

Great Hearts Texas



2025-2026 District Improvement Plan

Board Approval Date:
January 15, 2026

Public Presentation Date:
January 15, 2026

Mission Statement

The mission of Great Hearts Texas (GHTX) is to educate students for the lifelong pursuit of truth, goodness, and beauty.

Vision

The Great Hearts Texas 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 Texas 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 Great Hearts Texas (GHTX) district serves students in grades K–12 across twenty brick-and-mortar campuses in two regions and one online school:

San Antonio

Great Hearts Forest Heights Lower (K-5)
Great Hearts Forest Height Upper (6-12)
Great Hearts Invictus Lower (K-5)
Great Hearts Invictus Upper (6-9)
Great Hearts Live Oak Lower (K-5)
Great Hearts Live Oak Upper (6-12)
Great Hearts Monte Vista South (K-5)
Great Hearts Monte Vista North (6-12)
Great Hearts Northern Oaks Lower (K-6)
Great Hearts Northern Oaks Upper (7-12)
Great Hearts Western Hills Lower (K-5)
Great Hearts Western Hills Upper (6-12)

DFW Metroplex

Great Hearts Irving Lower (K-5)
Great Hearts Irving Middle (6-8)
Great Hearts Irving Upper (9-12)
Great Hearts Lakeside Lower (K-5)
Great Hearts Lakeside Upper (6-10)
Great Hearts Arlington Lower (K-5)
Great Hearts Arlington Upper (6-11)
Great Hearts Prairie View Lower (K-5)
Great Hearts Prairie View Upper (6-10)

Online

Great Hearts Online (K-11)

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For SY 25-26, Title I funds are designated for the following campuses: campus-wide programs at GH Arlington, GH Western Hills & GH Live Oak.

In our 11 year history in Texas, GHTX has experienced rapid growth. Since the opening of our first school in SY 2014-2015, student enrollment in GHTX has grown from an enrollment of 572 students to over 12,800, in SY 2023-2024, and we are nearing 15,300 students in SY 2024-2025.

Year (Oct.)	Total Enrolled (Oct.)	Growth	Growth %
14-15	572	–	–
15-16	2009	1437	251.22%
16-17	2312	303	15.08%
17-18	2766	454	19.64%
18-19	3615	849	30.69%
19-20	4850	1235	34.16%
20-21	6642	1792	36.95%
21-22	8136	1494	22.49%
22-23	9970	1834	22.54%

Over the past eight years, Great Hearts Texas has graduated cohorts of students who exemplify the values of a classical liberal arts education. Our seniors consistently demonstrate academic excellence, strong character, and a commitment to lifelong learning. They graduate College, Career, and Military Ready, with many earning admission to competitive universities, receiving substantial scholarships, and pursuing meaningful paths in the workforce and armed services. This continued success reflects the dedication of our faculty, the support of our families, and the enduring impact of our educational mission.

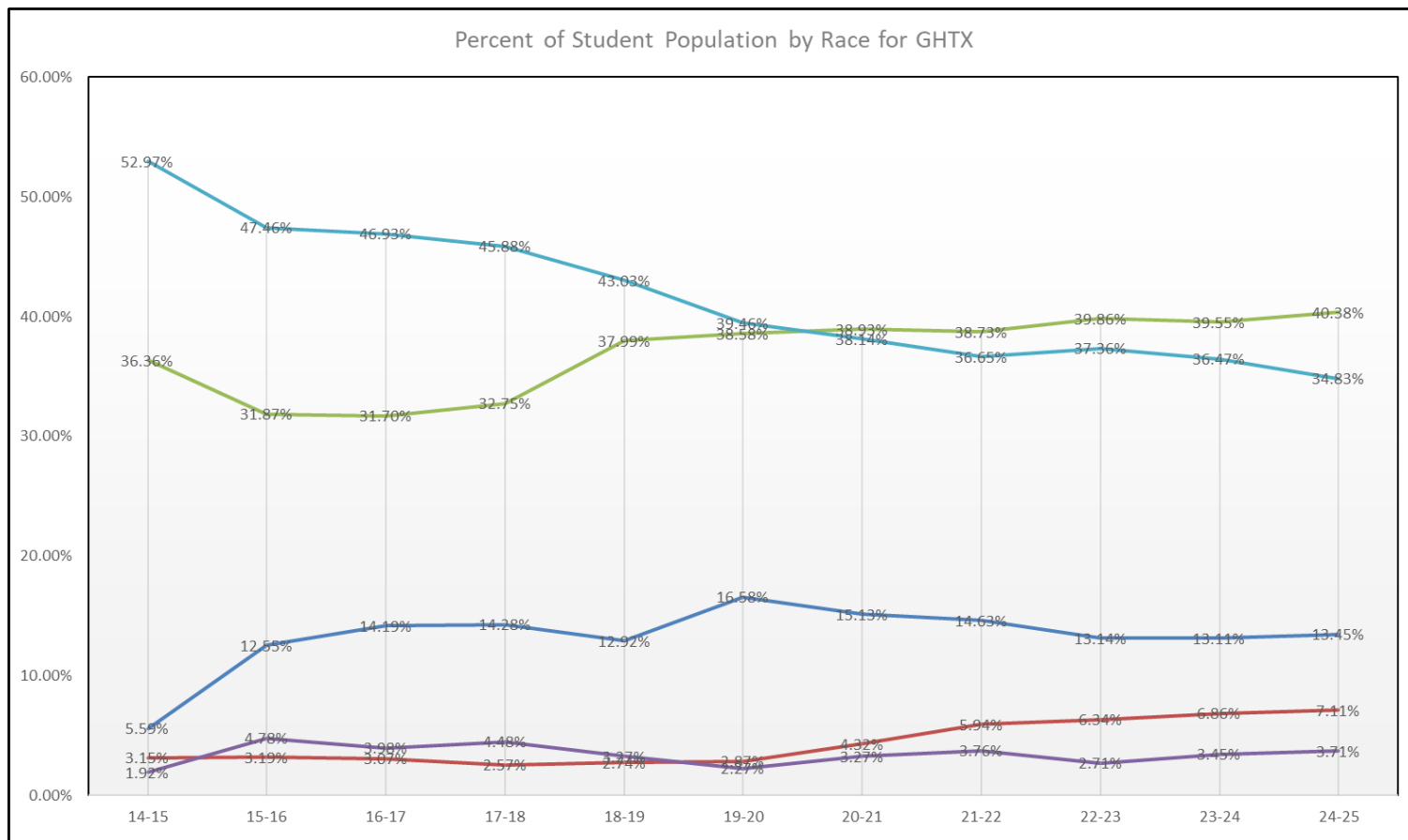
Three GHTX schools had graduating classes in 2025, and the district has now graduated a total of 799 students.

Fall Enrollment by Campus Number of Graduates											
Campus	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
GREAT HEARTS MONTE VISTA NORTH	0	0	0	35	36	44	37	39	46	35	36
GREAT HEARTS NORTHERN OAKS	0	0	0	0	0	0	46	49	63	76	77
GREAT HEARTS IRVING UPPER	0	0	0	0	0	0	35	28	37	40	40
TOTAL	0	0	0	35	36	44	118	116	146	151	153

In the coming decade, GHTX has plans to grow enrollment significantly, introducing new schools in current regions and in additional metropolitan areas. Planning for and managing future growth remains a top priority and challenge for the district.

Our Students

In SY 2020-2021, GHTX witnessed a demographic inflection point, moving from a plurality white-student population in 2014–2020 to a predominantly Hispanic student population. In SY 2024-2025, the district served a student population that was 40.38% Hispanic, 34.83% White, 13.45% Asian, 7.11% African American, 0.39% American Indian, and 3.71% of two or more ethnicities.



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Fall (Snapshot) PEIMS Historical Comparison for All Years											
Grade	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
KG - Kindergarten	12.76%	12.60%	11.12%	10.16%	11.26%	10.97%	11.58%	11.76%	10.97%	10.46%	9.21%
01 - 1	11.36%	12.55%	11.12%	10.34%	11.21%	10.93%	11.34%	11.52%	11.34%	10.38%	9.89%
02 - 2	12.59%	12.45%	11.29%	10.38%	11.18%	11.01%	11.44%	11.21%	10.98%	10.73%	9.63%
03 - 3	12.06%	12.25%	11.16%	10.59%	10.90%	11.01%	11.25%	10.88%	10.47%	10.08%	9.83%
04 - 4	11.54%	12.40%	10.94%	10.41%	9.74%	10.82%	10.95%	10.61%	10.20%	10.01%	9.79%
05 - 5	11.01%	12.00%	10.86%	10.09%	9.63%	10.21%	10.64%	10.21%	10.26%	9.75%	9.30%
06 - 6	8.39%	10.21%	10.94%	9.87%	8.85%	10.16%	8.91%	9.97%	9.96%	10.53%	10.69%
07 - 7	8.57%	8.72%	9.13%	9.54%	7.97%	6.82%	8.10%	8.15%	9.57%	9.63%	9.76%
08 - 8	4.20%	2.59%	7.83%	7.95%	7.50%	6.10%	5.09%	6.66%	7.03%	8.17%	8.58%
09 - 9	7.52%	2.39%	2.25%	6.11%	5.20%	4.99%	3.70%	2.96%	4.10%	4.70%	6.07%
10 - 10	0.00%	1.84%	1.86%	1.92%	4.23%	3.38%	3.07%	2.56%	1.94%	2.88%	3.74%
11 - 11	0.00%	0.00%	1.51%	1.37%	1.33%	2.66%	2.09%	2.08%	1.68%	1.36%	2.36%
12 - 12	0.00%	0.00%	0.00%	1.27%	1.00%	0.93%	1.84%	1.44%	1.49%	1.31%	1.15%
TOTAL	572	2008	2312	2766	3614	4850	6642	8136	9970	12019	12926
Asian	5.59%	12.55%	14.19%	14.28%	12.92%	16.58%	15.13%	14.63%	13.14%	13.11%	13.45%
Black or African American	3.15%	3.19%	3.07%	2.57%	2.74%	2.87%	4.32%	5.94%	6.34%	6.86%	7.11%
Hispanic/Latino	36.36%	31.87%	31.70%	32.75%	37.99%	38.58%	38.93%	38.73%	39.86%	39.55%	40.38%
Two or More Races	1.92%	4.78%	3.98%	4.48%	3.27%	2.27%	3.27%	3.76%	2.71%	3.45%	3.71%
White	52.97%	47.46%	46.93%	45.88%	43.03%	39.46%	38.14%	36.65%	37.36%	36.47%	34.83%
American Indian or Alaska Native	0.00%	0.00%	0.00%	0.04%	0.06%	0.25%	0.21%	0.29%	0.44%	0.42%	0.39%
Native Hawaiian or Other Pacific Islander	0.00%	0.15%	0.13%	0.00%	0.00%	0.00%	0.00%	0.00%	0.15%	0.13%	0.13%
TOTAL	572	2008	2312	2766	3614	4850	6642	8136	9970	12019	12926

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Special Populations

As GHTX has expanded, there has been a corresponding increase in almost every category of special populations.

Fall (Snapshot) PEIMS Historical Comparison for All Years											
Special Populations	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
At Risk	5.77%	8.72%	29.67%	25.74%	21.08%	17.11%	17.45%	14.59%	17.63%	32.48%	32.51%
Special Education	3.50%	3.29%	4.50%	5.06%	5.73%	6.64%	7.23%	7.37%	8.81%	10.38%	12.32%
Migrant	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.02%	0.03%	0.02%
Immigrant	0.00%	0.00%	0.00%	0.11%	0.25%	0.49%	0.69%	0.75%	0.60%	1.76%	2.58%
Emergent Bilingual	2.27%	5.43%	5.19%	5.03%	4.98%	6.80%	6.91%	7.68%	9.89%	11.75%	11.37%
Former Emergent Bilingual	0.00%	0.00%	0.00%	0.00%	0.00%	0.23%	0.20%	0.29%	0.52%	0.52%	0.52%
ESL Content Based	0.00%	0.10%	0.00%	0.00%	0.06%	0.04%	0.18%	0.02%	0.03%	0.07%	0.05%
Economic Disadvantage - Free Meals	11.36%	10.46%	7.92%	11.17%	14.39%	15.15%	17.09%	17.91%	20.64%	22.51%	20.70%

Economic Disadvantage - Reduced Meals	2.62%	4.13%	3.29%	3.87%	3.54%	4.25%	4.91%	4.35%	5.33%	4.53%	4.70%
Homeless	0.00%	0.70%	0.35%	0.04%	0.03%	0.00%	0.00%	0.00%	0.00%	0.03%	0.05%

The percentage of economically disadvantaged student population grew from 13.98% in 2014 to 25.4% in 2025, though, historically, few homeless students have enrolled in GHTX.

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Between SY 2014-2015 and SY 2024-2025, the percentage of at-risk students on our campuses increased from 5.8% to 32.51%. While Hispanics comprise 40.38% of the overall student population, they disproportionately represent 47.29% of the at-risk population. Asians, too, make up a disproportionate share of the at-risk population at 17.87%, though they total only 13.45% of the entire student population.

Fall (Snapshot) PEIMS for 2024-2025			
At-Risk Populations (SY 24-25)	# of At-Risk Students	% of At-Risk Population	At-Risk % of Total Enrollment
Asian	751	17.87%	5.81%
Black or African American	340	8.09%	2.63%
Two or More Races	119	2.83%	0.92%
White	982	23.37%	7.60%
Hispanic/Latino	1987	47.29%	15.37%
American Indian or Alaska Native	18	0.43%	0.14%
Native Hawaiian or Other Pacific Islander	5	0.12%	0.04%
TOTAL POPULATION	4202	4202	12926

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Student Support Services

The percentage of students receiving special education services has seen a steady annual increase since SY 2015-2016, and has more than tripled from 3.3% to 12.32% in SY 2024-2025, while that of students receiving ESL services has more than tripled from 2.3% in SY 2014–2015 to 11.37% in SY 2024-2025.

Fall (Snapshot) PEIMS for 2024-2025			
SPED Populations (SY 24-25)	# of SPED Students	% of SPED Population	% of Total Enrollment
Asian	96	6.03%	0.74%
Black or African American	126	7.91%	0.97%
Hispanic/Latino	785	49.28%	6.07%
Two or More Races	62	3.89%	0.48%
White	516	32.39%	3.99%
American Indian or Alaska Native	5	0.31%	0.04%
Native Hawaiian or Other Pacific Islander	3	0.19%	0.02%
TOTAL	1593	1593	12926

Fall (Snapshot) PEIMS for 2024-2025			
ESL Populations (SY 24-25)	# of ESL Students	% of ESL Population	% of Total Enrollment
Asian	624	42.45%	4.83%
Black or African American	80	5.44%	0.62%
Hispanic/Latino	590	40.14%	4.56%
Two or More Races	10	0.68%	0.08%
White	155	10.54%	1.20%
American Indian or Alaska Native	11	0.75%	0.09%

TOTAL

1470

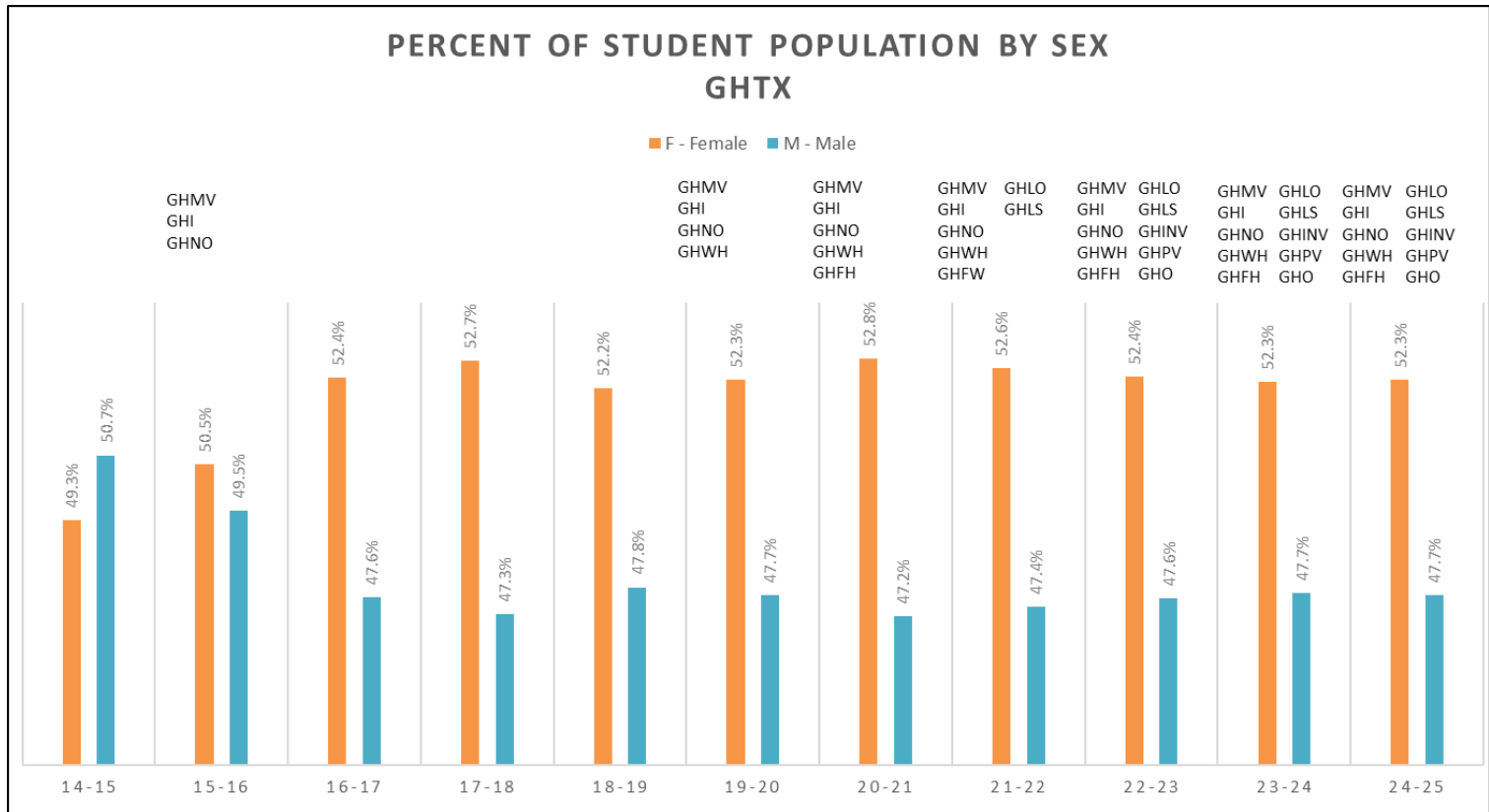
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Student Population by Sex

Since the inception of GHTX, the female student population has gradually increased, and our district now enrolls a student population that is 52.3% female and 47.7% male.



Our Enrollment Communities of Origin

DFW: La Villita, Universal Academy, The Highlands, Las Colinas Elementary, Mt. St. Michael's, Faustina, Irving ISD, Dallas ISD, Carrollton-Farmers Branch ISD, Coppell ISD. San Antonio: Bradley, White, Twain and Hobby Middle Schools (NEISD/NISD/SAISD), Northeast ISD, Northside ISD, Comal ISD, Judson ISD, Schertz ISD.

Strengths

1. Strong community and parent support and engagement.
2. Robust waitlists indicate substantial and sustained interest in the Great Hearts educational program at most campuses.
3. Growth in the number of sections and number of students served is strong.
4. District serves a growing number of economically disadvantaged students and is evidencing an appeal to a wider market.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 There is a high student attrition rate between 6th and 12 grade.	Lack of perceived opportunities that are offered in other middle to larger high schools like marching band, football, AP
2 Keeping up with evolving state regulations concerning school safety.	
3 As the STAAR evolves, our academic strategy needs to be aware of new needs.	

★ = Priority



Goals

Goal 1 Increase student achievement on state tests.

Performance Objective 1

Student achievement on the science STAAR will increase from 47% to 55% in the "meets" category by June 2026.

Evaluation Data Source: STAAR test

Strategy 1

District will support campuses in conducting monthly curricular support meetings and data analysis meetings to align curriculum to TEKS and support early intervention and reteach.

Strategy's Expected Result/Impact: Increased scores on the science STAAR

Staff Responsible for Monitoring: Academic Services Team

Formative Reviews

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Strategy 2

All campuses will create an instructional coaching framework and prioritize instructional coaching in the areas of mathematics and science.

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

Staff Responsible for Monitoring: Executive Directors and campus Headmasters

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Strategy 3

District will support campuses that have shown a lack of academic growth and achievement in the creation of Academic Improvement Plans.

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

Staff Responsible for Monitoring: Executive Directors

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Strategy 4

District will conduct quarterly site visits for campuses on Academic Improvement Plans.

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

Staff Responsible for Monitoring: Executive Directors

Formative Reviews

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Performance Objective 2

Student achievement on the math STAAR will increase from 47% to 57% in the "meets" category by June 2026.

Evaluation Data Source: STAAR test

Strategy 1

All campuses will create an instructional coaching framework and prioritize instructional coaching in the areas of mathematics and science.

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

Staff Responsible for Monitoring: Executive Directors and campus Headmasters

Formative Reviews

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Strategy 2

District will support campuses that have shown a lack of academic growth and achievement in the creation of Academic Improvement Plans.

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

Staff Responsible for Monitoring: Executive Directors

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Strategy 3

District will conduct quarterly site visits for campuses on Academic Improvement Plans.

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

Staff Responsible for Monitoring: Executive Directors

Formative Reviews

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Performance Objective 3

Provide all academic services* necessary for academies to reach the "A" thresholds for academic achievement. (88% CCMR, 90/60/30)

Strategy 1

All campuses will create an instructional coaching framework and prioritize instructional coaching in the areas of mathematics and science.

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

Staff Responsible for Monitoring: Executive Directors and campus Headmasters

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Strategy 2

District will support campuses that have shown a lack of academic growth and achievement in the creation of Academic Improvement Plans.

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

Staff Responsible for Monitoring: Executive Directors

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Strategy 3

District will conduct quarterly site visits for campuses on Academic Improvement Plans.

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

Staff Responsible for Monitoring: Executive Directors

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Performance Objective 4

Assessment and Data: 90% of CTCs meet a tier 1 level of training.

Strategy 1

District will conduct monthly trainings with campus testing coordinators to ensure testing fidelity and compliance.

Strategy's Expected Result/Impact: Increased familiarity with testing platforms and importance of benchmark testing, resulting in increased student achievement and growth.

Staff Responsible for Monitoring: Director of Assessment and Data Literacy and Campus Testing Coordinators

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Performance Objective 5

Academic Intervention: 100% of Tier 3 schools will receive achievement training in-person one time per semester and a bi-monthly academic check-in meeting.

Strategy 1

District will conduct achievement training and check ins with the campus academic teams on the aforementioned cadence.

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

Staff Responsible for Monitoring: District Director of Intervention

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Strategy 2

The district will utilize title funds to support Title 1 campuses in traveling to the classical education symposium in Arizona. We will utilize this time for collaboration and professional development on best practices in intervention and in support student success initiatives.

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

Staff Responsible for Monitoring: District Director of Intervention

Funding Sources: 255 - Title II, Part A,

Formative Reviews

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Performance Objective 6

MTSS: Achieve 90% fidelity in MTSS implementation across GHTX schools.

Strategy 1

District will conduct monthly trainings and check ins with campus MTSS coordinators to ensure compliance and fidelity.

Strategy's Expected Result/Impact: Increased student achievement and growth on STAAR through early intervention and academic supports.

Staff Responsible for Monitoring: District MTSS Coordinator

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Performance Objective 7

College Counseling: 88% of GHTX graduating seniors will reach the CCMR indicators through the SAT or TSIA2.

Strategy 1

District will support campus college counselors through monthly trainings and check ins.

Strategy's Expected Result/Impact: Increased student achievement on SAT or TSIA2.

Staff Responsible for Monitoring: District College Counselor

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Goal 2 Provide a safe environment for all stakeholders.

Performance Objective 1

Campuses will implement consistent guidelines and practices regarding the safety and security of facilities, as measure by completion of updated campus crisis plans, safety training, and required drills.

Strategy 1

The district will assist campuses with campus crisis safety plans and ensure that each campus understands what to do in an emergency.

Strategy's Expected Result/Impact: 1. Ensure staff Standard Response Protocol (SRP) training for all full and part-time campus staff members to include kitchen and porter staff

2. Improve SRP drill response times

3. Ensure campus SRP drill or incident debriefing is conducted and revision of plans as necessary

Staff Responsible for Monitoring: Campus Safety Coordinator, Campus Headmaster, District Director of Safety

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Strategy 2

Staff will participate in professional development on suicide prevention, bullying, sexual harassment, confidentiality and FERPA, child abuse and neglect (including sexual abuse), and the mandatory reporting and campus posting requirements, SRP, Raptor Technologies, inappropriate conversation, conflict resolution/violence prevention programs, and trauma care. Trauma-Informed / Youth Mental Health First Aid, care to assist in recognizing and responding to trauma in students. Ensure appropriate staff is trained as required for de-escalation techniques, crisis response, and behavior management, (SAMA). In addition, professional development will be provided on the sexual abuse, sex trafficking, and other maltreatment of children in order to prevent these actions and have ways to report incidents and provide available counseling and assistance as needed.

- Strategy's Expected Result/Impact:**
1. Reduction in mental health related behaviors; bullying, discipline problems
 2. Detection and de-escalation of conflict and violent actions/offenses
 3. Identify and provide help for students affected by sexual abuse, sex trafficking, or other maltreatment
 4. Parental or guardian notification for students involved (victim and perpetrator)
 5. Training in child abuse mandatory reporting requirements for all staff and adherence with required posting requirement.
 6. Available counseling options provided for students affected by trauma or grief
 7. Trauma-Informed care- Youth Mental Health First Aid
 8. SAMA or similar training as required for specific staff

Staff Responsible for Monitoring: Director of Safety; Campus Headmasters; Counselors; Teachers

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Strategy 3

Completion of updated Campus Crisis plans and required drills.

Strategy's Expected Result/Impact: Campus specific crisis plans used to manage common campus crisis's. Students and staff practice and improve the efficiency of completing emergency plan and required drills

Staff Responsible for Monitoring: Director of Safety & Support Services, Campus Headmasters

Formative Reviews

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Performance Objective 2

Implement systems that provide staff with the support needed to create and maintain a safe and respectful school/classroom culture that enhances the teaching and learning environment, resulting in improved positive student behavior.

Strategy 1

Refresh training on discipline management techniques and provide team training through campus faculty meetings and increase the effectiveness of teachers dealing with students with behavior issues and how to respond/prevent unwanted physical or verbal engagement and sexual harassment.

Strategy's Expected Result/Impact: 1. Reduction in discipline referrals

2. Improved teacher discipline management techniques as evidenced in lesson plans and quintile reports

3. Improved student formative assessment performance

Staff Responsible for Monitoring: Director of Academic Services; Campus Headmasters

Formative Reviews

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Strategy 2

Provide positive behavior support for students who achieve excellence in academics and discipline standards; provide training in dating violence; training and awareness of sexual abuse, sex trafficking, and other maltreatment of children; bullying policy FFI (Legal) and FFI (Local) implementation and awareness through behavior programs such as Aim for Success/Determined to Succeed, and Drug Free Comfort.

Strategy's Expected Result/Impact: 1. Increase participation in school activities

2. Increase performance outcomes in school activities

3. Increase attention on student academic success

4. Reduce discipline referrals

5. Awareness of signs of dating violence and maltreatment of children and knowledge of resources for assistance

6. Reduction of incidents of bullying

Staff Responsible for Monitoring: Campus Headmasters; Counselors; Teachers

Formative Reviews

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Strategy 3

The district will partner with local off-duty law enforcement officers to provide a school-based law enforcement officer to provide a basic level of campus safety and security. Mission is for the protection of students, staff, and property. The Great Hearts Texas Board of Directors has assigned the job duties of these officers based upon state law. A school-based law enforcement officer shall perform duties as described by the Texas Education Code, Texas Commission on Law Enforcement, local municipal ordinance and Great Hearts Texas, and as included in the Student Code of Conduct and this plan. Pursuant to this directive a school-based law enforcement officer shall: 1. The primary mission of campus police officers is to promote the safety and security of campus students, staff, and property. 2. Campus Security police officers will check in to the front desk upon arrival. They will fill out the Sign in /Out sheet. 3. The reception person will issue the officer a campus radio and a scan card to allow the officer door access. Both will be returned at the end of the shift when they check out. 4. Officers will operate within the scope of the Texas Education Code chapter 37.081 Discipline: Law and Order as

related to duties, responsibilities, and actions of Texas peace officers. 5. Officers will conduct exterior door checks several times a shift to ensure they are locked and secure. If an open door is found, they will secure it and report the open door to the front desk person. 6. Officers will occasionally walk the parking and exterior area around the building. 7. Officers will occasionally walk the interior hallways, gymnasium, cafeterias, and common areas on each floor. 8. When not patrolling the officer will remain in the area of the front reception desk unless there are safety or security reasons they should be elsewhere. 9. Officers will not be involved in student management unless asked to assist by campus administrators and only within the scope of a peace officer. 10. Officers will stop disturbances or physical fights if necessary. All behavior incidents will be reported to a campus administrator immediately. 11. Officers will have the issued radio turned on and respond to it if requested. 12. Officers will sign out at the front reception desk when leaving and return the scan card and campus radio. 13. Officers will complete an incident sheet to report any incident that the officer assisted or intervened. Incident sheet will be left in the folder with the sign in / out sheets. 14. Officers will text or call District Safety Director to report any incidents or if they have questions. Officers will advise campus administrators of any actions they take involving students or staff immediately. 15. Officers will check with front reception desk personnel or campus administrators if they have questions regarding campus operations or student behaviors. During arrival or dismissal officers will be in a highly visible location. Officers will be knowledgeable of the Standard Response Protocols (SRP) that the campus uses to respond to emergency situations and have an understanding of the SRP and why they are used. Officers will not excessively use cellular telephones, or other electronic devices, unless in the performance of duties. This is a voluntary part-time position that is at the discretion of the officer and that of Great Hearts Texas. The officer has no property rights to employment or any preset or predetermined hours. Officers will only work on days where school is in session. 21. Collect and preserve evidence for criminal investigations including witness statements and physical evidence. 22. Arrest perpetrators, file appropriate charges, and ensure placement in jail or juvenile detention centers for law violations as necessary. 23. Write effective legal incident reports. 24. Testify in court as needed. 25. Work cooperatively with other police agencies to share information and provide other assistance.

Strategy's Expected Result/Impact: The impact of the school-based law enforcement officer will be measured through a combination of quantitative and qualitative performance indicators aligned with their assigned duties. Safety and security metrics include tracking the number of incidents before and after officer presence, frequency of secured versus unsecured doors, response times, and visibility during high-traffic times. Compliance and documentation can be assessed through the completion and accuracy of incident reports, sign-in/out logs, and evidence handling. Policy adherence and professional conduct are evaluated based on alignment with TEC SS37.081, adherence to Standard Response Protocols (SRP), administrator feedback, and training completion. Collaboration and communication are measured by the quality of interactions with staff and external agencies, participation in safety drills, and responsiveness to directives. Operational reliability focuses on attendance, shift consistency, and voluntary engagement. These metrics collectively provide a comprehensive view of the officer's effectiveness and alignment with district safety goals.

Staff Responsible for Monitoring: Director of Safety

Formative Reviews

November

January

March

June

Strategy 4

Develop a violence prevention program that includes: Social Emotional Learning Improved Student/Adult Communication Follow-up on threats Staff development on recognizing potential violent behavior Coordination with area agencies to provide student assistance Counseling and interventions Dating Violence Prevention

Staff Responsible for Monitoring: Senior Director of Special Populations and Campus Headmasters

Formative Reviews

November

January

March

June

Strategy 5

Maintain an up-to-date school Three Year Safety and Security audit

Strategy's Expected Result/Impact: Completed Audit

Staff Responsible for Monitoring: Director of Safety

Formative Reviews

November

January

March

June

Performance Objective 3

Promote drug and gang-free environment and health environment

Strategy 1

Provide consistent communication and implementation of the Student Code of Conduct, related to drug and alcohol offenses.

Strategy's Expected Result/Impact: Discipline referral reports

Staff Responsible for Monitoring: Campus Headmaster / Assistant Headmaster

Formative Reviews

November

January

March

June

Strategy 2

Monitoring and providing periodic counseling for students who may have a problem with substances or gang activities.

Strategy's Expected Result/Impact: Counselor Records

Staff Responsible for Monitoring: Director of Curriculum and Instruction, Director of Child Nutrition and campus headmasters

Formative Reviews

November

January

March

June

Goal 3 Strengthen Family Perceptions of Academy Culture and Partnership across Great Hearts Texas.

Performance Objective 1

Increase the districtwide Net Promoter Score from 42 to 46 (a +4 point / ~11% gain) by June 2026, as measured by the annual Family Survey. * Lower School target: 45 - 49 * Upper School target: 37 - 42 (Rationale: YOY campus swings of 6-30+ points show a +4/+5 lift is ambitious but realistic.)

Strategy 1

Utilize Academy Advisory Committees (AACs) as Grade-Band Culture Panels to gather and report feedback for Grade 5, 8, and 12.

Strategy's Expected Result/Impact: Families in key transition grades see their feedback gathered, elevated to Executive Directors, and acted upon--narrowing satisfaction gaps and increasing the number of promoters.

Staff Responsible for Monitoring: Headmasters (execution), Directors of Community Engagement (facilitation), Executive Directors (accountability), Director of Strategic Communications (optional slide/template support).

Formative Reviews

November

January

March

June

Performance Objective 2

Close the satisfaction gap on the item "Overall Satisfaction with School Culture" for transitional grades (Grades 5, 8, and 12) so each is within [?]5% points of the K-12 district average by the end of SY 2025-26.

Strategy 1

Headmasters will host at least one "Coffee with the Headmaster" session for Grade 5, 8, and 12 parents to celebrate achievement, address culture, listen to concerns, and share data snapshots, and issue a "You Said / We Will" follow-up email to the grade level as follow-up.

Strategy's Expected Result/Impact: : Direct dialogue at transition grades improves trust and perceived responsiveness, reducing detractors by 3% and increasing promoters by 3%.

Staff Responsible for Monitoring: Headmasters (execution), Directors of Community Engagement (logistics), Executive Directors (accountability), Director of Strategic Communications (optional slide/template support).

Formative Reviews

NovemberJanuaryMarchJune

Performance Objective 3

Reduce detractors and grow promoters: * Detractors drop by 3% points districtwide. * Promoters increase by 3% points districtwide.

Strategy 1

Executive Directors will schedule and conduct a structured review meeting to analyze feedback (AAC notes, "Coffee with the Headmaster" logs, pulse data) and determine course corrections and communication strategies to close perception gaps.

Strategy's Expected Result/Impact: Early, data-driven adjustments reduce detractors and increase promoters among Grade 5 and Grade 8 families; grade-level satisfaction scores move within [?]5 points of the district average.

Staff Responsible for Monitoring: Executive Directors (meeting facilitation, follow-up), Headmasters (implementation), Director of Strategic Communications (templates, comms coaching), Director of Assessment & Data Literacy (data pulls).

Formative Reviews

NovemberJanuaryMarchJune



Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

Appendix – LEA Program Plan Requirements

Title I, Part A	
LEA Plan Requirement	Description of Requirement
Timely and Meaningful Consultation	Great Hearts Texas District Committee includes the required Stakeholder members. A list of committee members and their respective roles can be found in the District Improvement Plan. GHTX will consult with and seek input from committee members. There will be a formative assessment in January and a Summative assessment in May. The committee will also be utilized to assist in the completion of the District Comprehensive Needs Assessment (CNA) in February and May. The CNA results will be used to create the 2026-2027 District Improvement Plan in May
Coordination	GHTX will ensure that it coordinates its Title I, Part A, program and District Improvement Plan with the following programs to eliminate program fragmentation and duplication. Title II, Part A Title III, Part A Title IV, Part A Individuals with Disabilities Act (IDEA) McKinney – Vento Homeless Assistance Act SCE
Challenging State Academic Standards	Great Hearts Texas Title I Part A program provided to students consists of targeted, small-group intervention instruction using TEKS-aligned materials.
Periodic Review and Revisions	Great Hearts Texas will review and as necessary, revise the DIP. We have formative evaluation scheduled for January and a Summative evaluation scheduled for May to evaluate the effectiveness of the plan.
Required Descriptions:	

Description #1:

How the LEA will monitor student's progress in meeting the challenging State academic standards by [Section 1112(b)(1)]-

1. Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
2. Identifying students who may be at risk for academic failure;
3. Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards and
4. Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Professional development is provided at a district level to continue ongoing supports and instructional training to meet the academic needs of all students. The Director of Academic Interventions provides TEKS aligned training to content teachers and interventionists, to ensure staff members are strong in the curriculum and TEKS alignment. The Director of MTSS provides trainings to the campus MTSS coordinators on academic interventions for all Tiers, which is then used to train campus staff.

District wide data analysis meetings are held after each benchmark testing by the Director of Assessment and Data Literacy, in which campus leaders will join to review the data and identify the areas of strength and growth for their respective campus. Through collaboration and sharing of resources and best practices, campuses work on strategic plans to ensure all students are being supported throughout the school year. Additionally, campuses hold monthly MTSS meetings, in which the team continues to closely monitor and provide targeted interventions to students at risk for academic failure.

District wide data analysis meetings are held after each benchmark testing by the Director of Assessment and Data Literacy, in which campus leaders will join to review the data and identify the areas of strength and growth for their respective campus. Through collaboration and sharing of resources and best practices, campuses work on strategic plans to ensure all students are being supported throughout the school year. Additionally, campuses hold monthly MTSS meetings, in which the team continues to closely monitor and provide targeted interventions to students at risk for academic failure.

In accordance with House Bill 1416, campuses are providing supplemental instruction to students who failed the STAAR test on the previous school year. Through TEKS aligned resources and data analysis, interventionists and teachers are identifying the skills that students need to review and practice during Lyceum or other available times outside of the core content class.

The district implemented the Lyceum plan in the 2024-2025 school year, in which teachers are now providing TEKS aligned targeted interventions to students in need, in order to close the academic gap. The Director of Academic Interventions is actively participating in course collaboration calls with the curriculum team to review the curriculum alignment to the state academic standards and provide pacing guidance, along with TEKS aligned resources and goals.

Description #2:

All teachers in GHTX are supported yearlong in instructional coaching which includes.

How the LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.	<ul style="list-style-type: none"> • Classroom observation and feedback from instructional coaches • Intentional professional development and training during District Professional Development • Campus led training during the Friday staff Professional Development days
Description #3 How the LEA will carry out its School Support and Improvement activities responsibilities under section 1111(d)(1) and (2)	GHTX provides guidance and technical assistance to campuses identified for school improvement in meeting legal requirements. This guidance includes drafting and sending parental notifications, budgeting of resources to ensure that professional development is adequately supported, hiring of external technical assistance providers, administration, and monitoring of local corrective actions.
Description #4 The poverty criteria that will be used to select school attendance areas under Section 1113	GHTX uses National School Lunch Program data as it's selected poverty measure. Therefore, the district uses students coded with 01, 02 and 99 to determine its low-income percentage and maintains documentation locally.
Description #5: The nature of the programs to be conducted under Schoolwide (Section 1114) and Targeted Assistance (Section 1115) programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children and for neglected and delinquent children in community day school programs	At our Schoolwide programs, a comprehensive needs assessment is done annually utilizing data from the focus areas. Data is analyzed to determine the strength, weakness, problem statement and root cause. The stakeholder committee develops proposed research-based strategies to intervene. Campus plans specifying actions and strategies tied to expenditures are annually evaluated, revised, updated. Title I strategies and services provide intervention programs, small group tutoring, supplemental digital software.
Description #6: The services the LEA will provide homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act	Great Hearts Texas supports our homeless children and youth through providing free and reduced lunch, School uniform vouchers, school supplies, Testing fee waivers for college entry assessments, transportation support through local bus passes and gas cards, coordination with local community resources for any outside counseling needs, assistance with Medicaid application if needed, resources for food and housing in the community.

<p>Description #7 The strategy the LEA will use to implement effective parent and family engagement under section 1116</p>	<p>GHTX will send a parent survey to families at Title I campuses and integrate the results into the Comprehensive Needs Assessment for the district. GHTX distributes a parent family involvement policy and school-parent compact through the District Improvement Plan. District will host events to promote community involvement and family engagement.</p>
<p>Description #8: If applicable, how the LEA will support, coordinate, and integrate services provided with Title I, Part A, with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.</p>	<p>N/A</p>
<p>Description #9: How teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a Targeted Assistance program under Section 1115, will identify the eligible children most in need of services under Title 1, Part A.</p>	<p>N/A</p>
<p>Description #10: How the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable [Section 1112(b)(10)] 1. Coordination with institutions of higher education, employers, and other local partners; and 2. Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.</p>	<p>GHTX hosts high school preview night, and each student has a personal graduation plan to set forth their course of studies in high school. College Counselors are on upper school campuses to guide the transition of students after high school; GHTX offers the Armed Services Vocational Aptitude Battery (ASVAB), a multiple-choice test that helps determine a person's eligibility for enlistment in the United States Armed Forces. It also helps students identify potential careers that match their skills and interests.</p>

<p>Description #11: How the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students</p>	<p>GHTX is integrating a behavior system into our SIS; SAMA training to support de-escalation practices. Prioritization of training of staff at schools with higher incidences of discipline practices. Director of MTSS provides ongoing training and support to all campus coordinators on behavioral interventions for all students. Additionally, campuses hold monthly MTSS meetings, in which the team continues to closely monitor and provide targeted behavioral interventions to students with consistent behavioral concerns.</p>
<p>Description #12: If applicable, how the LEA will support programs that coordinate and integrate [Section 1112(b)(12)] 1. Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and 2. Work-based learning opportunities provide students with in-depth interaction with industry professionals, if appropriate.</p>	<p>N/A</p>
<p>Description #13: Any other information on how the LEA proposes to use funds to meet the purposes of this grant and that the LEA determines appropriate to provide, which may include how the LEA will [Section 1112(b)(13)] 1. Assist schools in identifying and serving gifted and talented students; and 2. Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.</p>	<p>GHTX provides online practice for state testing and typing classes for students in grades 3–10. We do not utilize Title I funds for this purpose.</p>

Appendix – LEA Program Plan Requirements

Title II, Part A	
LEA Plan Requirement	Description of Requirement
Alignment of Activities to the Challenging State Academic Standards	The Great Hearts Texas professional development program offers specified trainings aimed at increasing student achievement, consistent with the challenging State academic standards. The professional development team partners with the Directors of Data & Assessment and Academic Interventions to provide trainings that focus on improving student outcomes and supporting teachers in the classroom.
Meaningful Consultation	Great Hearts Texas District Committee includes the required Stakeholder members. A list of committee members and their respective roles can be found in the District Improvement Plan. GHTX will consult with and seek input from committee members. There will be a formative assessment in January and a Summative assessment in May. The committee will also be utilized to assist in the completion of the District Comprehensive Needs Assessment (CNA) in February and May. The CNA results will be used to create the 2026-2027 District Improvement Plan in May
Coordination	Great Hearts Texas professional development invites district stakeholders and campus leaders to provide requirements for specified trainings and teacher in-service programming. A stakeholder management plan is generated for each training event, consisting of an initiating process and a review process, in which employee engagement surveys request responses for a program after-action review. The professional development team meets with campus leaders mid-year, to gather feedback and ensure trainings are meeting district needs.
Prioritization of Funds	Great Hearts Texas prioritizes Title II funds for use at high-need schools, to provide economically disadvantaged students greater access to effective teachers, principals, and other school leaders. This prioritization includes additional trainings and staffing resources for Title I campuses at schoolwide or targeted assistance.
System of Professional Growth and Improvement	Great Hearts Texas provides professional development during teacher in-service days, as part of a sustained classroom-focused program, that is intensive, collaborative, and data-informed. The professional development program offers specified trainings targeted to meet or exceed state standards. Teacher in-service days occur once per quarter and support educators in their work to improve the overall quality of instruction and ensure equity of educational opportunity for all students. Great Hearts Texas also hosts four weeks of training at the start of each school year, with two weeks of district-led training for new faculty and an additional two weeks of training for all faculty.