Great Hearts Texas

Great Hearts Live Oak

2025-2026 Campus Improvement Plan

Mission Statement

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

Vision

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

Value Statement

Great Hearts Live Oak 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 in addition to 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 Live Oak 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

Revised/Approved: May 20, 2025

Demographics

Demographics Summary

The demographic profile of Great Hearts Live Oak 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 Oak opened its doors during the 2020–2021 school year with an initial enrollment of 709 students. Since then, the campus has experienced steady growth, reaching a total enrollment of 1,153 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 %
20-21	709	-	-
21-22	832	123	14.8%
22-23	973	187	19.2%
23-24	1067	135	12.7%
24-25	998	322	32.3%

Our Students

In SY 2024-2025 GHLO served a student population that was 0.17% American Indian/Alaskan Native, 3.12% Asian, 6.16% African American, 57.68% Hispanic, 3.56% Two or More Races, 29.14% 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
20-21	2.26%	5.08%	48.80%	0%	0%	6.77%	37.09%
21-22	2.88%	5.53%	51.08%	0.72%	0.00%	5.89%	33.89%
22-23	4.01%	5.86%	53.03%	0.51%	0.10%	4.01%	32.48%
23-24	3.37%	55.76%	55.76%	0.47%	0.00%	3.56%	30.83%
24-25	3.12%	6.16%	57.68%	0.17%	0.17%	3.56%	29.14%

Great Hearts Live Oak Fall Enrollment					
Grade	20-21	21-22	22-23	23-24	24-25
KG - Kindergarten	16.93%	14.30%	12.02%	11.15%	10.15%
01 - 1	11.85%	14.54%	12.54%	10.68%	10.32%
02 - 2	12.83%	13.46%	12.74%	11.15%	10.23%
03 - 3	14.10%	11.42%	12.74%	11.53%	10.93%
04 - 4	12.83%	10.82%	12.33%	11.62%	11.27%
05 - 5	12.41%	10.70%	9.46%	11.25%	9.97%
06 - 6	12.69%	10.22%	9.76%	10.31%	11.45%
07 - 7	6.35%	9.13%	8.53%	9.65%	8.93%
08 - 8	0.00%	5.41%	6.78%	7.22%	7.89%
09 - 9	0.00%	0.00%	3.08%	3.84%	4.94%
10 - 10	0.00%	0.00%	0.00%	1.59%	3.21%
11 - 11	0.00%	0.00%	0.00%	0.00%	0.69%
TOTAL	709	832	973	1067	1153
Great Hearts Live Oak Fall Enrollment by Campus by Ethnicity Race Report Category					
Ethnicity Race Report Category	20-21	21-22	22-23	23-24	24-25
A - Asian	2.26%	2.88%	4.01%	3.37%	3.12%
B - Black or African American	5.08%	5.53%	5.86%	6.00%	6.16%
H - Hispanic/Latino	48.80%	51.08%	53.03%	55.76%	57.68%
I - American Indian or Alaska Native	0.00%	0.72%	0.51%	0.47%	0.17%
P - Native Hawaiian or Other Pacific Islander	0.00%	0.00%	0.10%	0.00%	0.17%
T - Two or More Races	6.77%	5.89%	4.01%	3.56%	3.56%
W - White	37.09%	33.89%	32.48%	30.83%	29.14%
TOTAL	709	832	973	1067	1153

Special Populations

As GHLO has grown, there has been an increase in Special Education from 8.46% in SY 2020-2021 to 15.78% in SY 2024-2025.

Fall (Snapshot) PEIMS Historical Comparison for All Years					
Special Populations	20-21	21-22	22-23	23-24	24-25
At Risk	39.35%	26.32%	30.22%	36.27%	42.41%
Special Education	8.46%	10.58%	12.74%	15.18%	15.78%
Migrant	0.00%	0.00%	0.00%	0.00%	0.00%
Immigrant	0.28%	0.12%	0.31%	0.66%	0.69%
Emergent Bilingual	5.78%	4.33%	4.42%	6.47%	6.94%
Former Emergent Bilingual	0.00%	0.12%	0.10%	0.09%	0.17%
ESL Content Based	0.00%	0.00%	0.31%	0.00%	0.00%
Economic Disadvantage - Free Meals	21.16%	20.43%	25.69%	29.80%	26.97%
Economic Disadvantage - Reduced Meals	6.35%	4.33%	7.09%	6.94%	8.67%
Homeless	0.00%	0.00%	0.00%	0.28%	0.00%

The percentage of economically disadvantaged student population grew from 27.51% to 35.65%. While Hispanics comprise 57.68% of the overall student population, they disproportionately represent 67.48% of the entire at-risk population.

At Risk	# of Students	% of At-Risk Population	% Enrolled
Asian	10	2.04%	0.87%
Black African American	30	6.13%	2.60%
Hispanic Latino	330	67.48%	28.62%
American Indian-Alaskan Native	0	0.00%	0.00%
Native Hawaiian Pacific Islander	0	0.00%	0.00%
Two or More	14	2.86%	1.21%
White	105	21.47%	9.11%
Total	489	489	1153

Student Support Services

The percentage of students receiving ESL services has increased since SY 2020-2021, from 5.78% to 6.47% in SY 2023-2024.

Demographics Strengths

Demographic Strengths

1. **Cultural and Ethnic Diversity**: With a student body comprising over 69% minority enrollment, predominantly Hispanic, the school benefits from a rich tapestry of cultures and perspectives, fostering an inclusive and globally aware learning environment .
2. **Balanced Gender Representation**: The student population is nearly evenly split between female (52%) and male (48%) students, promoting gender diversity and balanced participation across school activities .
3. **Support for English Language Learners**: The presence of a significant percentage of English language learners indicates the school's commitment to supporting students from diverse linguistic backgrounds, enhancing language acquisition programs and multicultural competencies .
4. **Economic Diversity**: Serving a substantial portion of economically disadvantaged students, the school demonstrates a dedication to equity and access, providing opportunities for all students to succeed regardless of socioeconomic status .

These demographic strengths position Great Hearts Live Oak as a vibrant educational community, offering a diverse and supportive environment that enriches the learning experience for all students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: As our student population grows and becomes more diverse, we're seeing different levels of readiness and support needs across grade levels.
Root Cause: Our rapid expansion and open enrollment have brought in students with varied academic backgrounds. Many are new to the rigor of our classical curriculum and are transitioning from schools with different academic standards and expectations.

Problem Statement 2: GHA and GHTX needs to continue to build out its planning processes to ensure sustained growth into new markets and existing regions.
Root Cause: GHLO is committed to providing as many students as we can with a classical education. To that end, our school intends to continue growing over the next four years. Depleted waitlists across K-12 is pointing to a need to work with GHA and GHTX on strengthening our local and regional recruitment efforts to ensure stable high school enrollment.

Problem Statement 3: GHTX and GHLO will continue to design programs to educate parents about the vision of classical education.
Root Cause: Expansion into markets with wider demographics has brought different levels of parent familiarity with classical education. Parents often do not understand Socratic pedagogy, curricular sequencing, or the value of specific courses. Parent instructional programs would support established grade levels and be vital for helping root new grade levels.

Problem Statement 4: GHLO needs to continue enhancing our instructional intervention support systems to both close learning gaps more quickly and to challenge higher-achieving students.
Root Cause: A growing number of at-risk and economically disadvantaged students from a wide range of educational backgrounds are enrolling in GHLO. Many of these children enter our school with significant learning gaps and unique educational needs. Since the curriculum in GHTX schools is rigorous, we must have intervention pathways to simultaneously support learning gaps and higher achieving learners.

Problem Statement 5: GHLO is seeing an increase in the number of students manifesting social, emotional, and/or behavioral stresses which contributes to lost instructional time and lower growth and academic achievement.
Root Cause: Post-pandemic, family and home stressors, social media and digital pressures, trauma and adverse childhood experiences, are potential underlying challenges resulting in increased mental health resources and support.

Problem Statement 6: GHTX and GHLO needs to increase staffing, training, and support of personnel working with students with disabilities, particularly those being served under IDEA.
Root Cause: The percentage of students being served under the special education programs (IDEA) has rapidly increased since GHLO's founding. The complexity of disabilities of those students being served has also increased. GHTX and GHLO needs to increase its leadership, staffing, training, specialized curriculum, and infrastructure to support students with disabilities.

Problem Statement 7: Many of our students are not mastering foundational skills in reading and math, and upper school students are struggling with key science concepts. These gaps are impacting overall academic achievement and STAAR performance.
Root Cause: Students are entering GHLO with varying academic backgrounds and skill levels, and our rigorous curriculum assumes a level of mastery they may not yet have, especially for the students who enroll at higher grades levels. Inconsistent vertical alignment and limited time for reteaching foundational concepts contribute to ongoing learning gaps.

Problem Statement 8: Parents and guardians require more opportunities to see student progress and support student learning from the home.
Root Cause: As the rates of at-risk, disabled, and economically disadvantaged students continue to rise on an annual basis, parents are simultaneously working more hours and experiencing greater levels of stress and hardship. They need electronic access by means of a portal and access to online intervention programs, such as IXL.

Problem Statement 9: Teachers and students require higher levels of behavioral support from Deans and Special Student Services personnel to meet the demands of increasing levels of at-risk students and students with behavioral challenges.
Root Cause: Interruptions to instruction and missed instruction due to behavioral and mental health challenges requires integrated and increased support for teachers and students from deans and special student services personnel, who are already understaffed and stretched across multiple responsibilities.

Problem Statement 10: Students need to feel safer and better connected among their peers.
Root Cause: Parent surveys and behavioral data point to an increase in bullying and disruption. With increasing numbers of at-risk students, more efforts and resources are needed to train students, parents, and staff in bullying prevention and reporting, as well as fostering positive behaviors.

Problem Statement 11: Parents require more streamlined and detailed information about school processes, volunteer opportunities, and systems.
Root Cause: With most parents working at least one full-time job, parents require detailed and easy access to information about school processes. Operations personnel are struggling to keep up with the demands of running the school and communicating with parents, pointing to a need for more administrative front office support.

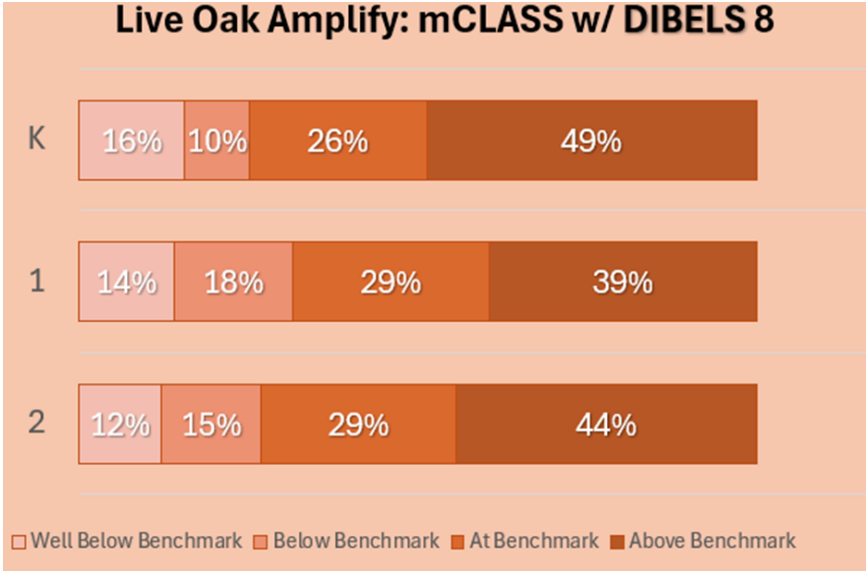
Student Learning

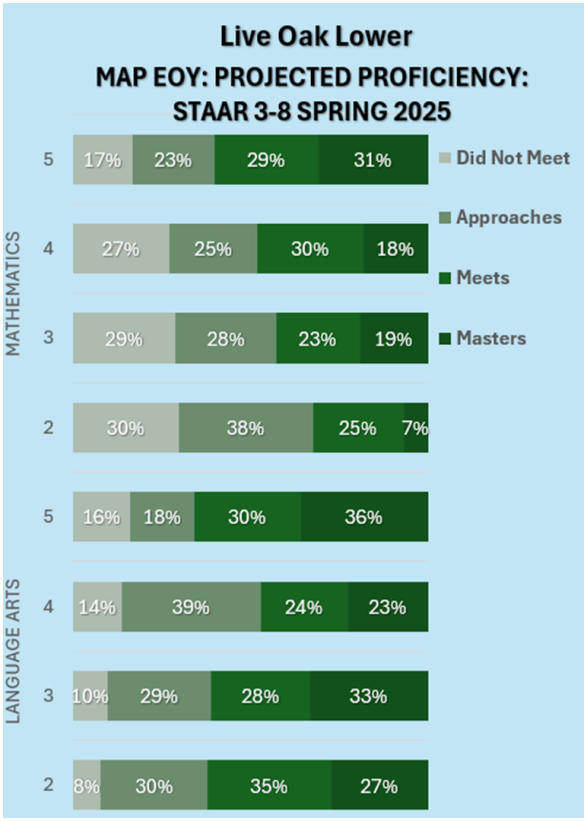
Student Learning Summary

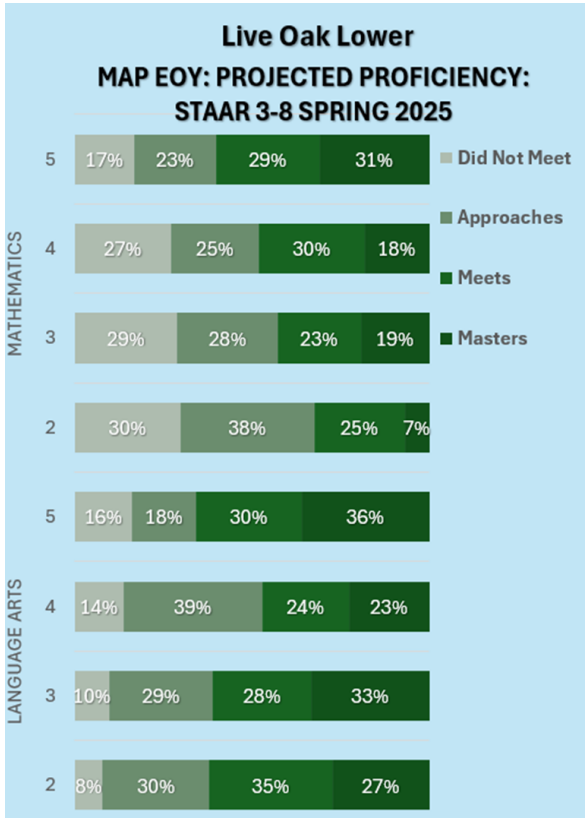
Great Hearts Live Oak monitors student achievement through state and local assessments, benchmark testing, classroom performance, and grades. Most students perform at or above grade level on STAAR, with benchmark data showing consistent progress throughout the year. CCMR indicators are strong, with the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

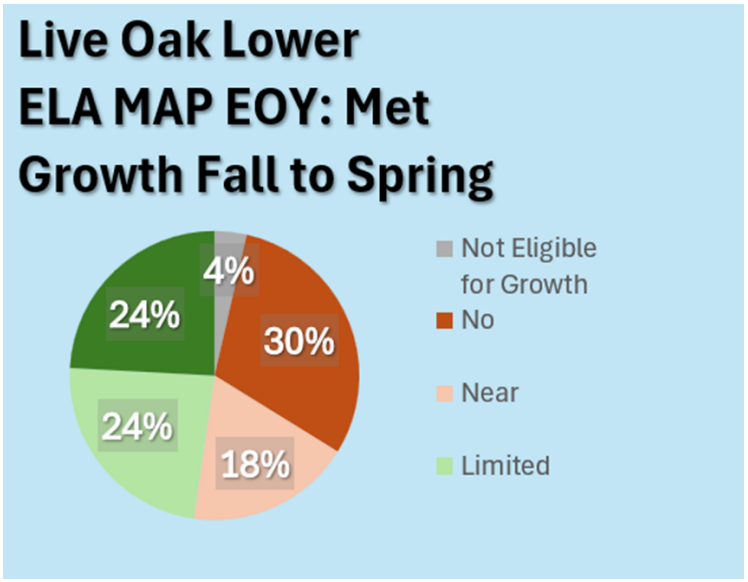
Retention rates are low, and targeted supports are in place for at-risk students. Special education services are implemented with fidelity, and progress is regularly reviewed. English Learners show steady growth in language proficiency as measured by TELPAS. While overall performance is strong, continued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

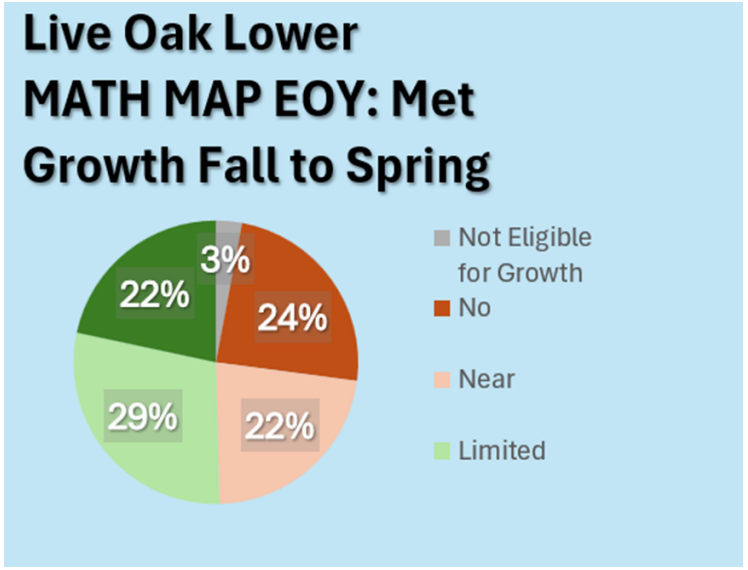
Live Oak Lower Testing Data:

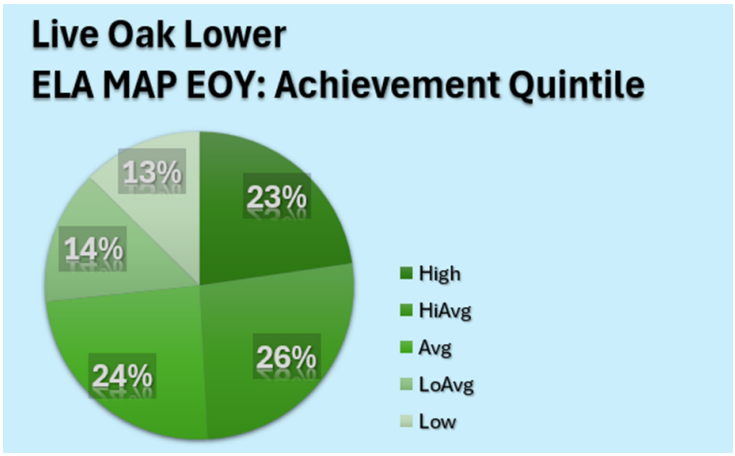


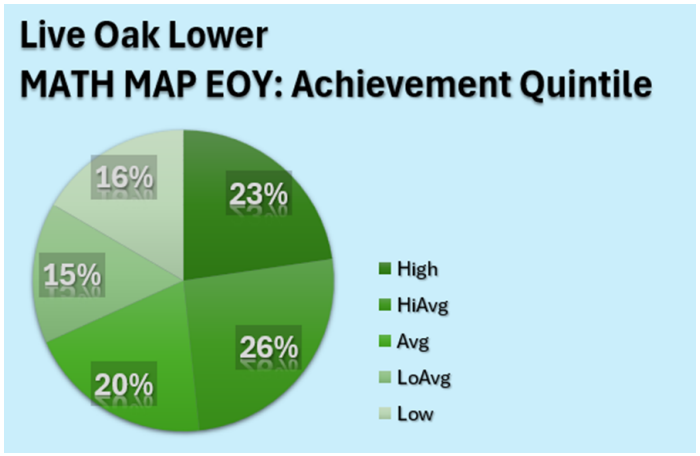

Live Oak Lower
MAP EOY: PROJECTED PROFICIENCY:
STAAR 3-8 SPRING 2025
MATHEMATICS
LANGUAGE ARTS
5 17% 23% 29% 31%
4 27% 25% 30% 18%
3 29% 28% 23% 19%
2 30% 38% 25% 7%
5 16% 18% 30% 36%
4 14% 39% 24% 23%
3 10% 29% 28% 33%
2 8% 30% 35% 27%
Did Not Meet
Approaches
Meets
Masters


Live Oak Lower
MAP EOY: PROJECTED PROFICIENCY:
STAAR 3-8 SPRING 2025
MATHEMATICS
LANGUAGE ARTS
5 17% 23% 29% 31%
4 27% 25% 30% 18%
3 29% 28% 23% 19%
2 30% 38% 25% 7%
5 16% 18% 30% 36%
4 14% 39% 24% 23%
3 10% 29% 28% 33%
2 8% 30% 35% 27%
Did Not Meet
Approaches
Meets
Masters


Live Oak Lower
ELA MAP EOY: Met
Growth Fall to Spring
4%
30%
18%
24%
24%
Not Eligible for Growth
No
Near
Limited


Live Oak Lower
MATH MAP EOY: Met
Growth Fall to Spring
3%
24%
22%
22%
29%
Not Eligible for Growth
No
Near
Limited





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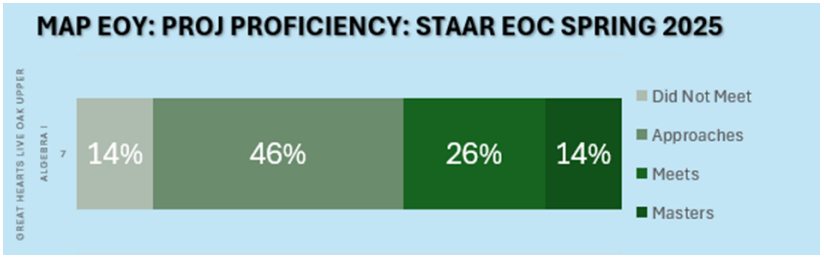
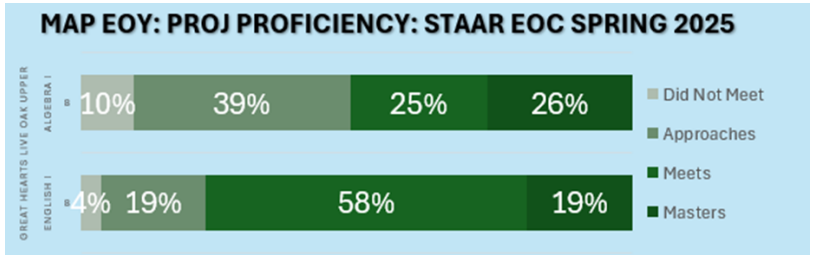
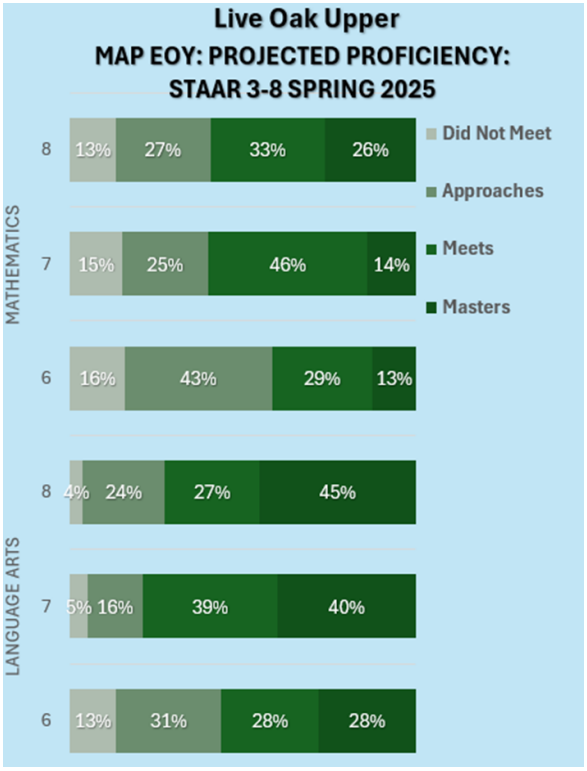
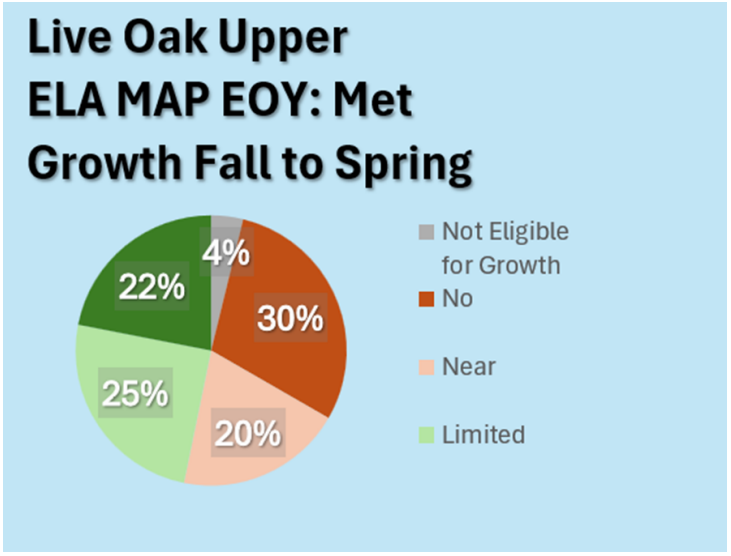
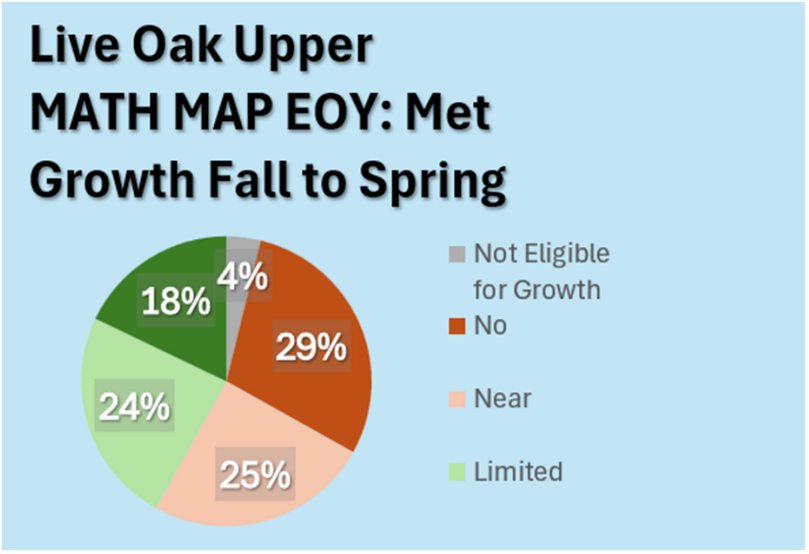





Live Oak Upper
MAP EOY: PROJECTED PROFICIENCY:
STAAR 3-8 SPRING 2025
MATHEMATICS
LANGUAGE ARTS
8 13% 27% 33% 26%
7 15% 25% 46% 14%
6 16% 43% 29% 13%
8 4% 24% 27% 45%
7 5% 16% 39% 40%
6 13% 31% 28% 28%
Did Not Meet
Approaches
Meets
Masters


Live Oak Upper
ELA MAP EOY: Met
Growth Fall to Spring
4%
30%
20%
25%
22%
Not Eligible for Growth
No
Near
Limited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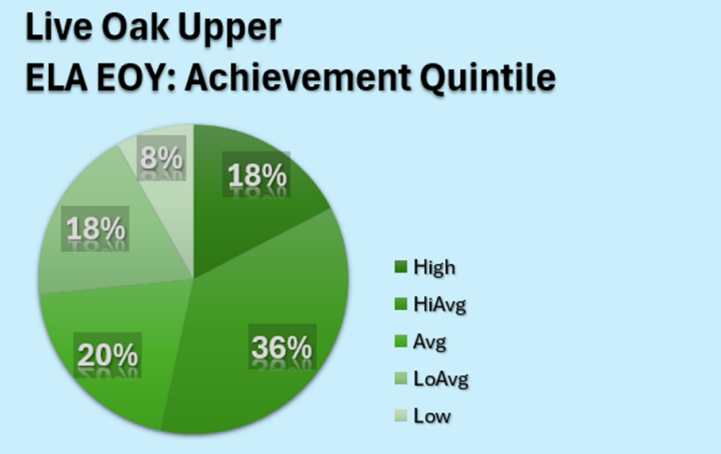
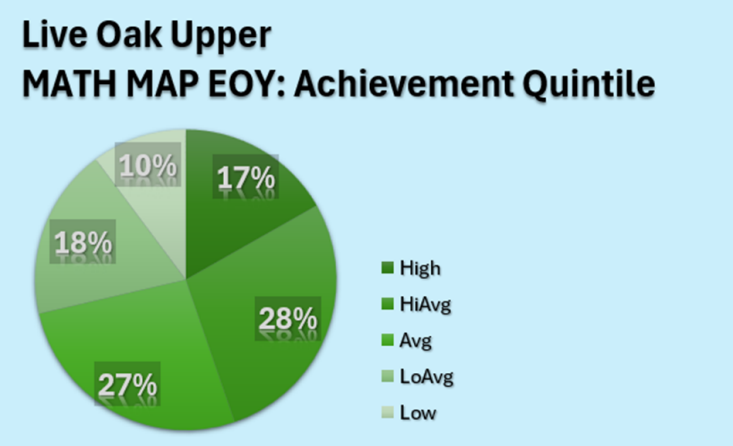
Growth Fall to Spring
4%
29%
25%
24%
18%
Not Eligible for Growth
No
Near
Limited





STAAR Performance TAPR Report	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	77%	86%	88%	84%	74%	75%	79%	75%	56%	60%	73%	63%	NA	76%	86%	81%
Meets GL or Above	46%	57%	62%	53%	42%	37%	43%	42%	16%	26%	39%	42%	NA	32%	63%	58%
Masters GL	26%	31%	23%	24%	18%	14%	14%	13%	4%	10%	11%	13%	NA	21%	30%	28%

STAAR Performance 2025

GREAT HEARTS LIVE OAK 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	19%	81%	38%	11%
Reading Language Arts	11%	89%	41%	11%
Science	20%	80%	34%	8%
GREAT HEARTS LIVE OAK UPPER				
Mathematics	20%	80%	29%	6%
Reading Language Arts	6%	94%	46%	11%
Science	9%	91%	40%	9%

STAAR Performance 2025				
Social Studies	13%	87%	44%	16%

Student Learning Strengths

Academic Achievement

- **Reading Proficiency:**
  53% of students met or exceeded grade-level expectations in Reading/Language Arts, outperforming the Texas state average of 51% (2024 data). This reflects strong literacy instruction rooted in classical literature and frequent reading engagement.
- **Middle and High School Performance:**
  The campus ranked in the top quartile of Texas middle schools, performing better than 75.7% of peer institutions, with an Average Standard Score of 68.56.
- Students exceeded state averages in reading proficiency in all tested grade levels, and all grade levels are testing very close to the Texas goal of 90/60/30 (approaches/meets/masters), missing only the masters goal by an average of 10%.
- In mathematics, students exceeded state proficiency averages in all grade level and EOC courses, except 8th grade math and Algebra I.
- In 8th grade social studies, students exceeded the state average for proficiency. In the US History EOC, students exceeded the 90/60/30 goal.
- In the Biology EOC, students surpassed state averages and came very close to meeting the state's 90/60/30 goal, missing only the masters goal by 12%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Many of our students are not mastering foundational skills in reading and math, and upper school students are struggling with key science concepts. These gaps are impacting overall academic achievement and STAAR performance.
Root Cause: Students are entering GHLO with varying academic backgrounds and skill levels, and our rigorous curriculum assumes a level of mastery they may not yet have, especially for the students who enroll at higher grades levels. Inconsistent vertical alignment and limited time for reteaching foundational concepts contribute to ongoing learning gaps.

Problem Statement 2: Despite a K-5 TEKS-aligned math curriculum and math fluency program, the lower school (K-5) continues to face challenges in meeting the needs of students performing below grade level. The elimination of one math interventionist and math specialists impacts our capacity to continue supporting teachers to enhance their teaching ability.
Root Cause: School year 25-26 budget cuts reduced math interventionist and math specialists support.

Problem Statement 3: 6th-8th grade students are struggling to reach expected proficiency in mathematics, and higher-achieving students are not reaching mastery at the expected rate. New students are entering the program at all grade levels, creating significant discrepancies in foundational skills and knowledge.
Root Cause: The TEKS aligned curriculum for 6th and 7th grade is not accelerated enough to adequately prepare students for the rigors of Algebra I in the 8th grade, and the

computer-based adaptive practice recommended by the curriculum is not sufficiently TEKS aligned. Mathematics teachers are overloaded and lack sufficient time to differentiate for wide discrepancies in knowledge and skill.

Problem Statement 4: Science scores have been relatively stable, but there is lower growth on higher-achievement students. Teachers are required to plan for multiple subjects, and middle and high school science teachers are routinely overloaded, so they don't have the ability to implement both rigorous TEKS aligned science instruction and differentiated instruction for higher-achieving students.
Root Cause: K-5 Core Knowledge and middle school curriculum does not align with the TEKS. We need a TEKS-aligned science curriculum to prepare students for mastery. In addition to a supplemental resource used in fifth and 8th grades (Sirius), and IXL in 8th grade, students will benefit from having an additional resources. Training in modeling and labs will benefit middle and high school teachers.

Problem Statement 5: GHLO needs to continue enhancing our instructional intervention support systems to both close learning gaps more quickly and to challenge higher-achieving students.
Root Cause: A growing number of at-risk and economically disadvantaged students from a wide range of educational backgrounds are enrolling in GHLO. Many of these children enter our school with significant learning gaps and unique educational needs. Since the curriculum in GHTX schools is rigorous, we must have intervention pathways to simultaneously support learning gaps and higher achieving learners.

Problem Statement 6: As our student population grows and becomes more diverse, we're seeing different levels of readiness and support needs across grade levels.
Root Cause: Our rapid expansion and open enrollment have brought in students with varied academic backgrounds. Many are new to the rigor of our classical curriculum and are transitioning from schools with different academic standards and expectations.

Problem Statement 7: GHLO is seeing an increase in the number of students manifesting social, emotional, and/or behavioral stresses which contributes to lost instructional time and lower growth and academic achievement.
Root Cause: Post-pandemic, family and home stressors, social media and digital pressures, trauma and adverse childhood experiences, are potential underlying challenges resulting in increased mental health resources and support.

Problem Statement 8: GHTX and GHLO needs to increase staffing, training, and support of personnel working with students with disabilities, particularly those being served under IDEA.
Root Cause: The percentage of students being served under the special education programs (IDEA) has rapidly increased since GHLO's founding. The complexity of disabilities of those students being served has also increased. GHTX and GHLO needs to increase its leadership, staffing, training, specialized curriculum, and infrastructure to support students with disabilities.

Problem Statement 9: Parents and guardians require more opportunities to see student progress and support student learning from the home.
Root Cause: As the rates of at-risk, disabled, and economically disadvantaged students continue to rise on an annual basis, parents are simultaneously working more hours and experiencing greater levels of stress and hardship. They need electronic access by means of a portal and access to online intervention programs, such as IXL.

Problem Statement 10: Teachers and students require higher levels of behavioral support from Deans and Special Student Services personnel to meet the demands of increasing levels of at-risk students and students with behavioral challenges.
Root Cause: Interruptions to instruction and missed instruction due to behavioral and mental health challenges requires integrated and increased support for teachers and students from deans and special student services personnel, who are already understaffed and stretched across multiple responsibilities.

Problem Statement 11: 6th grade students require additional behavioral and academic support as they acclimate to the rigors of middle school.
Root Cause: 6th grade students are entering with high needs for academic and behavioral support which must be addressed in order to meet the rigorous expectations of the middle school, especially as they are transitioning from a less structured and more complicated setting.

Problem Statement 12: Students need to feel safer and better connected among their peers.
Root Cause: Parent surveys and behavioral data point to an increase in bullying and disruption. With increasing numbers of at-risk students, more efforts and resources are needed to train students, parents, and staff in bullying prevention and reporting, as well as fostering positive behaviors.

School Processes & Programs

School Processes & Programs Summary

Curriculum

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

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

GreatHearts®
CLASSICAL EDUCATION. REVOLUTIONARY SCHOOLS.™

TEXAS CURRICULUM OVERVIEW

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

Instructional Programs

GHLO intervention and learning support systems include, but are not limited to, the following services: Math Intervention, Reading Intervention, Dyslexia supports, EB supports, MTSS/RtI student plans, credit recovery programs. GHLO 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. GHLO 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-5 and Lexia for grades 6-9.

Second Language Acquisition Program

Great Hearts Love Oak offers Bilingual/English as a Second Language ("EB") 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 EB 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 6-9. As the school scales, in 9th grade, either a Latin & Greek language track or modern language a Spanish track is chosen and then completed by high school students.

Academic Interventions

Students qualifying for Academic Interventions are determined according to multiple criteria: DIBELS scores, mClass, NWEA MAP scores, Interim 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-5 and Lexia for grades 6-9. 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

GHLO has numerous professional development (PD) programs for faculty and leadership. The goal of GHLO 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. GHLO PD programs focus on three faculty development pillars—Philosophical (Liberal Arts and the Tradition), Material (Content and Curriculum), and

Pedagogical-Practical (Principles of Teaching).

Extracurriculars

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

School Processes & Programs Strengths

School Culture and Climate

1. Quality leadership of school
2. Parents generally satisfied with quality of teachers
3. Parents highly satisfied with quality of education
5. 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. 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 rating per school report cards
2. Parent satisfaction high per New Parent Survey scores
3. Multiple opportunities for faculty, staff and parents to interact

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We need to continue strengthening the systems we use to support student learning, especially MTSS, curriculum alignment, and consistent Tier 1 instruction.
Root Cause: As our school has scaled quickly, and we've added new grade levels, we're still working to build strong internal processes and ensure all faculty are aligned on best practices, expectations, and instructional priorities.

Problem Statement 2: GHLO needs to continue enhancing our instructional intervention support systems to both close learning gaps more quickly and to challenge higher-achieving students.
Root Cause: A growing number of at-risk and economically disadvantaged students from a wide range of educational backgrounds are enrolling in GHLO. Many of these children enter our school with significant learning gaps and unique educational needs. Since the curriculum in GHTX schools is rigorous, we must have intervention pathways to simultaneously support learning gaps and higher achieving learners.

Problem Statement 3: GHTX and GHLO will continue to design programs to educate parents about the vision of classical education.
Root Cause: Expansion into markets with wider demographics has brought different levels of parent familiarity with classical education. Parents often do not understand Socratic pedagogy, curricular sequencing, or the value of specific courses. Parent instructional programs would support established grade levels and be vital for helping root new grade levels.

Problem Statement 4: GHLO is seeing an increase in the number of students manifesting social, emotional, and/or behavioral stresses which contributes to lost instructional time and lower growth and academic achievement.
Root Cause: Post-pandemic, family and home stressors, social media and digital pressures, trauma and adverse childhood experiences, are potential underlying challenges resulting in increased mental health resources and support.

Problem Statement 5: GHLO needs to regularly identify potential leaders on the campus to continue to grow the faculty leadership bench.
Root Cause: GHLO and GHTX is scaling quickly and seasoned leadership is often diverted to new contexts and campuses. There is also a particular need for leaders to aid with the growing percentage of students receiving interventions and Special Education services

Problem Statement 6: GHLO needs to identify, train, and equip qualified veteran teachers to support newer faculty and to provide discipline-specific trainings to all teachers in core academic subjects.
Root Cause: With organizational growth comes the risk of misalignment at the local campus level to GHLO core commitments, including our educational philosophy, instructional quality, and curriculum. GHLO does not have a large bench of veteran MS and HS teachers within specific courses and content areas. To maintain alignment, veteran teachers and trainers should support newer faculty.

Problem Statement 7: As our student population grows and becomes more diverse, we're seeing different levels of readiness and support needs across grade levels.
Root Cause: Our rapid expansion and open enrollment have brought in students with varied academic backgrounds. Many are new to the rigor of our classical curriculum and are transitioning from schools with different academic standards and expectations.

Problem Statement 8: Many of our students are not mastering foundational skills in reading and math, and upper school students are struggling with key science concepts. These gaps are impacting overall academic achievement and STAAR performance.
Root Cause: Students are entering GHLO with varying academic backgrounds and skill levels, and our rigorous curriculum assumes a level of mastery they may not yet have, especially for the students who enroll at higher grades levels. Inconsistent vertical alignment and limited time for reteaching foundational concepts contribute to ongoing learning gaps.

Problem Statement 9: Despite a K-5 TEKS-aligned math curriculum and math fluency program, the lower school (K-5) continues to face challenges in meeting the needs of students performing below grade level. The elimination of one math interventionist and math specialists impacts our capacity to continue supporting teachers to enhance their teaching ability.
Root Cause: School year 25-26 budget cuts reduced math interventionist and math specialists support.

Problem Statement 10: 6th-8th grade students are struggling to reach expected proficiency in mathematics, and higher-achieving students are not reaching mastery at the expected rate. New students are entering the program at all grade levels, creating significant discrepancies in foundational skills and knowledge.
Root Cause: The TEKS aligned curriculum for 6th and 7th grade is not accelerated enough to adequately prepare students for the rigors of Algebra I in the 8th grade, and the computer-based adaptive practice recommended by the curriculum is not sufficiently TEKS aligned. Mathematics teachers are overloaded and lack sufficient time to differentiate for wide discrepancies in knowledge and skill.

Problem Statement 11: Science scores have been relatively stable, but there is lower growth on higher-achievement students. Teachers are required to plan for multiple subjects, and middle and high school science teachers are routinely overloaded, so they don't have the ability to implement both rigorous TEKS aligned science instruction and differentiated

instruction for higher-achieving students.
Root Cause: K-5 Core Knowledge and middle school curriculum does not align with the TEKS. We need a TEKS-aligned science curriculum to prepare students for mastery. In addition to a supplemental resource used in fifth and 8th grades (Sirius), and IXL in 8th grade, students will benefit from having an additional resources. Training in modeling and labs will benefit middle and high school teachers.

Problem Statement 12: GHTX and GHLO needs to increase staffing, training, and support of personnel working with students with disabilities, particularly those being served under IDEA.
Root Cause: The percentage of students being served under the special education programs (IDEA) has rapidly increased since GHLO's founding. The complexity of disabilities of those students being served has also increased. GHTX and GHLO needs to increase its leadership, staffing, training, specialized curriculum, and infrastructure to support students with disabilities.

Problem Statement 13: Teachers and students require higher levels of behavioral support from Deans and Special Student Services personnel to meet the demands of increasing levels of at-risk students and students with behavioral challenges.
Root Cause: Interruptions to instruction and missed instruction due to behavioral and mental health challenges requires integrated and increased support for teachers and students from deans and special student services personnel, who are already understaffed and stretched across multiple responsibilities.

Problem Statement 14: 6th grade students require additional behavioral and academic support as they acclimate to the rigors of middle school.
Root Cause: 6th grade students are entering with high needs for academic and behavioral support which must be addressed in order to meet the rigorous expectations of the middle school, especially as they are transitioning from a less structured and more complicated setting.

Problem Statement 15: Students need to feel safer and better connected among their peers.
Root Cause: Parent surveys and behavioral data point to an increase in bullying and disruption. With increasing numbers of at-risk students, more efforts and resources are needed to train students, parents, and staff in bullying prevention and reporting, as well as fostering positive behaviors.

Problem Statement 16: Parents and guardians require more opportunities to see student progress and support student learning from the home.
Root Cause: As the rates of at-risk, disabled, and economically disadvantaged students continue to rise on an annual basis, parents are simultaneously working more hours and experiencing greater levels of stress and hardship. They need electronic access by means of a portal and access to online intervention programs, such as IXL.

Problem Statement 17: Parents require more streamlined and detailed information about school processes, volunteer opportunities, and systems.
Root Cause: With most parents working at least one full-time job, parents require detailed and easy access to information about school processes. Operations personnel are struggling to keep up with the demands of running the school and communicating with parents, pointing to a need for more administrative front office support.

Perceptions

Perceptions Summary

Great Hearts Live Oak is committed to strong partnerships with families and the broader community. GHLO 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 GHLO 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, with 100% of families participating in the annual Family Satisfaction Survey, the campus continues 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.

Perceptions Strengths

1. Our families want to have their children at our school.
2. Our families are involved or willing to become involved in the day-to-day necessities of our school.
3. Our families trust our school to educate their children well.
4. Relationship building through events.
5. Robust Social Media Presence.

6. Families welcome and utilize opportunities to provide feedback, as evidenced by a 100% participation rate in the 2025 Family Satisfaction Survey.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Many of our new families are still learning what classical education is and how our teaching methods and culture differ from traditional public schools.
Root Cause: As we grow into new communities, families come to us with different educational experiences. Without ongoing communication and parent education, it's easy for misunderstandings or mismatched expectations to arise.

Problem Statement 2: GHTX and GHLO will continue to design programs to educate parents about the vision of classical education.
Root Cause: Expansion into markets with wider demographics has brought different levels of parent familiarity with classical education. Parents often do not understand Socratic pedagogy, curricular sequencing, or the value of specific courses. Parent instructional programs would support established grade levels and be vital for helping root new grade levels.

Problem Statement 3: GHA and GHTX needs to continue to build out its planning processes to ensure sustained growth into new markets and existing regions.
Root Cause: GHLO is committed to providing as many students as we can with a classical education. To that end, our school intends to continue growing over the next four years. Depleted waitlists across K-12 is pointing to a need to work with GHA and GHTX on strengthening our local and regional recruitment efforts to ensure stable high school enrollment.

Problem Statement 4: Parents and guardians require more opportunities to see student progress and support student learning from the home.
Root Cause: As the rates of at-risk, disabled, and economically disadvantaged students continue to rise on an annual basis, parents are simultaneously working more hours and experiencing greater levels of stress and hardship. They need electronic access by means of a portal and access to online intervention programs, such as IXL.

Problem Statement 5: Students need to feel safer and better connected among their peers.
Root Cause: Parent surveys and behavioral data point to an increase in bullying and disruption. With increasing numbers of at-risk students, more efforts and resources are needed to

train students, parents, and staff in bullying prevention and reporting, as well as fostering positive behaviors.

Problem Statement 6: Parents require more streamlined and detailed information about school processes, volunteer opportunities, and systems.
Root Cause: With most parents working at least one full-time job, parents require detailed and easy access to information about school processes. Operations personnel are struggling to keep up with the demands of running the school and communicating with parents, pointing to a need for more administrative front office support.

Priority Problem Statements

Goals

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

Performance Objective 1: By May 2026, 90% of our students in grades 3-5 will achieve Approaches or higher on the Math STAAR, with 30% reaching Masters, reflecting consistent grade-level performance and growth.

Evaluation Data Sources: -Interim STAAR
-TFAR assessments
-DMAC worksheets
-MAP benchmark
-TEKS aligned unit tests and exit tickets
-MTSS Intervention progress monitoring
-Lesson plan internalization and small group tracking tools
-Coaching and observation data (focused on math instruction)

Strategy 1 Details	Reviews			
Strategy 1: TEKS aligned implementation of updated math curriculum for 3-5 grades.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Lesson plan structure redesigned to ensure greater alignment of best practices between grade level sections.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Implementation of a new K-5 math fluency program to more effectively develop number sense	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: All teachers trained to measure and track their small group instruction in the classroom.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Campus will conduct faculty trainings and professional development specific to scaffolding, differentiation, remediation strategies, lesson planning, enrichment/extension activities to support student achievement.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Application of a lesson planning internalization guide for math planners and math teachers.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Implementation of a more frequent and collaborative scheduled MTSS guide.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: Students indicated as needing Accelerated Instruction (AI) will receive mandatory minutes of targeted intervention each week.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
Strategy 9: Campus will hold data review meetings following benchmark assessments to analyze trends to adjust scope and sequence to reteach material.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
Strategy 10: Campus will provide a weekly schedule with TEKS aligned practice for math to be used during Lyceum.	Formative			Summative
	Nov	Jan	Mar	June

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: By May 2026, 80% of our students in grades 6-10 will achieve Approaches or higher on the Math and EOC STAAR assessments, with 20% reaching Masters, reflecting consistent grade-level performance and growth.

Evaluation Data Sources: -Interim STAAR
-TFAR assessments
-MAP benchmark
-TEKS aligned unit tests and exit tickets
-Coaching and observation data (focused on math instruction)

Strategy 1 Details	Reviews			
Strategy 1: Campus will conduct faculty trainings and professional development specific to scaffolding, differentiation, remediation strategies, lesson planning, enrichment/extension activities to support student achievement.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Students indicated as needing Accelerated Instruction (AI) will receive mandatory minutes of targeted intervention each week.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Campus will hold data review meetings following benchmark assessments to analyze trends to adjust scope and sequence to reteach material.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Implementation of accelerated Carnegie curriculum for grades 6 and 7. **Strategy's Expected Result/Impact:** Students will be better prepared for Algebra I in 8th grade.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: 6th-10th grade math teachers and interventionists will be trained in Carnegie strategies via in-person training conducted a minimum of twice a year (fall and winter). **Strategy's Expected Result/Impact:** Improved implementation of Carnegie instructional strategies and increased support of curricular sequencing during the implementation of the accelerated 6-7 courses. **Funding Sources:** In-person trainer - 255 - Title II, Part A - $6,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Teaching loads for 6-12 mathematics teachers and interventionists will cover classes, interventions, and support for math resource class (SpEd). **Strategy's Expected Result/Impact:** Interventionists and teachers will have more time to plan, grade, and differentiate instruction for both low and high achieving students, and all math instructors will benefit from additional opportunities for collaboration and support. When absences occur, math classes will be taught by math personnel, reducing the number of lost instructional days due to illness and absence. **Funding Sources:** Math teacher/interventionist - 211 - Title I, Part A - $70,000				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Increase mathematics instructional time by 10 minutes each week in grades 6-10. **Strategy's Expected Result/Impact:** Increase available time for CFU's and reteaching strategies.				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Hire a certified SpEd teacher who specializes in middle and high school math instruction. **Strategy's Expected Result/Impact:** Students covered under IDEA will receive robust mathematics instruction during their scheduled resource time, helping to close gaps and improve achievement. **Funding Sources:** Certified SpEd teacher - 224 - IDEA B Special Ed - $80,000				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Provide IXL accounts for all students in 6-10 mathematics. **Strategy's Expected Result/Impact:** Students will be able to independently practice mathematics skills with an adaptive program that monitors progress.				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 3: All students in grades 2nd-8th will demonstrate one year growth in math as measured by MAP and campus-based assessments.

Evaluation Data Sources: -MAP Math (2nd-8th)

Strategy 1 Details	Reviews			
Strategy 1: All 2nd-5th teachers trained to measure and track their small group instruction in the classroom as well as implement a math fluency program to more effectively develop student number sense. **Strategy's Expected Result/Impact:** With a structured math fluency program, students will show growth in their knowledge of foundational number sense. **Staff Responsible for Monitoring:** Dean of Teachers	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: TEKS aligned implementation of updated math curriculum for 3-5 grades.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Lesson plan structure redesigned to ensure greater alignment of best practices between grade level sections.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Implementation of a new K-5 math fluency program to more effectively develop number sense	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: HOW IS THIS DIFFERENT THAN STRATEGY 1? All teachers trained to measure and track their small group instruction in the classroom.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Campus will conduct faculty trainings and professional development specific to scaffolding, differentiation, remediation strategies, lesson planning, enrichment/extension activities to support student achievement.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Application of a lesson planning internalization guide for math planners and math teachers.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: Implementation of a more frequent and collaborative scheduled MTSS guide.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
Strategy 9: Students indicated as needing Accelerated Instruction (AI) will receive mandatory minutes of targeted intervention each week.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
Strategy 10: Campus will hold data review meetings following benchmark assessments to analyze trends to adjust scope and sequence to reteach material.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 11 Details	Reviews			
Strategy 11: Campus will provide a weekly schedule with TEKS aligned practice for math to be used during Lyceum.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 12 Details	Reviews			
Strategy 12: Implementation of accelerated Carnegie curriculum for grades 6 and 7. **Strategy's Expected Result/Impact:** Students will be better prepared for Algebra I in 8th grade.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 13 Details	Reviews			
Strategy 13: 6th-10th grade math teachers and interventionists will be trained in Carnegie strategies via in-person training conducted a minimum of twice a year (fall and winter). **Strategy's Expected Result/Impact:** Improved implementation of Carnegie instructional strategies and increased support of curricular sequencing during the implementation of the accelerated 6-7 courses. **Funding Sources:** In-person trainer - 255 - Title II, Part A - $6,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 14 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14: Teaching loads for 6-12 mathematics teachers and interventionists will cover classes, interventions, and support for math resource class (SpEd). **Strategy's Expected Result/Impact:** Interventionists and teachers will have more time to plan, grade, and differentiate instruction for both low and high achieving students, and all math instructors will benefit from additional opportunities for collaboration and support. When absences occur, math classes will be taught by math personnel, reducing the number of lost instructional days due to illness and absence. **Funding Sources:** Math teacher/interventionist - 211 - Title I, Part A - $70,000				

Strategy 15 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 15: Increase mathematics instructional time by 10 minutes each week in grades 6-10. **Strategy's Expected Result/Impact:** Increase available time for CFU's and reteaching strategies.				

Strategy 16 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 16: Hire a certified SpEd teacher who specializes in middle and high school math instruction. **Strategy's Expected Result/Impact:** Students covered under IDEA will receive robust mathematics instruction during their scheduled resource time, helping to close gaps and improve achievement. **Funding Sources:** Certified SpEd teacher - 224 - IDEA B Special Ed - $80,000				

Strategy 17 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 17: Provide IXL accounts for all students in 6-10 mathematics. **Strategy's Expected Result/Impact:** Students will be able to independently practice mathematics skills with an adaptive program that monitors progress.				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: By May 2026, 90% of 5th grade students will score at Approaches, Meets, or Masters on the STAAR Science assessments. Additionally, 90% of students in grades 3-5 will demonstrate growth in scientific reasoning, as measured by unit assessments.

Evaluation Data Sources: -STAAR Science results
-TEKS -aligned unit assessments (Grade 3-5)
-Students science notebooks
-Observation data on hands on instruction
-Lyceum science activity records
-Curriculum usage reports
-MTSS or intervention data (if applicable for science support

Strategy 1 Details	Reviews			
Strategy 1: Departmentalize 4th and 5th Grade Science Instruction.	Formative			Summative
Strategy's Expected Result/Impact: Students from 4th and 5th grade will receive consistent instruction from content focused teachers leading to engagement and comprehension from students. **Staff Responsible for Monitoring:** Science planner teachers (2 per grade level) / Dean of Teachers	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Weekly Lyceum Science block to reteach already introduced topics.	Formative			Summative
Strategy's Expected Result/Impact: Students will have a strong review on already introduced topics and vocabulary practice helping them engage and comprehend as they study notebook notes and hands on experiments. **Staff Responsible for Monitoring:** Dean of Intervention and Dean of Teachers	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Science Fair to reinforce TEKS and concepts.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: TEKS alignment of 3-5 grade science classes.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Science planner cohort check-ins to ensure vertical alignment and TEKS alignment.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Intentional use of science experiments to increase engagement and comprehension.	Formative			Summative
	Nov	Jan	Mar	June

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: By May 2026, 85% of 8th grade students will score at Approaches, Meets, or Masters on the STAAR Science assessments. Additionally, 25% of Biology students will score masters on the STAAR Biology EOC.

Evaluation Data Sources: -STAAR Science results
-TEKS -aligned unit assessments (Grade 3-5)
-Students science notebooks
-Observation data on hands on instruction
-Lyceum science activity records
-Curriculum usage reports
-MTSS or intervention data (if applicable for science support

Strategy 1 Details	Reviews			
Strategy 1: TEKS alignment of 6-8 grade science classes with spiraled review across all three grade levels.	Formative			Summative
Strategy's Expected Result/Impact: Students will be prepared to recall information on the 8th grade Science STAAR exam.	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Science planner cohort check-ins to ensure vertical alignment and TEKS alignment.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Intentional use of science experiments to increase engagement and comprehension.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Increase science instructional time by 10 minutes each week.	Formative			Summative
Strategy's Expected Result/Impact: Increase available time for spiraled TEKS review across grades 6-9.	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Provide IXL accounts for all students in 6-9 science courses.	Formative			Summative
Strategy's Expected Result/Impact: Students will be able to independently practice mathematics skills with an adaptive program that monitors progress.	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Provide middle and high school science teachers AMTA modeling training to ensure implementation of high quality labs. **Strategy's Expected Result/Impact:** Through hands-on experimentation and modeling, students will increase their understanding of scientific concepts, and high-achieving students will extend and apply their learning. **Funding Sources:** tuition and housing - 265 - Title IV, Part A - $5,000				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Teaching loads for 6-12 science teachers will cover classes, interventions, and support for science resource class (SpEd). **Strategy's Expected Result/Impact:** Teachers will have more time to plan, grade, and differentiate instruction for both low and high achieving students, and all science instructors will benefit from additional opportunities for collaboration, support, and content specific instructional coaching. When absences occur, science classes will be taught by science personnel, reducing the number of lost instructional days due to illness and absence. **Funding Sources:** Math teacher/interventionist - 211 - Title I, Part A - $20,000				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase instructional time and academic progress by improving behavioral supports and reducing removal of students from the classroom.

Performance Objective 1: By May 2026, achieve at least 85% of Staff compliance in implementing school wide behavior procedures and MTSS Tier 1 supports with fidelity. Strong data recording.

Evaluation Data Sources: Behavior Data Reviews
Deans List

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide PD for teachers on positive behavior interventions, MTSS implementation, and de-escalation techniques. **Strategy's Expected Result/Impact:** The strategies will result in a more consistent and positive school climate where students understand and follow clear behavior expectations, resulting in fewer removals from the classroom and more instructional time for all students. Data reports will show the needs of students that need additional intervention. **Staff Responsible for Monitoring:** Dean of Students				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: GHLOLS will use behavioral science methods to equip teachers with the knowledge and skills necessary to produce positive behavioral outcomes.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: GHLOLS implement strong observation and coaching plan for implementation of Tier 1 and Tier 2 strategies in the classroom.				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase instructional time and academic progress by improving behavioral supports and reducing removal of students from the classroom.

Performance Objective 2: Increase in-class support, observation, and coaching of US teachers and students by the Deans, MTSS, and 504 coordinators.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Hire a behavioral AT for the US Deans office to help monitor students while the Deans, 504, and MTSS coordinators are supporting teachers and students in classrooms. **Funding Sources:** Behavioral AT - 211 - Title I, Part A - $35,000				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase instructional time and academic progress by improving behavioral supports and reducing removal of students from the classroom.

Performance Objective 3: Reduce time spent out of class due to peer conflicts and bathroom and nurses visits by US students.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement HallPass feature of Deanslist, which will cap the number of times a student may be excused from class, track the reasons, alert the deans, and provide the data to parents and administration for monitoring and support. **Strategy's Expected Result/Impact:** Reduce time spent out of class and quickly identify opting out and avoidance behaviors requiring support and monitoring. **Staff Responsible for Monitoring:** Deans, leadership, SSS coordinators **Funding Sources:** DeansList annual fees - 211 - Title I, Part A				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide annual training aligned with TLAC to teachers to identify and implement effective strategies for increasing in-class persistence and engagement.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Train 6-12 students and teachers in anti-bullying and pro-social strategies to reduce bullying and improve peer relationships between 6-12 students. **Strategy's Expected Result/Impact:** Increase time and on-task behavior in class.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Raise the Closing the Gaps accountability score by 5% by June of 2026.

Performance Objective 1: By May 2026, 90% of our students in grades 3-5 will achieve Approaches or higher on the Math STAAR, with 30% reaching Masters, reflecting consistent grade-level performance and growth.

Evaluation Data Sources: -Interim STAAR
-TFAR assessments
-DMAC worksheets
-MAP benchmark
-TEKS aligned unit tests and exit tickets
-MTSS Intervention progress monitoring
-Lesson plan internalization and small group tracking tools
-Coaching and observation data (focused on math instruction)

Goal 4: Raise the Closing the Gaps accountability score by 5% by June of 2026.

Performance Objective 2: By May 2026, 80% of our students in grades 6-10 will achieve Approaches or higher on the Math and EOC STAAR assessments, with 20% reaching Masters, reflecting consistent grade-level performance and growth.

Evaluation Data Sources: -Interim STAAR
-TFAR assessments
-MAP benchmark
-TEKS aligned unit tests and exit tickets
-Coaching and observation data (focused on math instruction)

Goal 4: Raise the Closing the Gaps accountability score by 5% by June of 2026.

Performance Objective 3: All students in grades 2nd-8th will demonstrate one year growth in math as measured by MAP and campus-based assessments.

Evaluation Data Sources: -MAP Math (2nd-8th)

Goal 4: Raise the Closing the Gaps accountability score by 5% by June of 2026.

Performance Objective 4: By May 2026, 90% of 5th grade students will score at Approaches, Meets, or Masters on the STAAR Science assessments. Additionally, 90% of students in grades 3-5 will demonstrate growth in scientific reasoning, as measured by unit assessments.

Evaluation Data Sources: -STAAR Science results
-TEKS -aligned unit assessments (Grade 3-5)
-Students science notebooks
-Observation data on hands on instruction
-Lyceum science activity records
-Curriculum usage reports
-MTSS or intervention data (if applicable for science support

Goal 4: Raise the Closing the Gaps accountability score by 5% by June of 2026.

Performance Objective 5: By May 2026, 85% of 8th grade students will score at Approaches, Meets, or Masters on the STAAR Science assessments. Additionally, 25% of Biology students will score masters on the STAAR Biology EOC.

Evaluation Data Sources: -STAAR Science results
-TEKS -aligned unit assessments (Grade 3-5)
-Students science notebooks
-Observation data on hands on instruction
-Lyceum science activity records
-Curriculum usage reports
-MTSS or intervention data (if applicable for science support

Goal 4: Raise the Closing the Gaps accountability score by 5% by June of 2026.

Performance Objective 6: By May 2026, achieve at least 85% of Staff compliance in implementing school wide behavior procedures and MTSS Tier 1 supports with fidelity. Strong data recording.

Evaluation Data Sources: Behavior Data Reviews
Deans List

Goal 4: Raise the Closing the Gaps accountability score by 5% by June of 2026.

Performance Objective 7: Increase in-class support, observation, and coaching of US teachers and students by the Deans, MTSS, and 504 coordinators.

Goal 4: Raise the Closing the Gaps accountability score by 5% by June of 2026.

Performance Objective 8: Reduce time spent out of class due to peer conflicts and bathroom and nurses visits by US students.

Goal 5: Raise the School Progress accountability score by 5% by June of 2026.

Performance Objective 1: By May 2026, 90% of our students in grades 3-5 will achieve Approaches or higher on the Math STAAR, with 30% reaching Masters, reflecting consistent grade-level performance and growth.

Evaluation Data Sources: -Interim STAAR
-TFAR assessments
-DMAC worksheets
-MAP benchmark
-TEKS aligned unit tests and exit tickets
-MTSS Intervention progress monitoring
-Lesson plan internalization and small group tracking tools
-Coaching and observation data (focused on math instruction)

Goal 5: Raise the School Progress accountability score by 5% by June of 2026.

Performance Objective 2: By May 2026, 80% of our students in grades 6-10 will achieve Approaches or higher on the Math and EOC STAAR assessments, with 20% reaching Masters, reflecting consistent grade-level performance and growth.

Evaluation Data Sources: -Interim STAAR
-TFAR assessments
-MAP benchmark
-TEKS aligned unit tests and exit tickets
-Coaching and observation data (focused on math instruction)

Goal 5: Raise the School Progress accountability score by 5% by June of 2026.

Performance Objective 3: All students in grades 2nd-8th will demonstrate one year growth in math as measured by MAP and campus-based assessments.

Evaluation Data Sources: -MAP Math (2nd-8th)

Goal 5: Raise the School Progress accountability score by 5% by June of 2026.

Performance Objective 4: By May 2026, 90% of 5th grade students will score at Approaches, Meets, or Masters on the STAAR Science assessments. Additionally, 90% of students in grades 3-5 will demonstrate growth in scientific reasoning, as measured by unit assessments.

Evaluation Data Sources: -STAAR Science results
-TEKS -aligned unit assessments (Grade 3-5)
-Students science notebooks
-Observation data on hands on instruction
-Lyceum science activity records
-Curriculum usage reports
-MTSS or intervention data (if applicable for science support

Goal 5: Raise the School Progress accountability score by 5% by June of 2026.

Performance Objective 5: By May 2026, 85% of 8th grade students will score at Approaches, Meets, or Masters on the STAAR Science assessments. Additionally, 25% of Biology students will score masters on the STAAR Biology EOC.

Evaluation Data Sources: -STAAR Science results
-TEKS -aligned unit assessments (Grade 3-5)
-Students science notebooks
-Observation data on hands on instruction
-Lyceum science activity records
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Goal 5: Raise the School Progress accountability score by 5% by June of 2026.

Performance Objective 6: By May 2026, achieve at least 85% of Staff compliance in implementing school wide behavior procedures and MTSS Tier 1 supports with fidelity. Strong data recording.

Evaluation Data Sources: Behavior Data Reviews
Deans List

Goal 5: Raise the School Progress accountability score by 5% by June of 2026.

Performance Objective 7: Increase in-class support, observation, and coaching of US teachers and students by the Deans, MTSS, and 504 coordinators.

Goal 5: Raise the School Progress accountability score by 5% by June of 2026.

Performance Objective 8: Reduce time spent out of class due to peer conflicts and bathroom and nurses visits by US students.

Goal 6: Increase opportunities for parents to monitor and support student academic and behavioral progress.

Performance Objective 1: Provide 6-12 parents a parent portal and train parents and teachers in its use.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement HallPass feature of Deanslist for grades 6-12, which will provide parents data on tardies, times out of class, and course grades. **Strategy's Expected Result/Impact:** Provide real-time and actionable data that allows parents/guardians to quickly support and/or advocate for their child. **Staff Responsible for Monitoring:** Deans, leadership, SSS coordinators **Funding Sources:** DeansList annual fees - 211 - Title I, Part A				

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Increase opportunities for parents to monitor and support student academic and behavioral progress.

Performance Objective 2: Equip parents to support independent practice and review from home.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Train parents int he use of IXL for 6-12 students.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

At Great Heart Live Oak, we approach the CNA process with intentionality and collaboration. Our leadership team worked closely with teachers, academic deans, and parent feedback to analize a variety of data points including STAAR performance, MAP data, and family and faculty survery results.

We reviewed both current and historical performance across all student groups and assessed needs in key areas: student learning, school process, demographics, and perceptions.

Department heads and grade -level leads helped identify root causes and prioritize needs based in instructional gaps and patterns in student growth.

We also considered how our rapid growth, open-enrollment structure, and classical curriculum model intersect with academic outcomes. This CNA directly informed our goals and strategies across the Campus improvement Plan.

1.2: Location for Evidence of Multiple Meetings Held

Campus Funding Summary

211 - Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	6	Math teacher/interventionist		$70,000.00
1	3	14	Math teacher/interventionist		$70,000.00
2	2	7	Math teacher/interventionist		$20,000.00
3	2	1	Behavioral AT		$35,000.00
3	3	1	DeansList annual fees		$0.00
6	1	1	DeansList annual fees		$0.00
				Sub-Total	$195,000.00

224 - IDEA B Special Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	8	Certified SpEd teacher		$80,000.00
1	3	16	Certified SpEd teacher		$80,000.00
				Sub-Total	$160,000.00

255 - Title II, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	5	In-person trainer		$6,000.00
1	3	13	In-person trainer		$6,000.00
				Sub-Total	$12,000.00

265 - Title IV, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	6	tuition and housing		$5,000.00
				Sub-Total	$5,000.00