Great Hearts Texas

Great Hearts Arlington

2025-2026 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

Summary

The demographic profile of Great Hearts Arlington 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 Arlington opened its doors during the 2021–2022 school year with an initial enrollment of 647 students. Since then, the campus has experienced steady growth, reaching a total enrollment of 998 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 %
21-22	647	-	-
22-23	834	187	22.4%
23-24	969	135	13.9%
24-25	998	29	2.9%

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Our Students

In SY 2024-2025 GHA served a student population that was 11.72% Asian, 22.65% African American, 26.45% Hispanic, 4.11% Two or More Races, 34.97% White.

Year (Oct.)	Asian	Black or African American	Hispanic/ Latino	American Indian or Alaska Native	Native Hawaiian or Other Pacific Islander	Two or More Races	White
21-22	7.42%	21.33%	30.60%	0.15%	0.00%	6.80%	33.69%
22-23	7.55%	21.46%	30.10%	0.24%	0.12%	4.44%	36.09%
23-24	8.98%	28.28%	28.28%	0.10%	0.10%	5.16%	35.71%
24-25	11.72%	22.65%	26.45%	0.00%	0.10%	4.11%	34.97%

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Great Hearts Arlington Fall Enrollment				
Grade	21-22	22-23	23-24	24-25
KG - Kindergarten	22.10%	13.31%	12.80%	10.72%

01 - 1	13.60%	16.43%	12.49%	12.32%
02 - 2	12.83%	12.47%	14.96%	11.52%
03 - 3	14.06%	11.15%	11.87%	12.32%
04 - 4	10.05%	11.39%	9.18%	12.42%
05 - 5	12.06%	10.91%	10.01%	9.22%
06 - 6	8.35%	9.23%	8.67%	8.22%
07 - 7	6.96%	8.87%	8.26%	7.62%
08 - 8	0.00%	6.24%	6.50%	7.31%
09 - 9	0.00%	0.00%	5.26%	4.41%
10 - 10	0.00%	0.00%	0.00%	3.91%
TOTAL	647	834	969	998

Great Hearts Arlington Fall Enrollment by Ethnicity Race Report Category				
Ethnicity Race Report Category	21-22	22-23	23-24	24-25
A - Asian	7.42%	7.55%	8.98%	11.72%
B - Black or African American	21.33%	21.46%	21.67%	22.65%
H - Hispanic/Latino	30.60%	30.10%	28.28%	26.45%
I - American Indian or Alaska Native	0.15%	0.24%	0.10%	0.00%
P - Native Hawaiian or Other Pacific Islander	0.00%	0.12%	0.10%	0.10%
T - Two or More Races	6.80%	4.44%	5.16%	4.11%
W - White	33.69%	36.09%	35.71%	34.97%
TOTAL	647	834	969	998

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Special Populations

As GHA has grown, there has been an increase in At Risk Students from 16.07% in SY 2021-2022 to 44.29% in SY 2024-2025.

Fall (Snapshot) PEIMS Historical Comparison for All Years				
Special Populations	21-22	22-23	23-24	24-25
At Risk	16.07%	29.26%	45.30%	44.29%
Special Education	8.04%	6.95%	7.84%	8.92%
Migrant	0.00%	0.00%	0.00%	0.00%
Immigrant	0.93%	0.48%	1.03%	1.60%
Emergent Bilingual	15.61%	20.62%	23.22%	21.94%
Former Emergent Bilingual	0.00%	0.36%	0.21%	0.40%
ESL Content Based	0.00%	0.00%	0.00%	0.00%
Economic Disadvantage - Free Meals	36.17%	43.05%	44.27%	41.28%
Economic Disadvantage - Reduced Meals	3.71%	8.63%	8.36%	7.11%
Homeless	0.00%	0.00%	0.00%	0.20%

The percentage of economically disadvantaged student population grew from 39.88% to 48.39%.   While Hispanics comprise 26.45% of the overall student population, they disproportionately represent 28.73% of the entire at-risk population.

At Risk	# of Students	% of At-Risk Population	% Enrolled
Asian	43	9.73%	4.31%
Black African American	89	20.14%	8.92%

Hispanic Latino	127	28.73%	12.73%
American Indian-Alaskan Native	0	0.00%	0.00%
Native Hawaiian Pacific Islander	0	0.00%	0.00%
Two or More	16	3.62%	1.60%
White	167	37.78%	16.73%
Total	442	442	

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Student Support Services

The percentage of students receiving special education services is 8.92% with 18.27% receiving ESL services.

SPED Participation	# of Students	% of SPED Population	% Enrolled
Asian	4	4.49%	0.40%
Black African American	26	29.21%	2.61%
Hispanic Latino	31	34.83%	3.11%
American Indian-Alaskan Native	0	0.00%	0.00%
Native Hawaiian Pacific Islander	0	0.00%	0.00%
Two or More	5	5.62%	0.50%
White	23	25.84%	2.30%
Total	89	89	

ESL Participation	# of Students	% of ESL Population	% Enrolled
Asian	31	17.32%	3.11%
Black African American	22	12.29%	2.20%
Hispanic Latino	46	25.70%	4.61%
American Indian-Alaskan Native	0	0.00%	0.00%
Native Hawaiian Pacific Islander	0	0.00%	0.00%
Two or More	3	1.68%	0.30%
White	77	43.02%	7.72%
Total	179	179	

Strengths

Great Hearts Arlington, a K–9 charter school in Arlington, Texas, showcases notable demographic strengths that reflect its commitment to diversity. Here's an overview of the school's demographic profile:

Student Enrollment & Demographics

- **Total Enrollment**: Approximately 998 students as of the 2024–2025 academic year .

- **Gender Distribution**: Balanced, with 50% male and 50% female students .

- **Ethnic Composition**:

    - White: 34.97%

    - Hispanic: 26.45%

    - African American: 22.65%

    - Asian: 11.72%

    - Two or More Races: 4.11%

- Native American and Pacific Islander: Less than .01% .

This diverse student body contributes to a rich educational environment, promoting cross-cultural understanding and collaboration.

Socioeconomic Indicators

- **Economically Disadvantaged Students**: 48.39% of students are considered economically disadvantaged, indicating a significant portion of the student body benefits from programs aimed at supporting low-income families .

- **Limited English Proficiency**: 21.94% of students are identified as having limited English proficiency, highlighting the school's role in supporting English language learners .

These indicators demonstrate Great Hearts Arlington's dedication to serving a broad spectrum of students, providing resources and programs tailored to meet varied socioeconomic and linguistic needs.

Institutional Commitment

As a Title I campus, Great Hearts Arlington receives federal funding to support programs that assist students at risk of academic failure, particularly those from low-income families. The school's designation underscores its commitment to educational equity and access .

In summary, Great Hearts Arlington's demographic strengths lie in its diverse and inclusive student population, balanced gender representation, and proactive measures to support students from various socioeconomic and linguistic backgrounds. These attributes contribute to a dynamic learning environment that prepares students for a globalized society.

Problem Statements Identifying Demographics Needs

|	**Problem Statement**	**Root Cause**
1	GH Arlington serves scholars with significant learning gaps and unique educational needs. In many cases, those deficits require additional support beyond Tier 1 instruction.	At least half of the student population qualifies as at-risk and economically disadvantaged with a wide range of educational and economic backgrounds.

★ **= Priority**

Student Learning

Summary

Great Hearts Arlington 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.

Arlington Lower School Testing Data:

Arlington Amplify: mCLASS w/ DIBELS 8

Grade	Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark
K	17%	12%	33%	38%
1	13%	13%	29%	45%
2	13%	14%	32%	41%

□ Well Below Benchmark □ Below Benchmark ■ At Benchmark ■ Above Benchmark

Arlington Lower
MAP EOY: PROJECTED PROFICIENCY: STAAR 3-8 SPRING 2025

MATHEMATICS

Grade	Did Not Meet	Approaches	Meets	Masters
5	22%	26%	28%	24%
4	32%	24%	22%	21%
3	21%	36%	30%	13%
2	18%	40%	37%	4%

■ Did Not Meet ■ Approaches ■ Meets ■ Masters

LANGUAGE ARTS

Grade				
5	19%	30%	34%	17%
4	20%	31%	23%	26%
3	19%	28%	31%	22%
2	12%	39%	34%	16%

Arlington Lower
ELA MAP EOY: Met Growth Fall to Spring

- 4% — Not Eligible for Growth
- 27% — No
- 18% — Near
- 25% — Limited
- 25%
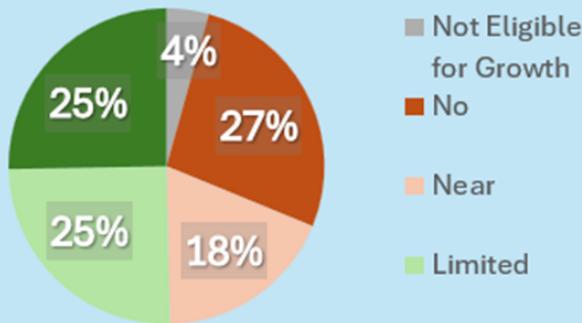
Arlington Lower
MATH MAP EOY: Met Growth Fall to Spring

- 4% — Not Eligible for Growth
- 26% — No
- 24% — Near
- 27% — Limited
- 19%
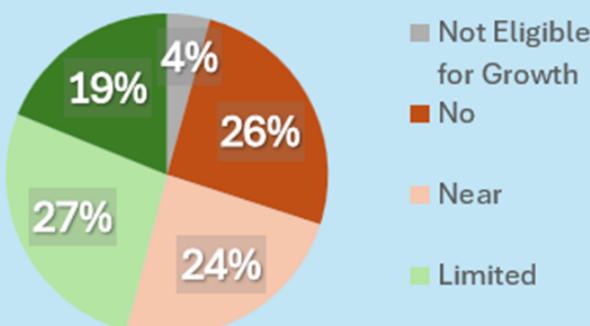
Arlington Lower
ELA EOY: Achievement Quintile

- High
- HiAvg
- Avg
- LoAvg
- Low

(Pie chart values: 17%, 23%, 24%, 16%, 20%)
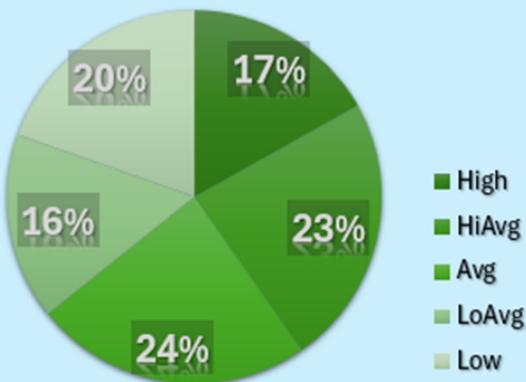
Arlington Lower
MATH EOY: Achievement Quintile

- High
- HiAvg
- Avg
- LoAvg
- Low

(Pie chart values: 19%, 28%, 20%, 19%, 14%)
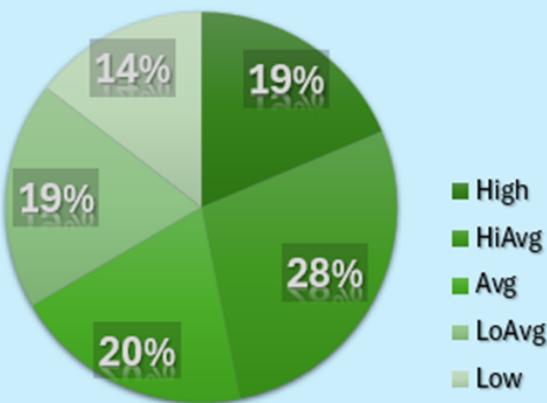
Arlington Upper Testing Data:

MAP EOY: PROJ PROFICIENCY: STAAR EOC SPRING 2025

ALGEBRA I — 7: 19% | 27% | 33% | 21%

- Did Not Meet
- Approaches
- Meets
- Masters

MAP EOY: PROJ PROFICIENCY: STAAR EOC SPRING 2025

ALGEBRA I — 8: 11% | 49% | 21% | 19%

ENGLISH I — 8: 7% | 24% | 57% | 11%

- Did Not Meet
- Approaches
- Meets
- Masters
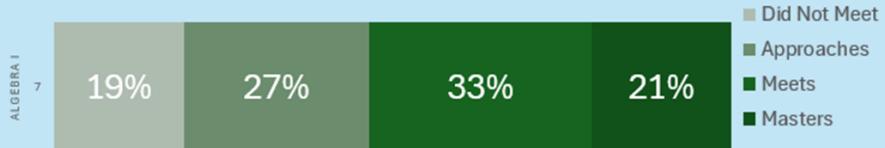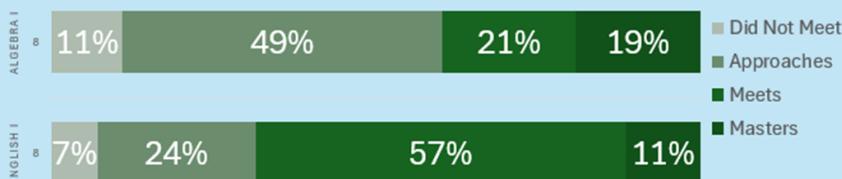
Arlington Upper

MAP EOY: PROJECTED PROFICIENCY: STAAR 3-8 SPRING 2025

MATHEMATICS

Grade	Did Not Meet	Approaches	Meets	Masters
8	15%	32%	34%	19%
7	19%	18%	40%	23%
6	23%	36%	26%	15%

LANGUAGE ARTS

Grade	Did Not Meet	Approaches	Meets	Masters
8	9%	31%	33%	27%
7	14%	29%	25%	32%
6	25%	22%	29%	25%

Legend: Did Not Meet, Approaches, Meets, Masters
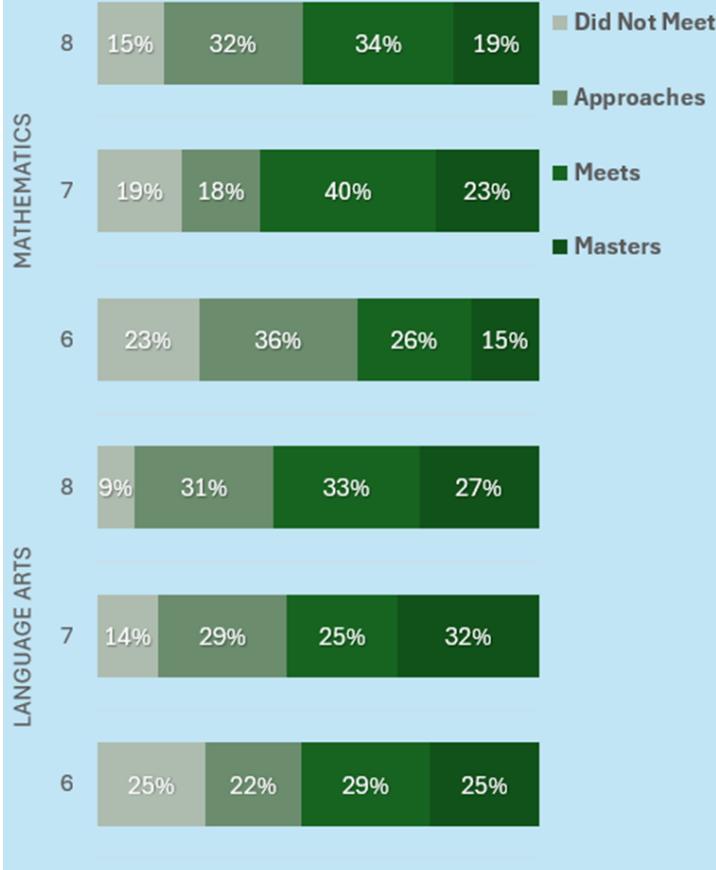
Arlington Upper ELA MAP EOY: Met Growth Fall to Spring

Pie chart:
- Not Eligible for Growth: 5%
- No: 37%
- Near: 22%
- Limited: 20%
- (Yes/Met): 16%
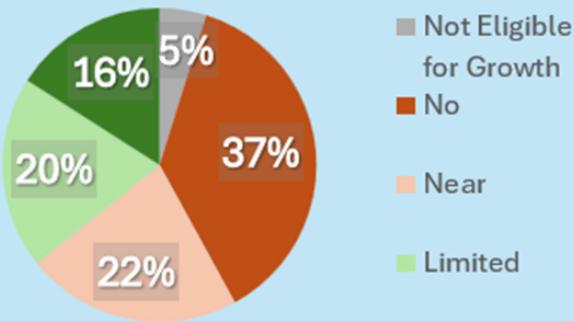
Arlington Upper MATH MAP EOY: Met Growth Fall to Spring
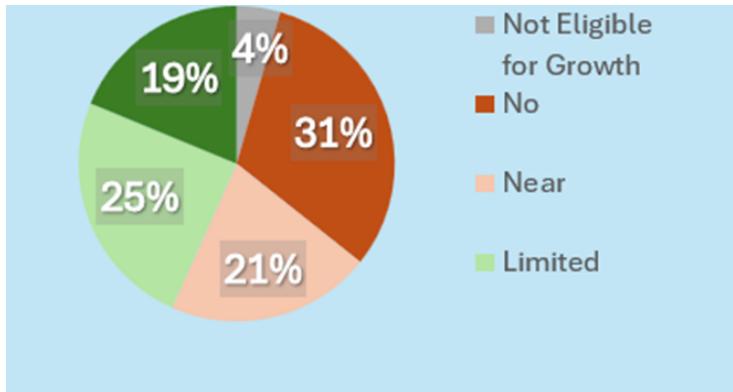
Arlington Upper
ELA EOY: Achievement Quintile
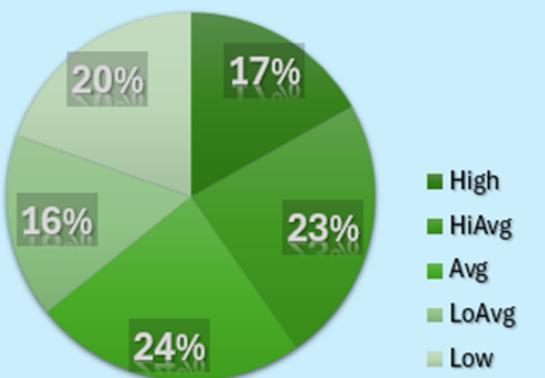

Arlington Upper
MATH EOY: Achievement Quintile
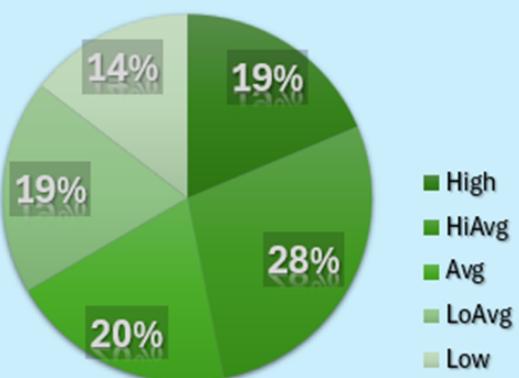
STAAR Performance TAPR	Reading				Mathematics				Science				Social Studies			
	2021	2022	2023	2024	2021	2022	2023	2024	2021	2022	2023	2023	2024	2022	2023	2023
Approaches	NA	75%	83%	83%	NA	73%	76%	72%	NA	NA	62%	62%	NA	NA	72%	86%
Meets GL or Above	NA	47%	58%	57%	NA	38%	42%	44%	NA	NA	28%	37%	NA	NA	47%	54%

STAAR 2025

GREAT HEARTS ARLINGTON LOWER	STAAR |Performance Levels | Percentage at Did not Meet Approaches:	STAAR |Performance Levels | Percentage At or Above Approaches:	STAAR |Performance Levels| Percentage at or Above Meets:	STAAR |Performance Levels| Percentage at Masters:
Mathematics	24%	76%	35%	9%
Reading Language Arts	13%	87%	40%	11%
Science	38%	62%	15%	3%
GREAT HEARTS ARLINGTON UPPER				
Mathematics	13%	87%	35%	9%
Reading Language Arts	6%	94%	47%	12%
Science	9%	91%	34%	2%
Social Studies	15%	85%	37%	10%

Strengths

Academic Performance

- **Overall STAAR Proficiency**: 77% of students achieved proficiency across all subjects, surpassing the Texas state average.

- **Subject-Specific Proficiency**:

  - **Reading/ELA**: 84% of students demonstrated proficiency.

  - **Math**: 71% of students achieved proficiency.

  - **Social Studies**: 76% of students reached proficiency

  - **Science**: 74% of students reached proficiency

Problem Statements Identifying Student Learning Needs

	Problem Statement	**Root Cause**
1	GHA performs disproportionately low in math and science compared to reading.	Insufficient focus has been given to teacher coaching, curriculum alignment, and closing the gaps in these content areas.

⭐ **= Priority**

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.

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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	Intro to American History				
								Medieval 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 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.

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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 extra-curricular offerings for our young people.

Characters : 6975

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	**Root Cause**
1	GHA regularly encounters faculty attrition each year.	GH Arlington is scaling quickly. A steep increase in new students and faculty new to GH and/or teaching is an obstacle to faculty retention and development.

⭐ **= Priority**

Perceptions

Summary

Great Hearts Arlington is committed to strong partnerships with families and the broader community. GHA has an Academy Advisory Committee—comprised of parents and community members—that meets quarterly to advise school leadership on campus life and culture. The district also conducts annual pulse surveys to gather parent feedback, and GHA employs a Director of Academy Giving to foster relationships with families. Surveys, interviews, and focus groups indicate broad support for the schools' mission, academic rigor, and positive culture. While engagement is strong, some campuses are working to enhance communication and broaden volunteer opportunities. Students and staff report a safe, values-driven environment, with staff highlighting the need for more support and retention efforts. Communication occurs regularly through social media and electronic tools, which also invite ongoing parent feedback. These insights continue to shape priorities around communication, inclusivity, staff support, and community engagement.

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	**Root Cause**
1	Approximately 13% of parents who responded to the annual survey indicated that they do not believe GH Arlington balances hard work with the joy of learning.	GH Arlington parents understand the vision of classical education in varying degrees. Additionally, GH Arlington has emphasized rigor over joy and struggles over strengths and has not effectively communicated the joy that is happening daily in the classrooms to the family community.

⭐ **= Priority**

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**
- ☑ **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**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**

- [x] **Class size averages by grade and subject**

- [x] **Enrollment trends**

Employee Data

- [x] **Staff surveys and/or other feedback**

- [x] **Teacher/Student Ratio**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**

Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**

- [x] **Communications data**
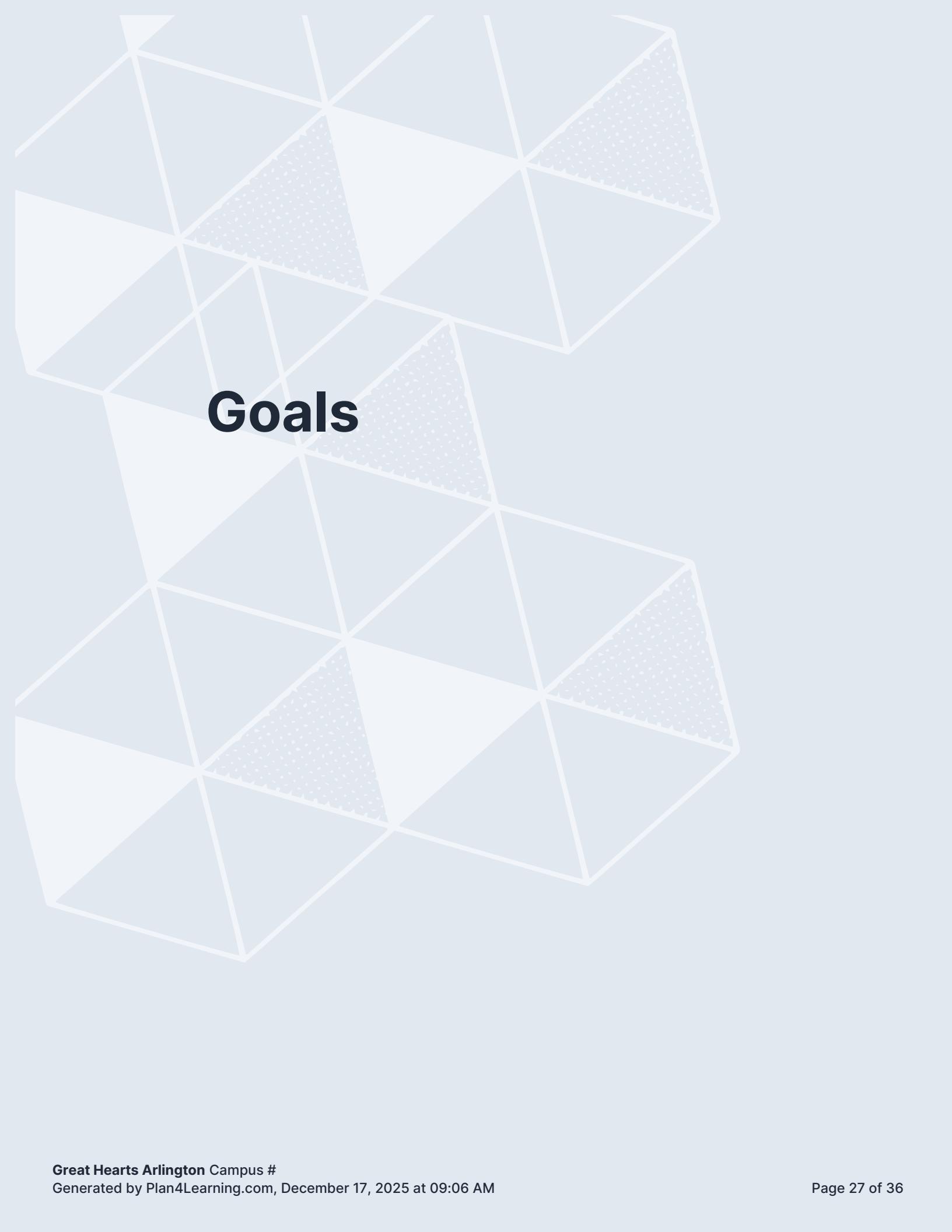
Goals

Goal 1

GH Arlington will identify At Risk scholars with significant learning gaps and provide them with needed academic, attendance, behavioral, and social support.

Performance Objective 1

100% of At Risk scholars will be identified through the annual survey process and served through the MTSS program.

Evaluation Data Source: At Risk Checklist and MTSS

Strategy 1

On Campus Coordinators, campus leaders, and teachers will collaborate through ongoing meetings to identify scholars with academic and behavior needs. These scholars will be served by Academic and Behavioral Interventionists.

Strategy's Expected Result/Impact: Academic learning gaps will be decreased through work with Academic Interventionists. Emotional regulation skills will be improved through work with Behavior Interventionist.

Staff Responsible for Monitoring: Mrs. Gilbert, Mr. Murray, and Mrs. Saenz

Formative Reviews

November	January	March	June

Performance Objective 2

Chronic absenteeism will decrease from 14.3% to 10%.

Evaluation Data Source: TEA Chronic absenteeism percentage

Strategy 1

School will develop a system for timely family communication according to TEA guidance.

Strategy's Expected Result/Impact: Chronic absenteeism will decrease.

Staff Responsible for Monitoring: Registrars

Formative Reviews

November	January	March	June

Performance Objective 3

Campus Behavioral Interventionist, Campus Counselor, and SAMA trained faculty will work with scholars to build behavioral and social skills and decrease time away from learning, decreasing campus discipline incidents by 10%.

Evaluation Data Source: Campus discipline data comparison

Strategy 1

Whole faculty behavioral training will be provided to all faculty members. Training refreshers will be provided throughout the year.

Strategy's Expected Result/Impact: Faculty members will be equipped to deescalate classroom challenge and assist scholars in self regulation.

Staff Responsible for Monitoring: Campus leadership

Formative Reviews

November	January	March	June

Goal 2
Students will experience grade-level achievement and improved academic growth in math.

Performance Objective 1

39% of GH Arlington Lower students taking a Math STAAR test will achieve Meets, and 63% of GH Arlington Lower students taking a Math STAAR test will achieve Approaches. 55% of GH Arlington Upper student taking a Math STAAR test will achieve Meets, and 90% of GH Arlington Upper students taking a Math STAAR test will achieve Approaches.

Evaluation Data Source: 2026 Math STAAR tests and EOC exams.

Strategy 1

Increased and targeted academic coaching for math teachers, including lesson planning support, data meetings, and pre and post assessment diagnostic work.

Strategy's Expected Result/Impact: Teachers will provide more proactive and responsive instruction which will increase student learning.

Staff Responsible for Monitoring: Academic Coaches

Formative Reviews

November	January	March	June

Strategy 2

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: Hands on learning and deeper curricular understanding

Staff Responsible for Monitoring: School Leadership and Director of Campus Operations

Formative Reviews

November	January	March	June

Performance Objective 2

75% of GH Arlington students taking a Math STAAR test will meet or exceed their growth goal in math.

Evaluation Data Source: 2026 Math STAAR tests and EOC exams.

Strategy 1

School will monitor student assessments, Interim STAAR/MAP/classroom formative and summative assessments, to identify learning gaps. This information will be used to develop individualized intervention plans (IXL software), small group intervention instruction (Accelerated Instruction and on level intervention), and classroom reteach lessons.

Strategy's Expected Result/Impact: Students will receive more targeted support for their deficits and will demonstrate growth.

Staff Responsible for Monitoring: Intervention Team

Formative Reviews

November	January	March	June

Goal 3 Students will experience grade-level achievement in science.

Performance Objective 1

30% of GHA Lower students taking a 5th grade STAAR science test will achieve Meets, and 60% of GHA Lower students taking a 5th grade STAAR science test will achieve Approaches. 50% of GHA Upper students taking an 8th grade STAAR science test will achieve Meets, and 90% of GHA Upper students taking an 8th grade STAAR science test will achieve Approaches. 80% of GHA Upper students taking a Biology End of Course exam will achieve Meets, and 40% of GHA Upper students taking a Biology End of Course exam will achieve Masters.

Evaluation Data Source: 2026 STAAR data

Strategy 1

Increased and targeted academic coaching for math teachers, including lesson planning support, data meetings, and pre and post assessment diagnostic work.

Strategy's Expected Result/Impact: Teachers will provide more proactive and responsive instruction which will increase student learning.

Staff Responsible for Monitoring: Academic Coaches

Formative Reviews

November	January	March	June

Strategy 2

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: Hands on learning and deeper curricular understanding

Staff Responsible for Monitoring: Leadership Team and Director of Campus Operations

Formative Reviews

November	January	March	June

Performance Objective 1

GH Arlington will increase opportunities for faculty to grow in their craft and knowledge through high-quality, relevant professional development.

Evaluation Data Source: Teacher feedback

Strategy 1

School will communicate through multiple means the wide variety of flexible professional development opportunities offered through Great Hearts America. Academic coaches will collaborate with teachers to identify relevant PD opportunities that align with their professional goals.

Strategy's Expected Result/Impact: Teacher participation and their sense of belonging and satisfaction with being a Great Hearts increases.

Staff Responsible for Monitoring: Leadership Team

Formative Reviews

November	January	March	June

Performance Objective 2

GH Arlington will promote faculty collaboration and prioritize individual coaching.

Evaluation Data Source: Teacher feedback

Strategy 1

School will provide a schedule for peer observation and collaboration.

Strategy's Expected Result/Impact: Teachers will grow in their pedagogical craft which contributes to their confidence and their ability to implement excellence in teaching.

Staff Responsible for Monitoring: Leadership Team

Formative Reviews

November   **January**   **March**   **June**

Goal 5 Great Hearts Arlington will increase opportunities for family involvement, education, and engagement.

Performance Objective 1

GH Arlington will increase the number of family engagement opportunities by 25%.

Evaluation Data Source: Comparison between 2024/5 and 2025/6.

Strategy 1

School will provide quarterly coffee socials, Title I night, parent education nights, and campus volunteer opportunities.

Strategy's Expected Result/Impact: Family sense of belonging is increased and parent/school partnership is strengthened.

Staff Responsible for Monitoring: Leadership Team and Director of Community Engagement

Formative Reviews

November	January	March	June

Performance Objective 2

GH Arlington will increase visibility of positive initiatives and experiences through the use of social media and direct family communication.

Strategy 1

School will develop communication scope and sequence for campus events, off campus learning experiences, and classroom activities.

Strategy's Expected Result/Impact: Sense of connection between school and family will increase and school/parent partnership will be positively impacted.

Staff Responsible for Monitoring: Director of Community Engagement and Leadership Team

Formative Reviews

November	January	March	June