

Northwest Independent School District
Seven Hills Elementary School
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



Core Beliefs

Kids come first.

Continuous learning is essential to prepare for college and career opportunities.

Each student's success is the shared responsibility of students, families, schools, and communities.

Learning is influenced by environment.

Northwest ISD Vision

Northwest ISD empowers
learners and leaders to positively impact the world.

Northwest ISD Mission

Northwest ISD, in collaboration with
students, families, communities, and global partners,
will engage in a culture of learning
that prepares all students to confidently navigate their future.

Seven Hills Elementary School

We believe...

relationships impact achievement

everyone has genius

everyone can be a leader

in developing the whole person

change starts with me

educators empower students to lead their own learning

Campus Vision

In preparation for future success, every student will leave their grade level at or above grade level, no matter where they start. Teachers, students, families, and the community will work in partnership to create a school all children want to attend.

Campus Mission

At Seven Hills Elementary, we empower learners to be leaders by developing the whole person. As a community, we will aim high and persevere when the work is hard, knowing that together we WILL achieve greatness

Comprehensive Needs Assessment

Revised/Approved: September 06, 2015

Demographics

Demographics Summary

Seven Hills is a PK -5th grade campus in Northwest ISD with a student population of approximately 575. The attendance zone is largely rural, and encompasses four different townships and two different counties. It is one of seven Title I campuses in the district. Based on 2016 - 2017 TAPR data, 63% of our student population is White, 32% is Hispanic, 2.6% is African American, and 2% is identified as two or more races. Additionally, 50% of our students are Economically Disadvantaged, 10% receive Special Education services, 18% receive English Language services, and 54% are identified as At-Risk. Student attendance during the 2017 - 2018 school year was negatively impacted by the widespread flu outbreak. Approximately 20% of students are supported through the RTI process. Campus attendance trends with the district average at 96.1%. Within specific demographic groups, reported attendance rates were SPED 96%, Economically Disadvantaged 95.6%, and ELL 97.1%. The Texas Education Agency reported a 18.7% mobility rate for the 2017 - 2018 school year.

Staffing is adjusted every year to meet campus needs based on enrollment and student services. Seven Hills staff consists of 27 general education classroom teachers, 5 special education teachers, 3 electives teachers (Art, Music, and P.E.), 4 intervention support (STAR and Reading Recovery) teachers, 1 gifted and talented teacher, and 1 media specialist. We also have 5 special education paraprofessionals, 1 paraprofessional in PreK, and 1 P.E. paraprofessional. We have 1 principal, 1 assistant principal, 1 office manager, 1 counselor, 1 nurse, and 2 paraprofessionals serving as office receptionist and attendance clerk. We have support staff shared with other campuses to serve our special education population including diagnostician, speech, behavior interventionist, OT, PT, APE, and LSSP. All professional staff are highly qualified.

We have two self-contained special education units, PACEE and PPCD, in addition to two teachers providing resource and inclusion services. Pre-K is offered to families who meet qualification as well as tuition based.

Through Title I funds, we have two Reading Recovery, two intervention teachers, and a Campus Instructional Teacher to meet the diverse learning needs of our students.

RtI, 504, and ARD committees meet regularly to discuss the needs and progress of students. We have a regular schedule for RTI meetings in order to provide a consistent and meaningful opportunity to engage in collaborative problem solving for students receiving tiered interventions.

Demographics Strengths

The following have been identified as demographic strengths:

- Campus attendance trends with district attendance.
- Attendance rates in the ELL student group are higher than any other student group at 97.1%.
- In order to support at-risk students, Seven Hills is staffed with two Reading Recovery teachers and two Interventionists. Reading Recovery teachers have time built into their daily schedules to support 1st and 2nd Grade teachers with instructional planning and delivery and small group instruction in an inclusion model. The remainder of their schedule is spent supporting individual students (Tier 3) with explicit literacy instruction aligned with the Reading Recovery program. Interventionists support students with Dyslexia, English Language Learners, and Tier 2 and 3 students based on a hierarchy of needs. Interventionists also engage in PLC meetings to help design responsive instruction using student achievement data.
- Seven Hills has a Campus Instructional Teacher, CIT, who engages in a coaching cycle with teachers to analyze data, design responsive instruction, and deliver meaningful and relevant instruction to support the needs of all learners, with a focus on closing achievement gaps in System Safeguard groups. The CIT also works with at-risk students to close achievement gaps.
- A comprehensive mentor program is in place to ensure that all first and second year teachers are provided the support they need to effectively lead their classrooms. Teachers who are new to NISD, but have 2 or more years of experience are provided with a "buddy" teacher to assist in their transition. The CIT serves as the Campus Mentor Coordinator.
- Seven Hills partners with Community in Schools to help students by providing services directly or linking students with other agencies and programs in the community to help them stay in school, post better attendance rates, reduce behavior problems, improve academically, to support future graduation or GED achievement. The Seven Hills CIS has built positive relationships with the students and families on her case load, and has been instrumental in building positive connections between the home and school within specific demographic groups. The CIS has established a comprehensive student mentoring program at Seven Hills.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Mobility rates and student attendance have an impact on student achievement. **Root Cause:** Families in all student groups may not feel connected to the school.

Problem Statement 2: A campus with diverse demographic needs requires staff to have a deep understanding of the needs of learners and an ability to engage in collaborative problem solving. **Root Cause:** As campus needs and campus personnel change, gaps exist in collective depth of understanding on how to support (both academic and social /emotional) the needs of diverse student groups, specifically ELL, SPED and Economically Disadvantaged

Student Academic Achievement

Student Academic Achievement Summary

According to 2018 STAAR data, Seven Hills Elementary received an overall "met standard" rating, 76, on STAAR.

- Domain I: Student Achievement = 72
- Domain IIA: Academic Growth = 77
- Domain IIB: Relative Performance = 62
- Domain III: Closing Gaps = 72

While no Distinction Designations were earned, the campus was in quartile I in two areas: Accelerated Student Growth in ELA/Reading and Grade 5 Reading Performance. Student performance on 4th grade Writing and 5th Grade Science dropped from 2017 performance levels. Student performance on 4th grade Math and 5th grade Reading and Math had noteworthy growth from 2017 performance levels. Masters level performance continues to remain at minimum levels in all grade levels and content areas.

2017 - 2018 early literacy data indicates a positive trend in student growth and closing achievement gaps.

- **Kindergarten:** District: 87% Campus: 91%
- **1st Grade:** District: 82% Campus: 82%
- **2nd Grade:** District: 82% Campus: 88%
- **3rd Grade:** District: 80% Campus: 76%
- **4th Grade:** District: 86% Campus: 83%
- **5th Grade:** District: 89% Campus: 93%

See data documentation for a more comprehensive look at student achievement data.

Student Academic Achievement Strengths

The following have been identified as strengths in the area of Student Academic Achievement:

- The campus is in good standing with the state according to current accountability measures.
- The campus literacy data as measured by DRA2 indicates significant growth in reading achievement from 2017 levels.
- The campus piloted Lexia, a code-based reading intervention tool during the 2017 - 2018 school year. This resource helped identify skill deficits and provided targeted intervention for all students.
- 2018 end of year Lexia data aligned with End of Year DRA data in grades K -2

- The campus master schedule affords an opportunity for personalized learning time. This time is intended to deliver enrichment, extension, and intervention for all students. During this time, we are able to pull students for intervention support with specialists or classroom teachers, without disrupting the learning during core content instruction. Having this time built into the master schedule provides an opportunity for teachers to pull tier 3 and tier 2 literacy groups, using LLI, Lexia, and skill based literacy materials as a resources to deliver explicit, targeted reading intervention. This is a time for students to put first things first and work on lead measures, or actions, to achieve their Wildly Important Goals.
- All students set Wildly Important Goals based on their individual needs. All K-2 students set a literacy goal, and students in grades 3-5 who are not reading on grade level also set a literacy goal. Students in 3-5 who are reading on or above grade level set an academic goal based on individual need. A new WIG Chart was created in the spring of 2018 to help students monitor their own actions toward strategies to achieve goals and progress toward achieving goals. Students are able to connect the work they complete to their learning goal, and monitor progress toward their goals. This focus has helped ensure a full year's growth for all learners, and we anticipate this having a continued positive impact on the growth progress measure reflected in literacy data, including DRA2 and Lexia.
- A student progress monitoring system has been established where students not achieving WIGs each grading period, not meeting Lexia targets, and/or performing below level on formative and summative assessments are marked as priority for the campus leadership team to engage in regular review through WIG Walks (campus specific walk-throughs focused on student WIGs), conferring, data analysis, etc.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Not all students are reading and writing on grade level, and not all students are demonstrating literacy proficiency across disciplines.

Root Cause: Common expectations for literacy proficiency levels have not been consistently in place. Students enter school with a variety of literacy exposure and prerequisite skills. In addition, the implementation of the curriculum lacks fidelity due to teacher understanding and capacity. Together, these factors have created achievement gaps.

Problem Statement 2: Some students are not transferring literacy skills across disciplines. **Root Cause:** Common expectations for literacy proficiency do not exist across disciplines. In addition, not all teachers have a deep understanding of the skills students should have secured at each grade level.

Problem Statement 3: A gap exists between student performance on diagnostic assessments, DRA2, and outcome based assessments, STAAR. **Root Cause:** An instructional gap exists in the cognitive demand of instruction and instructional tasks, and students have not secured the literacy and problem solving skills necessary to transfer across disciplines and to state assessments.

Problem Statement 4: Approximately 50% of the student population is identified as at-risk, meeting one or more of the 13 indicators. **Root Cause:** There are at-risk indicators beyond the campus circle of control which impact this percentage, including second language acquisition, homelessness, and Texas Department of Child Protective Services involvement. At-risk indicators within the campus circle of influence include academic readiness, performance on state assessments, and DAEP placement.

School Processes & Programs

School Processes & Programs Summary

In support of the campus and district vision to ensure students are prepared for future success Seven Hills is in year three of implementation of The Leader in Me framework through Franklin Covey. In order to fully implement the program, all staff have engaged in comprehensive professional learning including, The Leader in Me book study, 7 Habits training, Creating Culture professional learning, Launching Leadership professional learning, Aligning Academics professional learning, Empowering Instruction professional learning, Lighthouse Team training, and continuous coaching. Students are taught the 7 Habits of Happy Kids through experiences and instruction. All students and staff engage in Habit Huddle from 7:40 am to 8:00 am daily. The Leader in Me curriculum is delivered during this block.

Students are afforded a variety of opportunities to participate in activities and programs that support academic, social, and emotional development. Opportunities include, but are not limited to Ultimate Book Challenge, UIL, Jr. FFA, Choir, Instrument Ensemble, Coding Club, Maker Spaces, Running Club, Girls on the Run, and Dance Team. Additionally, students are offered enrichment through Sharpen the Saw Clubs. Sharpen the Saw Clubs happen every Friday morning for 4-5 weeks each grading period, and students are able to choose an area of interest to participate. Sharpen the Saw Clubs are facilitated by teachers, community members, and students! Examples include yoga, sewing, no bake cooking, and outdoor games. Student achievement and leadership is recognized through Leadership Assemblies each 6 weeks, individual celebrations on Habit Celebration Boards, and through classroom recognitions. Last year we flipped the script on Career Day, and hosted a Community Leadership Day where students taught community leaders about The Leader in Me and the community leaders shared how they are leaders in the community.

The campus master schedule provides for an opportunity for enrichment, extension, and intervention through LEAD Time. During LEAD Time, students put first things first and work on the lead measures aligned with their individual wildly important goals. Teachers are able to work with individuals and small groups of students during this block to deliver RtI targeted interventions.

Seven Hills has 26 general education classroom teachers, 5 special education teachers, 3 electives teachers (Art, Music, and P.E.), 4 intervention support (STAR and Reading Recovery) teachers, 1 gifted and talented teacher, and 1 media specialist. We also have 5 special education paraprofessionals, 1 paraprofessional in PreK, and 1 P.E. paraprofessional. We have 1 principal, 1 assistant principal, 1, Campus Instructional Teacher, 1 office manager, 1 counselor, 1 nurse, and 2 paraprofessionals serving as office receptionist and attendance clerk. We have support staff shared with other campuses to serve our special education population including diagnostician, speech, behavior interventionist, OT, PT, APE, and LSSP. All professional staff are highly qualified.

We have two self-contained special education units, PACEE and PPCD, in addition to three teachers providing resource and inclusion services. In response to the diverse learning needs of our students, we have a PreKindergarten unit on our campus, as well as two Reading Recovery, two intervention teachers, and a Campus Instructional Teacher.

Based on feedback and data in the 2016 OHI survey, the campus leadership teams were restructured in 2017. The Lighthouse Team and Instructional Leadership Team redefined their purpose and created systems and structured for engaging in their work. Each team meets every other Monday to collaborate

around campus issues, activities, initiatives, goals, etc. The two teams come together once a month for professional learning, updates, and joint collaboration. Each respective team is made up of grade level and/or department representatives and campus administration. The function of the Lighthouse team is to support the implementation of The Leader in Me. The function of the Instructional Leadership Team is to support the campus instructional focus, goals, and actions toward the goal. Based on 2018 OHI data, the redesign of the two teams has been effective. We will continue to work on implementation of the systems and structures created with fidelity.

We meet as a campus group weekly in a variety of forms from whole group, vertical and horizontal teams, etc. Grade levels meet in PLCS on Tuesdays, often with administration or the CIT, to discuss and plan for student learning aligned with campus and team wildly important goals. RtI, 504, and ARD committees meet to discuss the needs and progress of students. We have a regular schedule for RTI meetings in order to provide a consistent and meaningful opportunity to engage in collaborative problem solving for students receiving tiered interventions.

Professional learning aligns with campus and district goals, and is designed to build teacher capacity.

While teacher retention rates on our campus have not been consistent, teacher survey results are positive and the OHI data reflects continuous growth.

School Processes & Programs Strengths

The following have been identified as strengths in the area of School Processes and Programs:

- Seven Hills is on track for Lighthouse Review with The Leader in Me in the fall of 2018.
- In recognition of campus accomplishments, Seven Hills has been invited to be a site visit for the annual Symposium for two years running. In February 2018, two students were invited to deliver the opening speeches at the Dallas Symposium, and Mrs. Blackburn was invited to speak on an administrator panel. Additionally, teams of teachers and administrators have presented on a variety of topics during break-out sessions at Symposium. Seven Hills was also a host campus for several small site visits and a community event for Franklin Covey.
- In the summer of 2018, Mrs. Blackburn and the librarian were invited to present sessions at the first Leader in Me Global Summit.
- Student participation in extra-curricular programs has increased, and the variety of programs has also improved.
- During the 2016 - 2017 school year, Seven Hills presented "Sharpen the Saw" day to promote engagement in clubs of interest. This was a first step in developing a more comprehensive "Sharpen the Saw Clubs" program. During the 2017 - 2018 school year, Sharpen the Saw Clubs were fully implemented on Friday mornings. Clubs run for 4-5 weeks each grading period, and are facilitated by teachers, community members, and students.
- The master schedule for Seven Hills provides for maximum use of available instructional time.
- The teaching staff for the 2017 - 2018 school year includes 2 first year teachers, certified through college, 4 new, experienced teachers from other Texas districts. The addition of these staff allows us to capitalize on new ideas and strengths in support of authentic collaboration and problem solving.
- Three of our teachers are serving as curriculum writers and provide professional development at the campus levels and district levels.
- One staff member serves on the NISD Professional Learning Team, and three teachers are engaged participants in the NISD Teacher Leader Institute.
- Every 1st and 2nd year teacher has a mentor, every 3rd year teacher and every teacher new to the campus/district has a buddy.
- All professional staff are highly qualified, and all professional staff and paraprofessionals are involved in professional development opportunities designed to meet the needs of our student population.

- Seven Hills has appropriate staffing to support the instructional and intervention needs of our diverse learners, including but not limited to the CIT, CIS, Interventionists, and Reading Recovery teachers.
- Through CIS, a student mentor program has been established, utilizing community partners and high school/college students as mentors for students identified as At-Risk.
- Campus leadership teams have been reorganized, and are focused on developing and implementing systems and structures for collaborative problem solving and shared decision making.
- The OHI data continues to indicate a positive growth trend, with strengths in Goal Focus, Innovation, and Problem Solving.
- The campus implemented The 4 Disciplines of Execution as a goal setting continuum during the 2017 - 2018 school year. Student achievement data, specifically DRA2 and Lexia, indicates success with the implementation. The campus will continue to use the 4Dx model for student goal setting, and will begin using it to set goals with grade level teams.
- During the 2017 - 2018 school year, a campus PLC Learning Cycle was created and implemented. The cycle will continue to be revised during the 2018 - 2019 school year to align with the 4Dx model.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: To produce the desired achievement results and close instruction and achievement gaps, the PLC Learning Cycle must be aligned with campus and grade level goals. **Root Cause:** While noticeable gains were made with student achievement after the implementation of the 4 Disciplines of Execution, the team process lacked clarity and focus.

Problem Statement 2: To produce the desired academic and social -emotional learning results, collective efficacy must be built within and across leadership teams. **Root Cause:** The roles and responsibilities of the Lighthouse Team and Instructional Leadership Team have been redesigned, and both teams need to implement the new structures and systems with consistency and fidelity.

Perceptions

Perceptions Summary

Building a positive, healthy campus culture that promotes leadership and learning continues to be a campus focus. As we enter the third year of implementation of The Leader in Me framework with Franklin Covey, campus data from teacher and parent stakeholder groups indicates that we are making positive gains.

Through our implementation of the Leader in Me, we have established a core set of beliefs and crafted a new mission statement for Seven Hills.

At Seven Hills we believe:

- relationships impact achievement.
- everyone has genius.
- everyone can be a leader.
- in developing the whole person.
- change starts with me.
- educators empower students to lead their own learning.

The Seven Hills mission statement is:

"At Seven Hills Elementary, we empower learners to be leaders by developing the whole person. As a community, we will aim high and persevere when the work is hard, knowing that together we WILL accomplish greatness."

Students are demonstrating leadership skills and taking on new roles and responsibilities through opportunities such as teacher interview committee members, campus tour guides, and leaders of Sharpen the Saw Clubs. A Student Lighthouse Team was established in 2017.

Building a sense of community at Seven Hills has been a priority. We want parents and families to feel welcome and engage as partners in their child's learning. We have provided a number of opportunities for families to get involved on campus from Curriculum Night, Meet the Teacher, Open House, Family Movie Nights, Music Performances, Art Fairs and academic, leadership and character celebrations at Leadership Assemblies each grading period. Leadership nights or offered as a way to teach parents how to use the 7 Habits at home, and the spring leadership night had the largest attendance of any night event of the year with over 100 families having fun and learning about the 7 Habits.. A team of staff were trained to deliver the 7 Habits of Highly Effective Families training to parents in the spring of 2018. A fall and spring session will be offered to parents during the 2018 - 2019 school year. Additionally, we invite parents to volunteer in a variety of ways both inside and outside of the school

Parents are invited to partner in student learning. Seven Hills has engaged in Seven Hills READS through One School One Book. In 2016 and 2017, every student was provided a copy of the novel of choice (Charlotte's Web and The Adventure of a South Pole Pig) to read with their families. Activities to

support each novel were also sent home.

Opportunities for shared leadership extend beyond the campus to parents and community. Seven Hills has a strong PTA and multiple opportunities are provided for parents to engage in decision making at the campus. Examples include Principal's Coffees, PTA meetings, PTA Executive Board membership, and Stakeholder Dinners.

Two Partners in Education were added in 2018: Little Black Bag and Superior FiberOptics.

Our teachers and parent surveys indicate a positive culture is actively growing at Seven Hills. Based on the survey completed in the fall of 2016, 93% of parents feel welcome at our school, 93% feel they are provided opportunities to volunteer in the school, and 100% feel the principal is leading the school to excellence. The survey indicates specific areas for improvement, primarily in the area of communication. 86% of parents feel they are adequately informed of activities at school.

Language continues to be a barrier to parent and community engagement.

Perceptions Strengths

The following have been identified as strengths in the area of Perceptions:

- Seven Hills has added three trainers for the delivery of the 7 Habits of Highly Effective Families training.
- Seven Hills added two NISD Partners in Education: Little Black Bag and Superior FiberOptics
- Our most recent parent survey in late fall 2016 indicated our parents are happy with our campus. 93% of our families reported feeling welcomed at our school, and 100% feel the principal is leading the school to academic excellence.
- Our most recent teacher survey indicates that 100% of Seven Hills teachers are proud to teach in NISD.
- The PTA Executive Board added their first student member and Hispanic parent representative in 2017. In 2018 the student role was filled by Student Lighthouse Team Members.
- Family engagement and participation has increased at events.
- Seven Hills presented new leadership events this year including: Habit Huddle and Community Leadership Day
- Seven Hills added a Behavior Interventionist to support teachers with classroom management and behavior interventionists to support student success.
- Seven Hills created and implemented common Leader Expectations.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents do not have a deep understanding of the Seven Habits of Happy Kids, and are not able to implement the strategies for social - emotional growth at home. **Root Cause:** Comprehensive parent training opportunities for the Leader in Me and the 7 Habits have been limited.

Problem Statement 2: Parent survey data indicates a concern in the area of communication. **Root Cause:** Due to the diverse needs of the campus community, no single method or tool for communication reaches all stakeholder groups. Additionally, as we have worked to communicate in a variety of ways, there may be lack of clarity about where to go for the best information.

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: May 29, 2018

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 1: Seven Hills will place an increased emphasis on literacy across grade levels and content areas to ensure 90% of students are reading on or above grade level and student performance on campus proficiency goals increases by 15%.

Evaluation Data Source(s) 1: DRA2, Lexia, district assessments, STAAR, Wildly Important Goals

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) In partnership with the C&I Department, all instructional staff will be provided ongoing, job-embedded professional learning opportunities on phonics and vocabulary instruction.	2.5	Principal, Assistant Principal, CIT, Literacy Instructional Coach	<p>Increase teacher knowledge of morphology and tier 2 and 3 vocabulary in order to create a common language and common instructional practices across grade levels and content areas.</p> <p>Improve student transfer of literacy skills across disciplines and to state assessments without reliance on scaffolds</p> <p>Increase literacy proficiency and student achievement.</p>				
Problem Statements: Student Academic Achievement 1, 2, 3							

<p>2) In partnership with the C&I Department, Kindergarten - Fourth Grade teachers will be provided professional learning and job-embedded professional development to support the full implementation of Lucy Calkins Units of Study Writing curriculum. Kindergarten - Third Grade will be supported in the full implementation of Lucy Calkins Units of Study Reading curriculum.</p>	2.5	Principal, Assistant Principal, CIT, Literacy Instructional Coach	<p>Increase teacher capacity to deliver the reading and writing curriculum with fidelity.</p> <p>Full implementation of the Lucy Calkins Reading Units of Study (K-3) and Writing Units of Study (K-4) curriculum.</p> <p>Increase literacy proficiency and student achievement.</p>				
Problem Statements: Student Academic Achievement 1, 2, 3							
<p>3) Seven Hills will promote writing proficiency by consistently providing students the opportunity to write in all content areas, and through programs such as Writing Buddies and Secret Shopper.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, CIT, Teachers	<p>By creating common campus expectations for writing in all content areas, there will be an increase consistency in students transferring literacy skills, including conventions, across disciplines.</p> <p>Increase literacy proficiency and student achievement.</p> <p>Increase teacher capacity with writing instruction and providing authentic feedback to students.</p>				
Problem Statements: Student Academic Achievement 1, 2, 3							
<p>4) Promote student reading engagement and development of literacy skills through participation in literacy based initiatives such as One School, One Book, Ultimate Book Challenge, UIL, PTA Reflections, Destination Imagination, and campus-based reading incentive programs.</p>	2.4, 2.5	Principal, Assistant Principal, CIT, Teachers, Librarian, UIL Facilitator, PTA, DI Facilitator	<p>Student and family engagement in reading will increase through participation in literacy programs.</p> <p>Increase student participation in literacy based initiatives such as UBC, UIL, Spelling Bee, DI, and PTA Reflections</p> <p>Increase reading proficiency and student achievement.</p> <p>Increase language development by providing English and Spanish copies of One School One Book novels for ELL students and families.</p> <p>Develop a love for reading.</p>				
Problem Statements: Student Academic Achievement 1							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 1: Not all students are reading and writing on grade level, and not all students are demonstrating literacy proficiency across disciplines. **Root Cause 1:** Common expectations for literacy proficiency levels have not been consistently in place. Students enter school with a variety of literacy exposure and prerequisite skills. In addition, the implementation of the curriculum lacks fidelity due to teacher understanding and capacity. Together, these factors have created achievement gaps.

Problem Statement 2: Some students are not transferring literacy skills across disciplines. **Root Cause 2:** Common expectations for literacy proficiency do not exist across disciplines. In addition, not all teachers have a deep understanding of the skills students should have secured at each grade level.

Problem Statement 3: A gap exists between student performance on diagnostic assessments, DRA2, and outcome based assessments, STAAR. **Root Cause 3:** An instructional gap exists in the cognitive demand of instruction and instructional tasks, and students have not secured the literacy and problem solving skills necessary to transfer across disciplines and to state assessments.

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 2: Seven Hills will place an increased focus on instructional design and delivery in order to improve academic achievement of all students, with a focus on students within Performance Based Monitoring Analysis System subgroups.

Evaluation Data Source(s) 2: PLC Learning Cycle, DRA2, Lexia, Imagine Math, campus formative and summative assessments, district assessments, STAAR, Wildly Important Goals, lesson plans

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Seven Hills will use PLCs to engage in learning cycles and accountability sessions in order to examine student achievement and performance data aligned with campus and grade level goals, make instructional commitments, and participate in professional learning.	2.4, 2.5, 2.6	Principal, Assistant Principal, CIT, Teachers	Teachers will develop a deeper understanding of best instructional practices and increase collective teacher efficacy. Instruction and instructional tasks will be aligned to the needs of students. Increase student achievement in all student groups.				
				Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1, 2			
2) Seven Hills will engage in instructional rounds to promote a culture of collaboration around best instructional practices, delivery of curriculum, and The Leader in Me Empowering Instruction structures and tools.	2.5	Principal, Assistant Principal, CIT, Instructional Leadership Team, Teachers	Promote collective teacher efficacy and culture of continuous improvement of instructional design and delivery yielding positive student achievement data. Common elements of lesson design will be created and implemented.				
				Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1, 2			
3) Seven Hills will engage in professional learning on performance based learning objectives.	2.4	Principal, Assistant Principal, CIT, Teachers	Teachers will develop expert level knowledge of content standards. Instructional activities and learning tasks will be planned and designed to meet the demand of the standard and needs of the student.				
				Problem Statements: Student Academic Achievement 1, 2, 3			

4) Seven Hills will implement a master schedule that provides a time for teachers to deliver targeted instruction and intervention (ELL, Tier 2 and Tier 3 students) in order to close skill gaps.	2.4, 2.5	Principal, Assistant Principal, CIT, Interventionists, Reading Recovery, Teachers	Increase student growth and achievement as evidenced by individual student achievement data. Student ownership of learning through LEAD Time work aligned to personalized learning goals.				
	Problem Statements: Student Academic Achievement 1, 3, 4						

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: Not all students are reading and writing on grade level, and not all students are demonstrating literacy proficiency across disciplines. Root Cause 1: Common expectations for literacy proficiency levels have not been consistently in place. Students enter school with a variety of literacy exposure and prerequisite skills. In addition, the implementation of the curriculum lacks fidelity due to teacher understanding and capacity. Together, these factors have created achievement gaps.
Problem Statement 2: Some students are not transferring literacy skills across disciplines. Root Cause 2: Common expectations for literacy proficiency do not exist across disciplines. In addition, not all teachers have a deep understanding of the skills students should have secured at each grade level.
Problem Statement 3: A gap exists between student performance on diagnostic assessments, DRA2, and outcome based assessments, STAAR. Root Cause 3: An instructional gap exists in the cognitive demand of instruction and instructional tasks, and students have not secured the literacy and problem solving skills necessary to transfer across disciplines and to state assessments.
Problem Statement 4: Approximately 50% of the student population is identified as at-risk, meeting one or more of the 13 indicators. Root Cause 4: There are at-risk indicators beyond the campus circle of control which impact this percentage, including second language acquisition, homelessness, and Texas Department of Child Protective Services involvement. At-risk indicators within the campus circle of influence include academic readiness, performance on state assessments, and DAEP placement.
School Processes & Programs
Problem Statement 1: To produce the desired achievement results and close instruction and achievement gaps, the PLC Learning Cycle must be aligned with campus and grade level goals. Root Cause 1: While noticeable gains were made with student achievement after the implementation of the 4 Disciplines of Execution, the team process lacked clarity and focus.
Problem Statement 2: To produce the desired academic and social -emotional learning results, collective efficacy must be built within and across leadership teams. Root Cause 2: The roles and responsibilities of the Lighthouse Team and Instructional Leadership Team have been redesigned, and both teams need to implement the new structures and systems with consistency and fidelity.

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 3: Seven Hills will continue to foster a culture of leadership and learning in pursuit of increased academic and social-emotional learning achievement.

Evaluation Data Source(s) 3: Student, staff, parent, and community feedback/surveys, Leadership Notebooks, program participation, Organizational Health Index, Leader in Me MRA survey

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Seven Hills will use the 7 Habits of Happy Kids and Leader in Me paradigms to promote social-emotional and leadership skill development. The 7 Habits and Leader in Me curriculum will be taught daily during Habit Huddle, in guidance lessons with the Counselor, and through campus leadership opportunities.	2.5	Principal, Assistant Principal, Counselor, Lighthouse Team, Student Lighthouse Team, staff	<p>Increase ownership of behavior and learning and reduced discipline referrals: Counselor lesson plans, Habit Huddle lesson plans, Lighthouse Team minutes, Student Lighthouse Team minutes</p> <p>Increase student-led service learning projects from 0 to 1 or more in each grade level by the end of the year.</p> <p>Improve Leader in Me MRA survey results.</p>				
	Problem Statements: Demographics 1						
2) Seven Hills will use the 4 Disciplines of Execution framework to set personalized learning goals for students and grade level teams. We will regularly monitor growth and progress, based on student achievement data. Progress will be communicated on grade level scoreboards.	2.4, 2.5, 2.6	Principal, Assistant Principal, CIT, Lighthouse Team, Instructional Leadership Team, Teachers	<p>Staff and students will have a deep understanding of the 4 Disciplines of Execution and be able to successfully implement the framework: 4Dx Twitter Chat and professional learning, sign-in sheets, campus blog, student WIG charts, scoreboards</p> <p>Increase student growth and achievement as evidenced by student assessment data: WIGs, scoreboards, assessment data, WIG session minutes</p>				
	Problem Statements: Student Academic Achievement 1, 4 - School Processes & Programs 1						

<p>3) Seven Hills will provide opportunities for student-led conferences to develop communication/presentation skills and showcase academic growth and leadership development.</p>		<p>Principal, Assistant Principal, CIT, Lighthouse Team, Teachers</p>	<p>Increase student ownership of learning and growth/achievement as evidenced by progress monitoring toward learning target and goal achievement: Leadership Notebooks, scoreboards, student-led conference protocols, conference schedules, parent and student feedback.</p> <p>Improve Leader in Me MRA survey results.</p>				
<p>Problem Statements: Perceptions 1, 2</p>							
<p>4) Seven Hills will provide students with opportunities within and beyond the school day for involvement in academic and enrichment activities. Opportunities include, but are not limited to Sharpen the Saw Clubs, Destination Imagination, UIL, PTA Reflections, Student Lighthouse Team, and choir.</p>		<p>Principal, Assistant Principal, CIT, Counselor, Lighthouse Team, Club Sponsors, PTA, Teachers</p>	<p>Increase student led Sharpen the Saw Clubs from 2 to 4 or more by the end of the year.</p> <p>Increase community member led Sharpen the Saw Clubs from 1 to 2 or more by the end of the year.</p> <p>Promote everyone's genius (teacher and student), ultimately promoting social-emotional learning.</p> <p>Provide opportunities for shared leadership and student voice to be heard, yielding an increase in student led initiatives, programs, and activities</p> <p>Increase attendance and decrease discipline referrals.</p> <p>Improve Leader in Me MRA survey results.</p>				
<p>Problem Statements: Demographics 1</p>							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Mobility rates and student attendance have an impact on student achievement. Root Cause 1: Families in all student groups may not feel connected to the school.
Student Academic Achievement
Problem Statement 1: Not all students are reading and writing on grade level, and not all students are demonstrating literacy proficiency across disciplines. Root Cause 1: Common expectations for literacy proficiency levels have not been consistently in place. Students enter school with a variety of literacy exposure and prerequisite skills. In addition, the implementation of the curriculum lacks fidelity due to teacher understanding and capacity. Together, these factors have created achievement gaps.

Problem Statement 4: Approximately 50% of the student population is identified as at-risk, meeting one or more of the 13 indicators. **Root Cause 4:** There are at-risk indicators beyond the campus circle of control which impact this percentage, including second language acquisition, homelessness, and Texas Department of Child Protective Services involvement. At-risk indicators within the campus circle of influence include academic readiness, performance on state assessments, and DAEP placement.

School Processes & Programs

Problem Statement 1: To produce the desired achievement results and close instruction and achievement gaps, the PLC Learning Cycle must be aligned with campus and grade level goals. **Root Cause 1:** While noticeable gains were made with student achievement after the implementation of the 4 Disciplines of Execution, the team process lacked clarity and focus.

Perceptions

Problem Statement 1: Parents do not have a deep understanding of the Seven Habits of Happy Kids, and are not able to implement the strategies for social - emotional growth at home. **Root Cause 1:** Comprehensive parent training opportunities for the Leader in Me and the 7 Habits have been limited.

Problem Statement 2: Parent survey data indicates a concern in the area of communication. **Root Cause 2:** Due to the diverse needs of the campus community, no single method or tool for communication reaches all stakeholder groups. Additionally, as we have worked to communicate in a variety of ways, there may be lack of clarity about where to go for the best information.

Goal 2: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

Performance Objective 1: Seven Hills will promote teacher self and collective efficacy aligned with district and campus goals and employee growth.

Evaluation Data Source(s) 1: Leadership Teams meeting agendas and minutes, Professional Development plans, Organizational Health Index, staff feedback and reflection, Leader in Me MRA survey

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) The Instructional Leadership Team will engage in shared decision-making and problem solving focused on improving instruction in order to achieve campus goals.	2.5	Principal, Assistant Principal, Instructional Leadership Team Members	Increase teacher resource utilization and cohesion as they relate to instructional design and delivery. Engage all staff in productive and collaborative feedback cycle to improve instruction and student achievement. Leader in Me Lighthouse Review. Improve Leader in Me MRA survey results.				
				Problem Statements: School Processes & Programs 1, 2			
2) The Lighthouse Team will engage in shared decision making and problem solving focused on creating a culture of leadership in order to achieve campus goals.	2.6	Principal, Assistant Principal, Lighthouse Team Facilitators, Lighthouse Team Members.	Increase teacher resource utilization and cohesion as they relate to the implementation of the paradigms of the Leader in Me. Engage all staff in collaboration and feedback cycle to take action on identified Leader in Me goals and improve student academic and social-emotional learning achievement. High functioning action teams aligned with Leader in Me goals. Leader in Me Lighthouse Review. Improve Leader in Me MRA survey results.				
				Problem Statements: School Processes & Programs 2			

3) All staff will be provided ongoing professional learning on understanding and meeting the needs of high need, under performing student groups. This includes, but is not limited to, ELL, Economically Disadvantaged, SPED and 504 students.	2.4	Principal, Assistant Principal, CIT, Counselor, Interventionists, Behavior Interventionist, Teachers	Increase teacher problem solving adequacy and resource utilization when designing responsive academic and behavioral instruction and intervention. Implement high-yield instructional and classroom management strategies. Increase student achievement in under performing student groups.				
	Problem Statements: Demographics 1, 2 - School Processes & Programs 2						
4) All staff will participate in professional learning with The Leader in Me. Opportunities include Empowering Instruction training, Coaching Days, and 7 Habits training for all new staff.	2.5	Principal, Assistant Principal, CIT, Lighthouse Team, ILT, Teachers	Increase teacher resource utilization and cohesion as they relate to the implementation of the paradigms of the Leader in Me. Promote collective teacher efficacy and culture of continuous improvement of instructional design and delivery yielding positive student achievement data.				
	Problem Statements: Demographics 1 - Student Academic Achievement 2, 3						
							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Mobility rates and student attendance have an impact on student achievement. Root Cause 1: Families in all student groups may not feel connected to the school.
Problem Statement 2: A campus with diverse demographic needs requires staff to have a deep understanding of the needs of learners and an ability to engage in collaborative problem solving. Root Cause 2: As campus needs and campus personnel change, gaps exist in collective depth of understanding on how to support (both academic and social /emotional) the needs of diverse student groups, specifically ELL, SPED and Economically Disadvantaged
Student Academic Achievement
Problem Statement 2: Some students are not transferring literacy skills across disciplines. Root Cause 2: Common expectations for literacy proficiency do not exist across disciplines. In addition, not all teachers have a deep understanding of the skills students should have secured at each grade level.
Problem Statement 3: A gap exists between student performance on diagnostic assessments, DRA2, and outcome based assessments, STAAR. Root Cause 3: An instructional gap exists in the cognitive demand of instruction and instructional tasks, and students have not secured the literacy and problem solving skills necessary to transfer across disciplines and to state assessments.
School Processes & Programs
Problem Statement 1: To produce the desired achievement results and close instruction and achievement gaps, the PLC Learning Cycle must be aligned with campus and grade level goals. Root Cause 1: While noticeable gains were made with student achievement after the implementation of the 4 Disciplines of Execution, the team process lacked clarity and focus.

Problem Statement 2: To produce the desired academic and social -emotional learning results, collective efficacy must be built within and across leadership teams. **Root Cause 2:** The roles and responsibilities of the Lighthouse Team and Instructional Leadership Team have been redesigned, and both teams need to implement the new structures and systems with consistency and fidelity.

Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 1: All Seven Hills staff, parents, and community members will be provided the opportunity to participate as stakeholders in campus activities to promote student growth and achievement.

Evaluation Data Source(s) 1: Parent, student, and staff feedback, Mentor rosters, program participation, Leader in Me MRA survey

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Seven Hills will provide 7 Habits of Highly Effective Families training in the fall and spring.	3.2	7 Habits of Highly Effective Families Trainers: Kim Blackburn, Jennifer Morales, Whitney Beck	Increase depth of parent knowledge of the 7 Habits. Increase partnerships between the school and home, ultimately communicating the value and importance of school. Improve Leader in Me MRA survey results.				
				Problem Statements: Demographics 1 - Perceptions 1			
2) Create and/or support opportunities for student, parent, and community involvement in activities that align with The 7 Habits and the paradigms of leadership. Activities include, but are not limited to: Home-School Habit Connections, Friends at the Fire House, Family Leadership Nights, One School, One Book, and Community Leadership Day.	3.2	Principal, Assistant Principal, Counselor, Lighthouse Team, Student Lighthouse Team, Teachers	Increase depth of parent and community knowledge of the 7 Habits and paradigms of leadership. Increase partnerships between the community and school. Increase partnerships between the home and school, ultimately communicating the value and importance of school. Increase student academic and social-emotional learning achievement. Improve Leader in Me MRA survey results.				
				Problem Statements: Demographics 1 - Perceptions 1, 2			

3) Increase communication to parents in both English and Spanish in order to improve parent involvement in all student groups.	3.2	Principal, Assistant Principal, Counselor, CIS, Interventionists, Website Coordinator	Increase teacher capacity to communicate effectively with all student groups. Increase attendance at campus events such as parent conferences and family events. Increase PTA membership and volunteer rates. Increase partnerships between the home and school, ultimately communicating the value and importance of school.				
	Problem Statements: Demographics 1, 2 - Perceptions 2						
4) Create and/or support opportunities for parent and community involvement of ELL learners through ELL parent outreach programs	3.2	Principal, CIT, Interventionists, CIS	Increase parent participation in Hispanic and ELL student groups from previous years. Increase partnerships between the home and school, ultimately communicating the value and importance of school.				
	Problem Statements: Demographics 1 - Perceptions 2						
5) In partnership with Communities in Schools, Seven Hills will provide adult mentors for students to promote leadership development and meet the individual needs of learners. Mentor programs include both weekly and monthly schedules, and engage mentors from community partners and local leaders.		CIS, Counselor	Increase student attendance, reduce discipline referrals and develop academic and leadership skills.				
	Problem Statements: Demographics 1 - Student Academic Achievement 4						
							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Mobility rates and student attendance have an impact on student achievement. Root Cause 1: Families in all student groups may not feel connected to the school.
Problem Statement 2: A campus with diverse demographic needs requires staff to have a deep understanding of the needs of learners and an ability to engage in collaborative problem solving. Root Cause 2: As campus needs and campus personnel change, gaps exist in collective depth of understanding on how to support (both academic and social /emotional) the needs of diverse student groups, specifically ELL, SPED and Economically Disadvantaged
Student Academic Achievement
Problem Statement 4: Approximately 50% of the student population is identified as at-risk, meeting one or more of the 13 indicators. Root Cause 4: There are at-risk indicators beyond the campus circle of control which impact this percentage, including second language acquisition, homelessness, and Texas Department of Child Protective Services involvement. At-risk indicators within the campus circle of influence include academic readiness, performance on state assessments, and DAEP placement.

Perceptions

Problem Statement 1: Parents do not have a deep understanding of the Seven Habits of Happy Kids, and are not able to implement the strategies for social - emotional growth at home. **Root Cause 1:** Comprehensive parent training opportunities for the Leader in Me and the 7 Habits have been limited.

Problem Statement 2: Parent survey data indicates a concern in the area of communication. **Root Cause 2:** Due to the diverse needs of the campus community, no single method or tool for communication reaches all stakeholder groups. Additionally, as we have worked to communicate in a variety of ways, there may be lack of clarity about where to go for the best information.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The following have been identified as demographic strengths:

- Campus attendance trends with district attendance.
- Attendance rates in the ELL student group are higher than any other student group at 97.1%.
- In order to support at-risk students, Seven Hills is staffed with two Reading Recovery teachers and two Interventionists. Reading Recovery teachers have time built into their daily schedules to support 1st and 2nd Grade teachers with instructional planning and delivery and small group instruction in an inclusion model. The remainder of their schedule is spent supporting individual students (Tier 3) with explicit literacy instruction aligned with the Reading Recovery program. Interventionists support students with Dyslexia, English Language Learners, and Tier 2 and 3 students based on a hierarchy of needs. Interventionists also engage in PLC meetings to help design responsive instruction using student achievement data.
- Seven Hills has a Campus Instructional Teacher, CIT, who engages in a coaching cycle with teachers to analyze data, design responsive instruction, and deliver meaningful and relevant instruction to support the needs of all learners, with a focus on closing achievement gaps in System Safeguard groups. The CIT also works with at-risk students to close achievement gaps.
- A comprehensive mentor program is in place to ensure that all first and second year teachers are provided the support they need to effectively lead their classrooms. Teachers who are new to NISD, but have 2 or more years of experience are provided with a "buddy" teacher to assist in their transition. The CIT serves as the Campus Mentor Coordinator.
- Seven Hills partners with Community in Schools to help students by providing services directly or linking students with other agencies and programs in the community to help them stay in school, post better attendance rates, reduce behavior problems, improve academically, to support future graduation or GED achievement. The Seven Hills CIS has built positive relationships with the students and families on her case load, and has been instrumental in building positive connections between the home and school within specific demographic groups. The CIS has established a comprehensive student mentoring program at Seven Hills.

The following have been identified as demographic priorities:

- Improve attendance rates.
- Increase teacher knowledge of and capacity to respond to diverse needs of students, specifically in at-risk student groups.

The following have been identified as strengths in the area of Student Academic Achievement:

- The campus is in good standing with the state according to current accountability measures.
- The campus literacy data as measured by DRA2 indicates significant growth in reading achievement from 2017 levels.

- The campus piloted Lexia, a code-based reading intervention tool during the 2017 - 2018 school year. This resource helped identify skill deficits and provided targeted intervention for all students.
- 2018 end of year Lexia data aligned with End of Year DRA data in grades K -2
- The campus master schedule affords an opportunity for personalized learning time. This time is intended to deliver enrichment, extension, and intervention for all students. During this time, we are able to pull students for intervention support with specialists or classroom teachers, without disrupting the learning during core content instruction. Having this time built into the master schedule provides an opportunity for teachers to pull tier 3 and tier 2 literacy groups, using LLI, Lexia, and skill based literacy materials as a resources to deliver explicit, targeted reading intervention. This is a time for students to put first things first and work on lead measures, or actions, to achieve their Wildly Important Goals.
- All students set Wildly Important Goals based on their individual needs. All K-2 students set a literacy goal, and students in grades 3-5 who are not reading on grade level also set a literacy goal. Students in 3-5 who are reading on or above grade level set an academic goal based on individual need. A new WIG Chart was created in the spring of 2018 to help students monitor their own actions toward strategies to achieve goals and progress toward achieving goals. Students are able to connect the work they complete to their learning goal, and monitor progress toward their goals. This focus has helped ensure a full year's growth for all learners, and we anticipate this having a continued positive impact on the growth progress measure reflected in literacy data, including DRA2 and Lexia.
- A student progress monitoring system has been established where students not achieving WIGs each grading period, not meeting Lexia targets, and/or performing below level on formative and summative assessments are marked as priority for the campus leadership team to engage in regular review through WIG Walks (campus specific walk-throughs focused on student WIGs), conferring, data analysis, etc.

The following have been identified as Student Academic Achievement Priorities:

- Increase program participation and parent engagement in Early Childhood programs in order to secure prerequisite skills for Kindergarten.
- Intervention support for literacy and mathematics, including Reading Recovery, Interventionists for reading and math, and tutorial support.
- Instructional coaching for all content areas.
- Increase percentage of students reading and writing on grade level.
- Close achievement gaps in all student groups.

The following have been identified as strengths in the area of School Processes and Programs:

- Seven Hills is on track for Lighthouse Review with The Leader in Me in the fall of 2018.
- In recognition of campus accomplishments, Seven Hills has been invited to be a site visit for the annual Symposium for two years running. In February 2018, two students were invited to deliver the opening speeches at the Dallas Symposium, and Mrs. Blackburn was invited to speak on an administrator panel. Additionally, teams of teachers and administrators have presented on a variety of topics during break-out sessions at Symposium. Seven Hills was also a host campus for several small site visits and a community event for Franklin Covey.
- In the summer of 2018, Mrs. Blackburn and the librarian were invited to present sessions at the first Leader in Me Global Summit.
- Student participation in extra-curricular programs has increased, and the variety of programs has also improved.
- During the 2016 - 2017 school year, Seven Hills presented "Sharpen the Saw" day to promote engagement in clubs of interest. This was a first step in developing a more comprehensive "Sharpen the Saw Clubs" program. During the 2017 - 2018 school year, Sharpen the Saw Clubs were fully implemented on Friday mornings. Clubs run for 4-5 weeks each grading period, and are facilitated by teachers, community members, and students.

- The master schedule for Seven Hills provides for maximum use of available instructional time.
- The teaching staff for the 2017 - 2018 school year includes 2 first year teachers, certified through college, 4 new, experienced teachers from other Texas districts. The addition of these staff allows us to capitalize on new ideas and strengths in support of authentic collaboration and problem solving.
- Three of our teachers are serving as curriculum writers and provide professional development at the campus levels and district levels.
- One staff member serves on the NISD Professional Learning Team, and three teachers are engaged participants in the NISD Teacher Leader Institute.
- Every 1st and 2nd year teacher has a mentor, every 3rd year teacher and every teacher new to the campus/district has a buddy.
- All professional staff are highly qualified, and all professional staff and paraprofessionals are involved in professional development opportunities designed to meet the needs of our student population.
- Seven Hills has appropriate staffing to support the instructional and intervention needs of our diverse learners, including but not limited to the CIT, CIS, Interventionists, and Reading Recovery teachers.
- Through CIS, a student mentor program has been established, utilizing community partners and high school/college students as mentors for students identified as At-Risk.
- Campus leadership teams have been reorganized, and are focused on developing and implementing systems and structures for collaborative problem solving and shared decision making.
- The OHI data continues to indicate a positive growth trend, with strengths in Goal Focus, Innovation, and Problem Solving.
- The campus implemented The 4 Disciplines of Execution as a goal setting continuum during the 2017 - 2018 school year. Student achievement data, specifically DRA2 and Lexia, indicates success with the implementation. The campus will continue to use the 4Dx model for student goal setting, and will begin using it to set goals with grade level teams.
- During the 2017 - 2018 school year, a campus PLC Learning Cycle was created and implemented. The cycle will continue to be revised during the 2018 - 2019 school year to align with the 4Dx model.

the following have been identified as priorities in the area of School Processes and Programs:

- Improve teacher self and collective efficacy through professional development and PLCs.
- Continue partnership with Communities in Schools.
- Continue to build campus staff and student mentor program.
- Continue implementation of The Leader in Me to support social-emotional learning of all students.
- Continue to implement the 4 Disciplines of Execution as a goal setting framework to support student academic and social-emotional learning success.

The following have been identified as strengths in the area of Perceptions:

- Seven Hills has added three trainers for the delivery of the 7 Habits of Highly Effective Families training.
- Seven Hills added two NISD Partners in Education: Little Black Bag and Superior FiberOptics
- Our most recent parent survey in late fall 2016 indicated our parents are happy with our campus. 93% of our families reported feeling welcomed at our school, and 100% feel the principal is leading the school to academic excellence.
- Our most recent teacher survey indicates that 100% of Seven Hills teachers are proud to teach in NISD.
- The PTA Executive Board added their first student member and Hispanic parent representative in 2017. In 2018 the student role was filled by Student Lighthouse Team Members.
- Family engagement and participation has increased at events.

- Seven Hills presented new leadership events this year including: Habit Huddle and Community Leadership Day
- Seven Hills added a Behavior Interventionist to support teachers with classroom management and behavior interventionists to support student success.
- Seven Hills created and implemented common Leader Expectations.

The following have been identified as priorities in the area of Perceptions:

- Increase communication in Spanish.
- Provide meaningful opportunities for parents to be involved in the school.
- Provide opportunities for parents to learn more about the 7 Habits in order to implement the program at home.
- Promote literacy at school and home.
- Promote and/or provide parent training opportunities such as Parents as Teachers.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Principal - Kim Blackburn

Assitant Principal - Tanya Ledger

Campus Instructional Teacher (Title I funded)- Molly Argo

Instructional Leaderhsip Team:

- Whitney Beck, Kindergarten
- Chrissie Thompson, 1st Grade
- Tara Heady, 2nd Grade
- Jennifer Gill, 3rd Grade
- Marisa Tindel, 4th Grade
- Lauren Grady, 5th Grade
- Kelly Bryan, Interventionist (Title I funded)

CIS - Idalia Obregon, (Communities in Schools, Title I funded)

Amanda Merritt, PTA President

2.2: Regular monitoring and revision

Quarterly reviews of the CIP Performance Objectives and Strategies will be completed by the site-based decision making committee which includes the members listed in 2.1. During these reviews, any necessary adjustments and revisions will be made. Notes will be made in the Plan 4 Learning formative review template regarding evidence collected to date and any next steps.

2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan and the required components for a Title I campus will be available on the campus website. In addition, parents are provided an opportunity to learn more about the campus Title I status and the Campus Improvement Plan at the required annual Title I Parent Training and Curriculum Night event. Our campus scoreboards will highlight student achievement progress aligned with CIP goals. Parents can review the information on the boards during campus events, parent conferences, and when volunteering.

2.4: Opportunities for all children to meet State standards

Students will have opportunities during the school day to receive accelerated instruction (Tier 2-3 intervention in class or in small group pull out, mentoring with Northwest HS PALS, mentors through the CIS mentoring program and Watch DOGS) based on academic progress. Teachers will follow individualized student plans with accommodations to ensure students are receiving instruction in ways that they learn best. An opportunity for intervention will be built into the campus master schedule.

2.5: Increased learning time and well-rounded education

Administrative team will protect instructional minutes by evaluating programs that occur during the instructional day. Seven Hills students will have opportunities beyond the classroom to sharpen skills needed for 22nd century learning (Destination Imagination, Ultimate Book Challenge, Choir, Performing Arts Club, Sharpen the Saw clubs, , before school homework groups, LIM site visit tours, student panels and performances).

2.6: Address needs of all students, particularly at-risk

Seven Hills staff will partner with Communities in Schools and Northpointe Church to provide resources for families as the needs arise. Communities in Schools will proactively meet with families and students to educate and propel them from at-risk status.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Seven Hills Family Engagement Policy and Parent Involvement Compact are presented at the required, annual Title I Parent Training and Curriculum Night Event. They are also made available on the campus website.

3.2: Offer flexible number of parent involvement meetings

Parent involvement is paramount to student achievement. In an effort to support student success and increase volunteer rates parent involvement meetings include, but are not limited to:

- Curriculum Night
- Family Leadership Nights (one Fall and one Spring)
- 7 Habits of Highly Effective Families training (one Fall and one Spring)
- Parent conferences
- PTA Meetings
- Stakeholder Dinners
- Community Leadership Day

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
ARGO, MOLLY	Campus Intervention Teacher	Title 1	1
BRYAN, KELLY	Campus Intervention Teacher	Title 1	1