4.73% | 4.55% | 3.73% | 4.75% |
| B - Black or African American | 5.25% | 6.67% | 5.88% | 4.39% | 4.17% | 5.60% | 5.35% |
| H - Hispanic/Latino | 60.41% | 64.82% | 65.81% | 67.91% | 69.13% | 69.99% | 70.36% |
| I - American Indian or Alaska Native | 0.17% | 0.28% | 0.37% | 0.23% | 0.28% | 0.24% | 0.15% |
| P - Native Hawaiian or Other Pacific Islander | 0.00% | 0.00% | 0.00% | 0.00% | 0.57% | 0.73% | 0.53% |
| T - Two or More Races | 0.00% | 0.14% | 1.35% | 1.69% | 1.61% | 1.95% | 1.81% |

| | | | | | | | |
|-----------|--------|--------|--------|--------|--------|--------|--------|
| W - White | 29.61% | 23.26% | 20.96% | 21.06% | 19.70% | 17.76% | 17.04% |
|-----------|--------|--------|--------|--------|--------|--------|--------|

| Great Hearts Western Hills Fall Enrollment | | | | | | | |
|--|--------|--------|--------|--------|--------|--------|--------|
| Grade | 18-19 | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 | 24-25 |
| KG - Kindergarten | 20.47% | 16.60% | 14.22% | 11.94% | 10.98% | 8.76% | 9.50% |
| 01 - 1 | 20.30% | 16.17% | 14.71% | 12.39% | 11.36% | 10.22% | 8.52% |
| 02 - 2 | 20.30% | 17.16% | 13.97% | 11.71% | 11.55% | 10.30% | 9.28% |
| 03 - 3 | 18.61% | 16.74% | 14.58% | 12.50% | 10.70% | 10.30% | 9.65% |
| 04 - 4 | 10.15% | 17.02% | 14.34% | 12.61% | 9.75% | 10.30% | 9.65% |
| 05 - 5 | 10.15% | 8.23% | 13.60% | 11.82% | 11.27% | 10.06% | 9.58% |
| 06 - 6 | 0.00% | 8.09% | 7.11% | 12.50% | 10.32% | 10.38% | 10.86% |
| 07 - 7 | 0.00% | 0.00% | 7.48% | 7.66% | 11.93% | 9.73% | 9.50% |
| 08 - 8 | 0.00% | 0.00% | 0.00% | 6.87% | 7.01% | 10.06% | 9.20% |
| 09 - 9 | 0.00% | 0.00% | 0.00% | 0.00% | 5.11% | 5.92% | 7.01% |
| 10 - 10 | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 3.97% | 4.07% |
| 11 - 11 | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 3.17% |
| 12 - 12 | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| TOTAL | 591 | 705 | 816 | 888 | 1056 | 1233 | 1326 |

| Great Hearts Western Hills Fall Enrollment by Ethnicity Race Report Category | | | | | | | |
|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Ethnicity Race Report Category | 18-19 | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 | 24-25 |
| A - Asian | 4.57% | 3400.00% | 4600.00% | 4200.00% | 4800.00% | 4600.00% | 6300.00% |
| B - Black or African American | 3100.00% | 4700.00% | 4800.00% | 3900.00% | 4400.00% | 6900.00% | 7100.00% |
| H - Hispanic/Latino | 35700.00% | 45700.00% | 53700.00% | 60300.00% | 73000.00% | 86300.00% | 93300.00% |
| I - American Indian or Alaska Native | 100.00% | 200.00% | 300.00% | 200.00% | 300.00% | 300.00% | 200.00% |
| P - Native Hawaiian or Other Pacific Islander | 0.00% | 0.00% | 0.00% | 0.00% | 600.00% | 900.00% | 700.00% |
| T - Two or More Races | 0.00% | 100.00% | 1100.00% | 1500.00% | 1700.00% | 2400.00% | 2400.00% |
| W - White | 17500.00% | 16400.00% | 17100.00% | 18700.00% | 20800.00% | 21900.00% | 22600.00% |
| TOTAL | 591 | 705 | 816 | 888 | 1056 | 1233 | 1326 |

Special Populations

As GHWH has grown, there has been an increase in At Risk Students from 7.11% in SY 2018-2019 to 38.61% in SY 2024-2025.

| Great Hearts Western Hills Fall Enrollment by Grade | | | | | | | |
|---|--------|--------|--------|--------|--------|--------|--------|
| Grade | 18-19 | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 | 24-25 |
| KG - Kindergarten | 20.47% | 16.60% | 14.22% | 11.94% | 10.98% | 8.76% | 9.50% |
| 01 - 1 | 20.30% | 16.17% | 14.71% | 12.39% | 11.36% | 10.22% | 8.52% |
| 02 - 2 | 20.30% | 17.16% | 13.97% | 11.71% | 11.55% | 10.30% | 9.28% |
| 03 - 3 | 18.61% | 16.74% | 14.58% | 12.50% | 10.70% | 10.30% | 9.65% |
| 04 - 4 | 10.15% | 17.02% | 14.34% | 12.61% | 9.75% | 10.30% | 9.65% |
| 05 - 5 | 10.15% | 8.23% | 13.60% | 11.82% | 11.27% | 10.06% | 9.58% |
| 06 - 6 | 0.00% | 8.09% | 7.11% | 12.50% | 10.32% | 10.38% | 10.86% |
| 07 - 7 | 0.00% | 0.00% | 7.48% | 7.66% | 11.93% | 9.73% | 9.50% |

| | | | | | | | |
|---------|-------|-------|-------|-------|-------|--------|-------|
| 08 - 8 | 0.00% | 0.00% | 0.00% | 6.87% | 7.01% | 10.06% | 9.20% |
| 09 - 9 | 0.00% | 0.00% | 0.00% | 0.00% | 5.11% | 5.92% | 7.01% |
| 10 - 10 | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 3.97% | 4.07% |
| 11 - 11 | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 3.17% |
| 12 - 12 | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| TOTAL | 591 | 705 | 816 | 888 | 1056 | 1233 | 1326 |

Great Hearts Western Hills Fall Enrollment by Ethnicity Race Report Category

| Ethnicity Race Report Category | 18-19 | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 | 24-25 |
|---|--------|--------|--------|--------|--------|--------|--------|
| A - Asian | 4.57% | 4.82% | 5.64% | 4.73% | 4.55% | 3.73% | 4.75% |
| B - Black or African American | 5.25% | 6.67% | 5.88% | 4.39% | 4.17% | 5.60% | 5.35% |
| H - Hispanic/Latino | 60.41% | 64.82% | 65.81% | 67.91% | 69.13% | 69.99% | 70.36% |
| I - American Indian or Alaska Native | 0.17% | 0.28% | 0.37% | 0.23% | 0.28% | 0.24% | 0.15% |
| P - Native Hawaiian or Other Pacific Islander | 0.00% | 0.00% | 0.00% | 0.00% | 0.57% | 0.73% | 0.53% |
| T - Two or More Races | 0.00% | 0.14% | 1.35% | 1.69% | 1.61% | 1.95% | 1.81% |
| W - White | 29.61% | 23.26% | 20.96% | 21.06% | 19.70% | 17.76% | 17.04% |
| TOTAL | 591 | 705 | 816 | 888 | 1056 | 1233 | 1326 |

Special Populations

As GHWH has grown, there has been an increase in At Risk Students from 7.00% in SY 2018-2019 to 38.61% in SY 2024-2025.

Fall (Snapshot) PEIMS Historical Comparison for All Years

| Special Populations | 18-19 | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 | 24-25 |
|---------------------------------------|--------|--------|--------|--------|--------|--------|--------|
| At Risk | 7.11% | 9.93% | 10.29% | 11.37% | 21.69% | 40.31% | 38.61% |
| Special Education | 4.91% | 6.81% | 7.35% | 7.43% | 8.71% | 9.81% | 11.46% |
| Migrant | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.16% | 0.00% |
| Immigrant | 0.51% | 1.13% | 0.74% | 0.34% | 0.19% | 0.65% | 1.51% |
| Emergent Bilingual | 6.60% | 7.52% | 8.09% | 8.90% | 10.04% | 10.62% | 12.22% |
| Former Emergent Bilingual | 0.00% | 0.00% | 0.12% | 0.00% | 0.09% | 0.24% | 0.15% |
| ESL Content Based | 0.17% | 0.00% | 0.86% | 0.00% | 0.00% | 0.08% | 0.00% |
| Economic Disadvantage - Free Meals | 24.37% | 26.67% | 30.15% | 30.07% | 36.27% | 39.42% | 34.01% |
| Economic Disadvantage - Reduced Meals | 6.26% | 6.81% | 6.00% | 7.32% | 9.28% | 6.65% | 7.32% |
| Homeless | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.08% | 0.00% |

The percentage of economically disadvantaged student population grew from 30.63% to 42.03%. While Hispanics comprise 70.36% of the overall student population, they disproportionately represent 76.17% of the entire at-risk population.

| At Risk | # of Students | % of At-Risk Population | % Enrolled |
|--------------------------------|---------------|-------------------------|------------|
| Asian | 28 | 5.47% | 2.11% |
| Black African American | 28 | 5.47% | 2.11% |
| Hispanic Latino | 390 | 76.17% | 29.41% |
| American Indian-Alaskan Native | 1 | 0.20% | 0.08% |

| | | | |
|----------------------------------|-----|--------|-------|
| Native Hawaiian Pacific Islander | 2 | 0.39% | 0.15% |
| Two or More | 7 | 1.37% | 0.53% |
| White | 56 | 10.94% | 4.22% |
| Total | 512 | 512 | |

Student Support Services

The percentage of students receiving special education services is 11.46% with 12.22% receiving ESL services.

| SPED Participation | # of Students | % of SPED Population | % Enrolled |
|----------------------------------|---------------|----------------------|------------|
| Asian | 1 | 0.66% | 0.08% |
| Black African American | 6 | 3.95% | 0.45% |
| Hispanic Latino | 118 | 77.63% | 8.90% |
| American Indian-Alaskan Native | 0 | 0.00% | 0.00% |
| Native Hawaiian Pacific Islander | 0 | 0.00% | 0.00% |
| Two or More | 2 | 1.32% | 0.15% |
| White | 25 | 16.45% | 1.89% |
| Total | 152 | 152 | |

| ESL Participation | # of Students | % of ESL Population | % Enrolled |
|----------------------------------|---------------|---------------------|------------|
| Asian | 18 | 13.04% | 1.36% |
| Black African American | 4 | 2.90% | 0.30% |
| Hispanic Latino | 110 | 79.71% | 8.30% |
| American Indian-Alaskan Native | 0 | 0.00% | 0.00% |
| Native Hawaiian Pacific Islander | 0 | 0.00% | 0.00% |
| Two or More | 0 | 0.00% | 0.00% |
| White | 6 | 4.35% | 0.45% |
| Total | 138 | 138 | |

Strengths

1. Strong Hispanic Representation

GHWH's student body is predominantly Hispanic, with 69.7% of students identifying as Hispanic. This is notably higher than both the district average of 39.4% and the statewide average of 53.2%. This significant representation provides opportunities for culturally responsive teaching and community engagement.

2. Commitment to Serving Economically Disadvantaged Students

Approximately 46.1% of GHWH students are classified as economically disadvantaged, surpassing the district average of 27.5%. This indicates the school's dedication to providing quality education to students from diverse socioeconomic backgrounds.

3. Lower At-Risk Student Percentage Compared to State Average

While 40.3% of GHWH students are considered at risk of dropping out, this is lower than the statewide average of 53.2%. This suggests effective support systems and interventions are in place to assist students facing challenges.

4. Diverse Student Population

GHWH boasts a diverse student body:

- Hispanic: 70.36%

- White: 17.04%
- African American: 5.35%
- Asian: 4.75%
- Two or more races: 1.81%

This diversity enriches the learning environment and promotes cultural awareness among students.

5. Effective Support for English Language Learners

With 10.6% of students identified as having limited English proficiency, GHWH is slightly below the district average of 11.7% and significantly below the statewide average of 24.4% . This reflects the school's effective programs and support for English language learners.

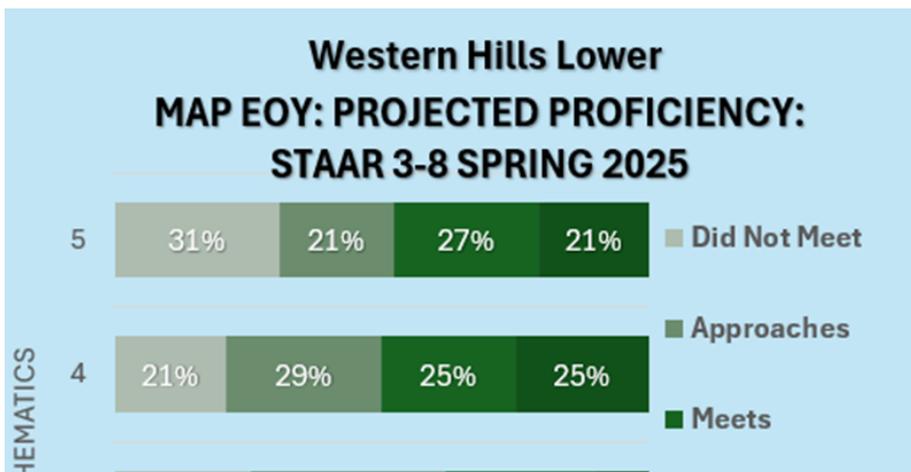
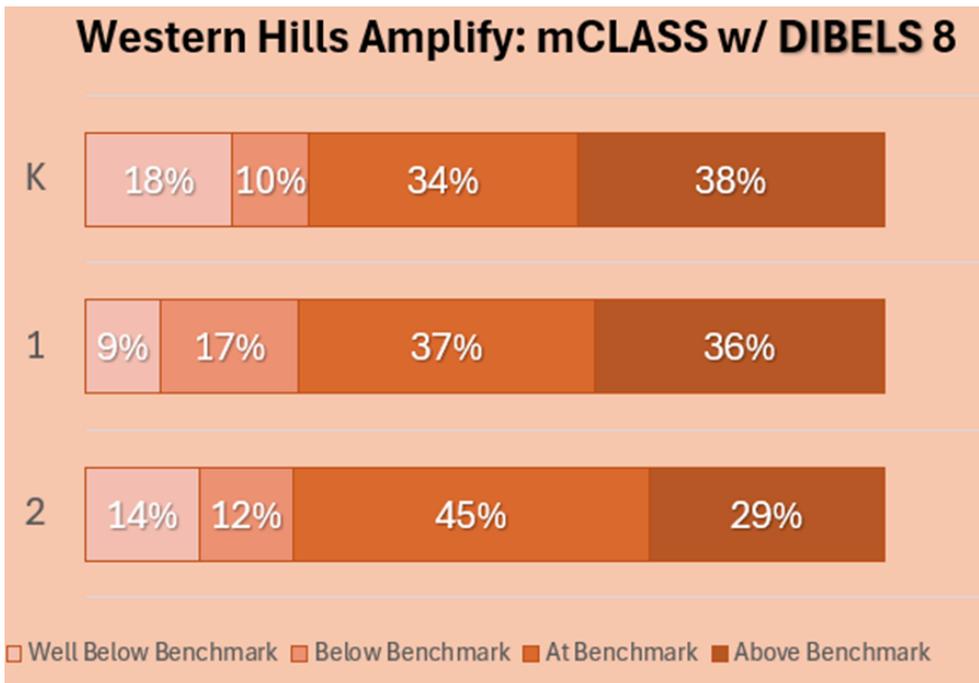
Student Learning

Summary

Great Hearts Western Hills monitors student achievement through state and local assessments, benchmark testing, classroom performance, and grades. Most students perform at or above grade level on STAAR, with benchmark data showing consistent progress throughout the year. CCMR indicators are strong, and graduation rates remain high, with the majority of students on track with their graduation plans.

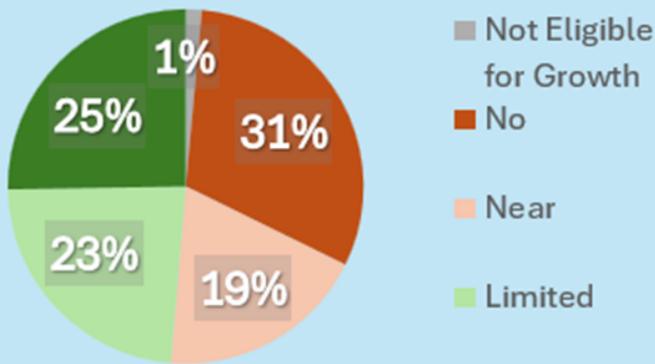
Retention and dropout rates are low, and targeted supports are in place for at-risk students. Special education services are implemented with fidelity, and progress is regularly reviewed. English Learners show steady growth in language proficiency as measured by TELPAS. While overall performance is strong, continued focus is needed on closing achievement gaps among student subgroups and ensuring equitable access to academic supports.

Western Hills Lower Testing Data:

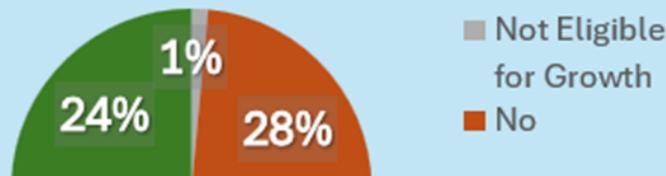


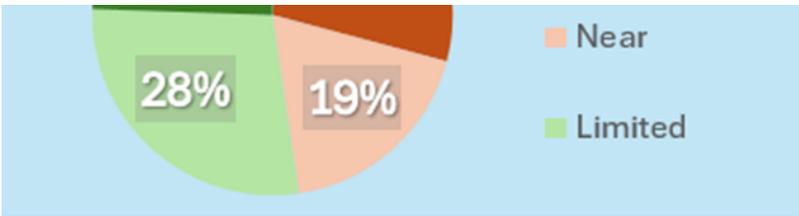


Western Hills Lower ELA MAP EOY: Met Growth Fall to Spring

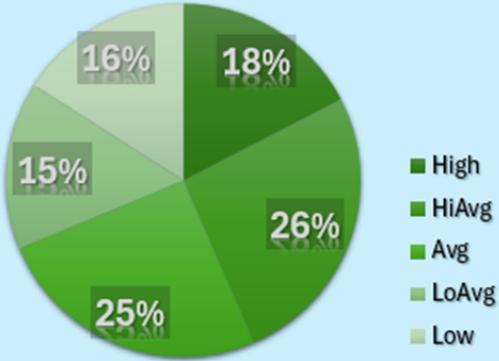


Western Hills Lower MATH MAP EOY: Met Growth Fall to Spring

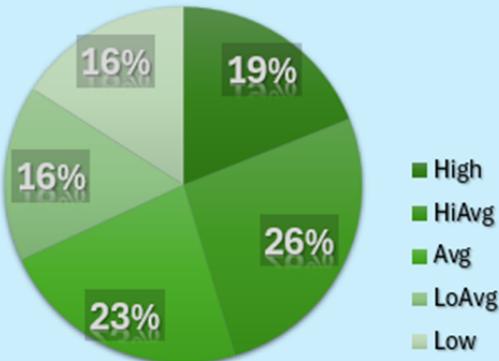




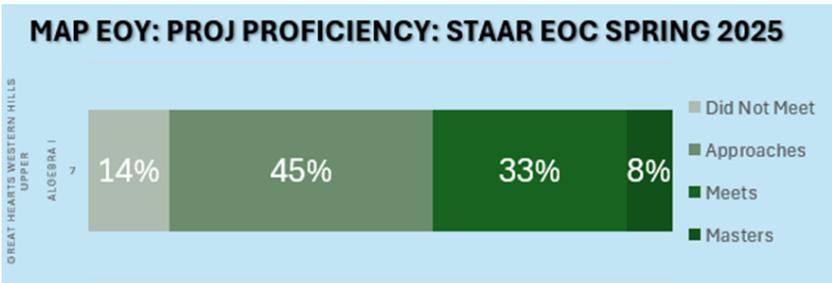
Western Hills Lower ELA MAP EOY: Achievement Quintile



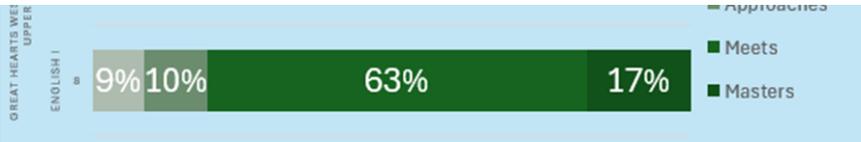
Western Hills Lower MATH MAP EOY: Achievement Quintile



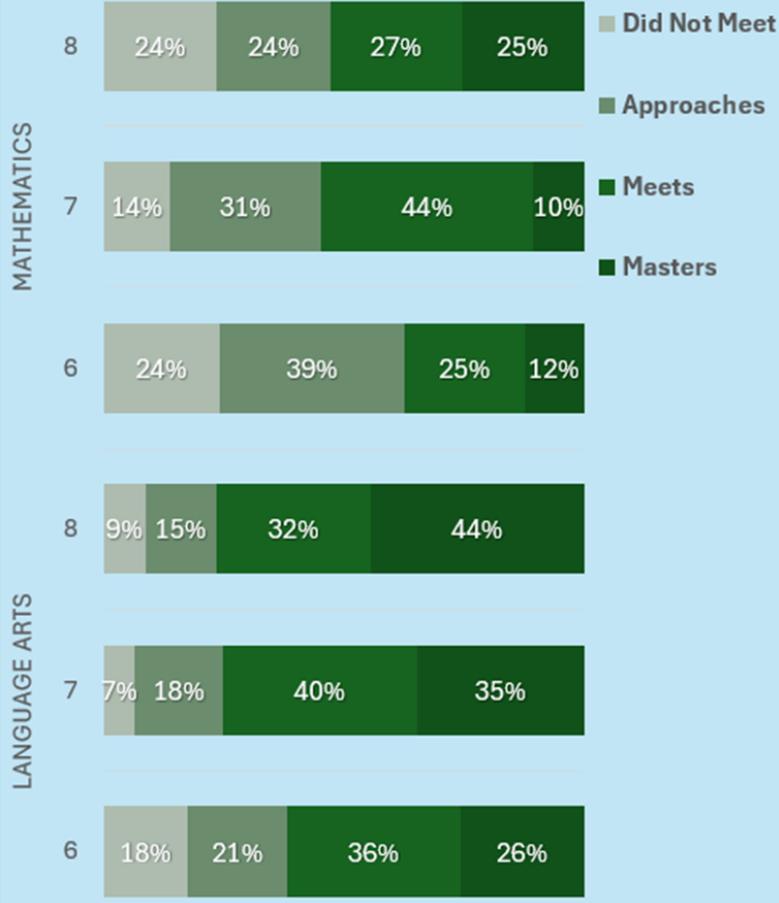
Western Hills Upper Testing Data:



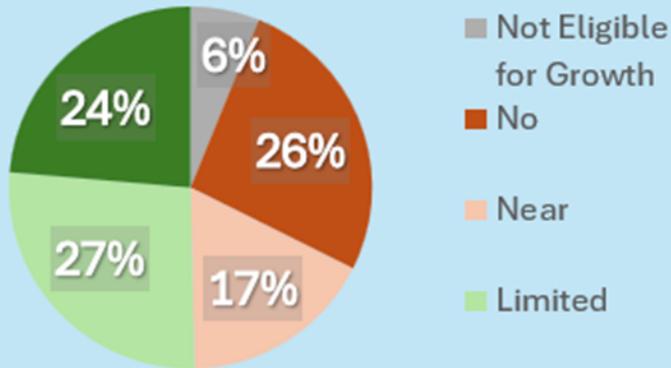
Great Hearts Western Hills Campus #



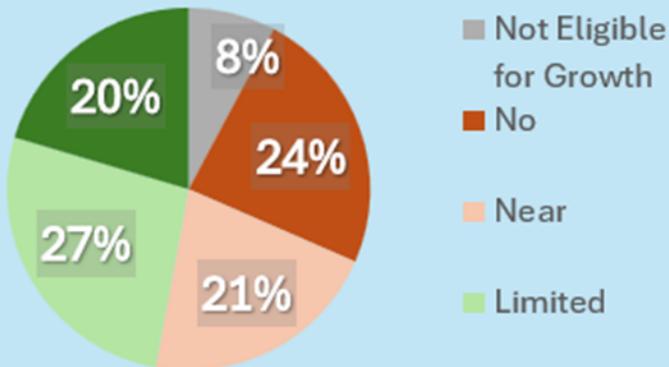
Western Hills Upper MAP EOY: PROJECTED PROFICIENCY: STAAR 3-8 SPRING 2025



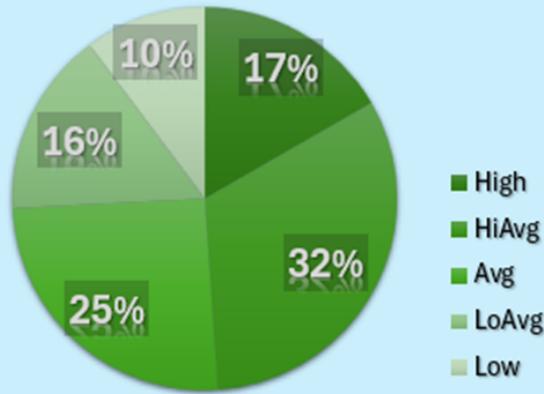
Western Hills Upper ELA MAP EOY: Met Growth Fall to Spring



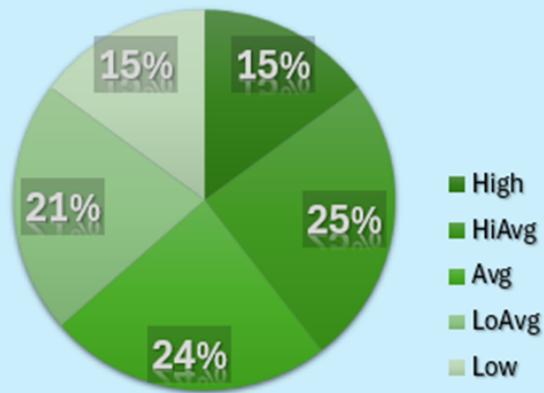
Western Hills Upper MATH MAP EOY: Met Growth Fall to Spring



Western Hills Upper ELA MAP EOY: Achievement Quintile



Western Hills Upper MATH MAP EOY: Achievement Quintile



| STAAR Performance TAPR | Reading | | | | Mathematics | | | | Science | | | | Social Studies | | | |
|------------------------|---------|------|------|------|-------------|------|------|------|---------|------|------|------|----------------|------|------|------|
| | 2021 | 2022 | 2023 | 2024 | 2021 | 2022 | 2023 | 2024 | 2021 | 2022 | 2023 | 2024 | 2021 | 2022 | 2023 | 2024 |
| Approaches GL or Above | 75% | 88% | 88% | 85% | 68% | 79% | 72% | 67% | 43% | 67% | 71% | 74% | NA | 71% | 73% | 81% |
| Meets GL or Above | 41% | 62% | 59% | 59% | 36% | 41% | 39% | 36% | 19% | 24% | 42% | 42% | NA | 42% | 45% | 43% |
| Masters GL | 21% | 35% | 25% | 21% | 19% | 17% | 14% | 12% | 2% | 4% | 10% | 9% | NA | 21% | 18% | 15% |

STAAR 2025

| | | | | |
|----------------------------|--|---------------------|---------------------|---------------------|
| GREAT HEARTS WESTERN HILLS | STAAR Performance Levels Percentage at | STAAR Performance | STAAR Performance | STAAR Performance |
|----------------------------|--|---------------------|---------------------|---------------------|

| LOWER | Did not Meet Approaches: | Levels Percentage At or Above Approaches: | Levels Percentage at or Above Meets: | Levels Percentage at Masters: |
|----------------------------------|--------------------------|---|---------------------------------------|--------------------------------|
| Mathematics | 21% | 79% | 35% | 9% |
| Reading Language Arts | 12% | 88% | 40% | 10% |
| Science | 29% | 71% | 29% | 8% |
| GREAT HEARTS WESTERN HILLS UPPER | | | | |
| Mathematics | 19% | 81% | 33% | 8% |
| Reading Language Arts | 5% | 95% | 49% | 14% |
| Science | 7% | 93% | 42% | 9% |
| Social Studies | 14% | 86% | 40% | 14% |

Strengths

Academic Performance

- **Reading/Language Arts Proficiency:** 62% of students achieved proficiency, surpassing the Texas state average of 51%.
- **Math Proficiency:** 40% of students reached proficiency, aligning closely with the state average of 41%.

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 | 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

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 receive targeted 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 assigned 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 and 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.

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

Characters : 1301

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.

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.



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

District goals

Campus goals



Goals

Goal 1

Students experience grade-level achievement and year-over-year improved academic growth in Math.

Performance Objective 1

Student Scores on 6th and 7th Grade Math STAAR tests will increase to 80% approaches, 50% meets, and 20% masters.

Evaluation Data Source: STAAR test and EOCs

Strategy 1

The Dean of Academics will help dept. chair intentionally plan and run Math department meetings to include the following: - Instructional planning - Co-planning - Mini lesson preview/demos - Coaching for pacing, scope and sequence - Independent work, following GH mathematics instructional model

Strategy's Expected Result/Impact: Increased student growth and achievement on math STAAR and math EOCs.

Staff Responsible for Monitoring: Dean of Academics

Formative Reviews

November

January

March

June

Strategy 2

Dean of Academics will lead data analysis meetings (unit assessments, IXL, interim) with all MS & Alg I teachers - create reteach calendars - make sure teachers are using bell work for reteach - require teachers to include more turn and talks where students are asked to use correct math terms/lang

Strategy's Expected Result/Impact: Increased student growth and achievement on math STAAR and math EOCs

Staff Responsible for Monitoring: Dean of Academics

Formative Reviews

November

January

March

June

Strategy 3

IXL will be used with all MS students to boost our Math STAAR goal of 30-60-90 during Lyceum - teach & require students doing Math IXL to write the problem, work the problem, circle the answer in provided spiral notebooks before using testing strategies to choose the correct answer on the computer.

Strategy's Expected Result/Impact: Increased student growth and achievement on math STAAR and math EOCs

Staff Responsible for Monitoring: Dean of Academics

Formative Reviews

November

January

March

June

Strategy 4

Interventionists will provide targeted math instruction based on testing data and in place of Latin.

Strategy's Expected Result/Impact: Increased student achievement and growth on math STAAR and EOCs

Staff Responsible for Monitoring: Dean of Academics

Formative Reviews

November

January

March

June

Performance Objective 2

Student Scores on Algebra I EOC will increase to 90% approaches, 60% meets, 30% masters.

Strategy 1

Students not performing on grade level will be placed in a remedial math course with an interventionist in addition to their regular math course to target their academic gaps with TEKS Aligned curriculum and regular progress monitoring.

Formative Reviews

November

January

March

June

Strategy 2

Middle School math teachers will receive regular instructional coaching.

Formative Reviews

November

January

March

June

Strategy 3

Dean of Academics will lead math team in data analysis and reteach cycle.

Formative Reviews

November

January

March

June

Strategy 4

Math teachers push-in and pull-out students for Tier 2 and Tier 3 intervention during Lyceum.

Formative Reviews

November

January

March

June

Strategy 5

Utilize IXL campus wide for all 8th graders.

Formative Reviews

November

January

March

June

Strategy 6

An interventionist will provide HB1416 minutes to any high schoolers who failed the Algebra I EOC utilizing IXL and provide feedback to the Algebra I teachers on what material needs more attention in the Middle School.

Formative Reviews

November

January

March

June

Goal 2

Students experience grade-level achievement and year-over-year improved academic growth in Reading.

Performance Objective 1

Reading scores will increase by ____amount

Evaluation Data Source: Reading STAAR and reading EOCs

Strategy 1

Interventionists provide instruction in foundational Reading, Grammar & Writing classes for 6th, 7th, & 8th grades in place of Latin.

Strategy's Expected Result/Impact: Increased growth and achievement scores on reading STAAR and EOCs

Staff Responsible for Monitoring: Dean of Academics

Formative Reviews

November

January

March

June

Strategy 2

The Dean of Academics in coordination with the MS & HS Deans will identify and support students who are struggling academically but are not identified as SPED or 504. - a push-in model - low level (Tier 1) materials infractions, homework recovery, detentions, bi-weekly grade printouts - mid/high level (Tier 2-3) weekly check ins with Dean, agenda checks, locker moved to the Dean's office, rewards for attending tutoring

Strategy's Expected Result/Impact: Increased student achievement and growth on reading STAAR and EOCs.

Staff Responsible for Monitoring: Dean of Academics

Formative Reviews

November

January

March

June

Strategy 3

Make the 5 paragraph essay format with LSU model for thesis the goal by end of 8th grade.

Begin transition to classical rhetorical writing model at beginning of 10th grade - Writing teacher alignment through collaborative scope and sequence work and writing rubrics - Develop writing lab/tutoring model

Strategy's Expected Result/Impact: Increased student achievement and growth in reading STAAR and EOCs

Staff Responsible for Monitoring: Dean of Academics

Formative Reviews

November

January

March

June

Goal 3

Students experience grade-level achievement and year-over-year improved academic growth in Science.

Performance Objective 1

Student Scores on 8th Grade Science will increase from 82% approaches to 90% approaches.

Strategy 1

Academic gaps will be closed by providing increased support to 6th grade students following failure of the 5th grade STAAR Science test utilizing IXL, guided by an interventionist.

Formative Reviews

November

January

March

June

Strategy 2

2 science interventionists will work, in conjunction with the Dean of Academics to identify academic gaps, revealed by STAAR 5th Grade Science Data and STAAR 8th grade Science Data, and will coordinate with the Middle School Science team to ensure additional gaps are not created between 6th and 8th grade.

Formative Reviews

November

January

March

June

Strategy 3

This team will also provide HB1416 minutes to any 9th graders who failed the 8th grade STAAR Science test in the previous academic year and provide feedback to the middle school team on what material needs more attention in the Middle School.

Formative Reviews

November

January

March

June

Goal 4

Students experience grade-level achievement and year-over-year improved academic growth in Social Studies.

Performance Objective 1

Student Scores on 8th Grade Social Studies will increase from 62% approaches to 75% approaches.

Strategy 1

The 8th grade History Teachers, in conjunction with the Dean of Academics, will review STAAR data and item analysis from last year's results in order to adjust instructional priorities in the 25-26 school year.

Formative Reviews

November

January

March

June

Strategy 2

2 interventionists will provide HB1416 minutes to any 9th graders who failed the 8th grade STAAR Social Studies Test and will provide regular feedback to the 8th grade middle school team on what material needs more attention in the Middle School.

Formative Reviews

November

January

March

June

Strategy 3

Administration will conduct observations, walkthroughs, and lesson plan checks to ensure instruction is aligned to curricular priorities.

Formative Reviews

November

January

March

June

Goal 5

GHWHU Students experience grade-level achievement and year-over-year improved academic growth in English.

Performance Objective 1

Student Scores on English I and II will improve to 90% approaches, 60% meets, 30% masters.

Strategy 1

An interventionist will provide HB1416 minutes to high schoolers who failed the 8th Grade ELAR STAAR, English I EOC, and English II EOC.

Formative Reviews

November

January

March

June

Strategy 2

Alignment of writing through collaborative scope and sequence work

Formative Reviews

November

January

March

June

Strategy 3

Make the 5 paragraph essay format with LSU model for thesis the goal by end of 8th grade. Begin transition to classical rhetorical writing model at beginning of 10th grade

Formative Reviews

November

January

March

June

Strategy 4

- Writing teacher alignment through collaborative scope and sequence work and writing rubrics

Formative Reviews

November

January

March

June

Strategy 5

Develop writing lab/tutoring model, staffed by two qualified teachers after school

Formative Reviews

November

January

March

June

Goal 6

GHWHUS will develop & refine our Credit Recovery Program and Drop-out Prevention.

Performance Objective 1

_____ fewer students will drop out and/or _____% of students will complete credit recovery courses.

Strategy 1

Implement high school interventions early in order to ensure they pass classes. - Extended credit recovery study hall - Assign peer tutors - Summer School APEX classes credit recovery

Strategy's Expected Result/Impact: (above goal)

Staff Responsible for Monitoring: Campus Leadership

Formative Reviews

November

January

March

June

Strategy 2

- Clearly explain to freshman what credits are and what the path is to graduation - Early in the year meetings with bubble students - Deans of HS Men and Women mentor struggling students - Incentives - HS Lyceum Electives - opportunities to explore the common arts

Strategy's Expected Result/Impact: (impact on above goal)

Staff Responsible for Monitoring: Campus Administration

Formative Reviews

November

January

March

June