

Birdville Independent School District

Smithfield Middle School

2023-2024 Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Core Beliefs

Growth, Connections, Service

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Comprehensive Needs Assessment

Demographics

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Urgekcn"Gfwecvkqp/33043 '
Ikhvgf"cpf"Vcngpvfg/3:049 '
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Rtqdn g o "Uvcvg o gpv"3"*Rtkqtkvk|gf+< The emergent bilingual population has doubled in the last three years. As this population continues to increase, the Smithfield staff members

Student Learning

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Smithfield Middle School students performed very well on the individual STAAR assessments for 2022-2023. Reading scores for all students remained at 90%+ for the passing standard and increased on all levels in 8th grade. Reading scores increased in five of the nine areas when compared to 2019 pre-COVID. Math scores for all students remained at 90%+ for the passing standard and slightly increased in the Meets and Masters levels in 8th grade. Students remained successful for the year even with the small decrease in scores from the previous year by 1%-2%. Science and Social Studies scores increased in the Approaches and Meets category by 1%-8%. Algebra students performed at the 100% score for both Approaches and Meets level and 97% for the Masters level.

Students indicated that they were prepared for the STAAR assessment and the rigor of the new STAAR 2.0 questions. Special education students and Emergent Bilingual students continue to be an area that we will address for more support in the classroom through specific interventions and supports in and out of the classroom.

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School Processes & Programs

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Perceptions

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Smithfield Middle School has a strong alignment with all stakeholders in communication, expectations, and safety for our students. The 2023 safety and security survey revealed knowledge in our processes and procedures for campus safety measures. Parents feel like they know what is going on at the school through communication from the district and campus level where they feel their student is safe. Parents feel welcomed to the campus and the parent involvement through volunteering is apparent throughout the year. Also, parents feel their student feel safe and enjoy coming to school every day. They acknowledge the efforts the campus focuses on to have students involved and participate in extracurricular activities to promote engagement and community.

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Rtq d n g o "Uvcvg o g p v u" 3 * Rtq t k v k | g f + Partnerships outside of the school is low. Students could learn more from business leaders in the community as well as other community members T q q v" E c w u g < Partnering with outside organizations decrease tremendously due to COVID-19 Virus, and those partnerships were not able to be established for over a year.

Priority Problem Statements

Rtqdnq o "Uvcvg o gpv"3: The emergent bilingual population has doubled in the last three years. As this population continues to increase, the Smithfield staff members will need to seek more training to better prepare for these learners in the classroom. This demographic has shown to be successful on state assessment, and we want to continue that student success.

Tqqv"Ecwug"3: Smithfield demographics has shifted to include more diversity due to growth in the district and families looking for a successful school for their children.

Rtqdnq o "Uvcvg o gpv"3" Ctgc: Demographics

Rtqdnq o "Uvcvg o gpv"4: Smithfield Middle School has twelve new teachers, one new assistant principal. New staff members to the building will need to learn the processes and systems that are used everyday. The staff rely on the processes and systems for the success of the students.

Tqqv"Ecwug"4: The education profession experienced educators leaving the profession, and this had an impact on Smithfield Middle School.

Rtqdnq o "Uvcvg o gpv"4" Ctgc: School Processes & Programs

Rtqdnq o "Uvcvg o gpv"5: Partnerships outside of the school is low. Students could learn more from business leaders in the community as well as other community members

Tqqv"Ecwug"5: Partnering with outside organizations decrease tremendously due to COVID-19 Virus, and those partnerships were not able to be established for over a year.

Rtqdnq o "Uvcvg o gpv"5" Ctgc: Perceptions

- Class size averages by grade and subject
- School safety data
- Enrollment trends

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- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

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- Parent surveys and/or other feedback

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- Organizational structure data
- Budgets/entitlements and expenditures data

Goals

Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Findings: The emergent bilingual population has doubled in the last three years. As this population continues to increase, the Smithfield staff members will need to seek more training to better prepare for these learners in the classroom. This demographic has shown to be successful on state assessment, and we want to continue that student success. **Recommendations:**


Findings: The emergent bilingual population has doubled in the last three years. As this population continues to increase, the Smithfield staff members will need to seek more training to better prepare for these learners in the classroom. This demographic has shown to be successful on state assessment, and we want to continue that student success. **Recommendations:**


Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.


Students will display an awareness of social-emotional development as measured by a district-administered student survey.


Gxcnwcvkqp"Fcvc"Uqwtegu Social-Emotional Learning survey

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<p>Uvtcvgi{"3" Continue campus wide system for teaching and reinforcing social/emotional development of all students at Smithfield Middle School.</p> <p>Cevkqpu A. Use multiple systems to recognize students who consistently display positive behaviors on a daily basis including ice cream cards, TRUST CARDS, Raider Reward Room, Raider Bucks, GOOD!, Be Kind, and Good News Call of the Day.</p> <p>B. "Staying Inside the Circle" form to monitor and track classroom/campus discipline issues.</p> <p>C. Offer monthly parent information sessions covering parenting of teens and common teen behavior and development.</p> <p>D. Maintain district Character Counts program through 5th period advisory time once a week.</p> <p>E. Recognize students who display CORE value characteristics. (Good news call of the day, newsletter spotlight, etc.)</p> <p>F. Create a principal advisory committee to elicit feedback and ideas from student leaders on how to enhance the culture among the students.</p> <p>G. Create student groups using discipline data and teacher recommendations to provide connections to diverse students and student needs.</p> <p>Uvchh" Tgurqpukdg" hqt" Oqpkvqtlp i Counseling Department, Department Chairs, Campus Administration</p> <p>Rtqdn g o "Uvcvg o gpv" 3 Demographics 1 - School Processes & Programs 1 - Perceptions 1</p> <p>Hwpf kpi "Uqwtegu Crisis Intervention Counselor - 199 - General Funds: SCE</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg

 No Progress

 Accomplished

 Continue/Modify


 Discontinue

Rtqdn g o "Uvcvg o gpv" 3: The emergent bilingual population has doubled in the last three years. As this population continues to increase, the Smithfield staff members will need to seek more training to better prepare for these learners in the classroom. This demographic has shown to be successful on state assessment, and we want to continue that student success. **Tqqv" Ecwug:**

Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Create a culture of respect and expectations for students to be successful.

Gxcnwcvkqp"Fcvc"Uqwtegu Behavioral RTI data records, Discipline Reports, Staying Inside the Circle form data

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<p>Uvtcvgi{"3" Implement a school-wide classroom management system (CHAMPS) to provide targeted structure and expectations across the campus for positive behavior intervention and supports for students.</p> <p>Cevkqpu A. Teachers implement their CHAMPS (classroom management system) classroom expectations with fidelity, so students will know what to expect.</p> <p>B. Administration will create CHAMPS for spaces throughout the building and reinforce expectations throughout the year.</p> <p>C. Hold behavioral Response to Intervention (RTI) committee meetings to review discipline data every four weeks and recommend Tier Placement and interventions.</p> <p>D. Teachers will continue to utilize the "Staying Inside the Circle Form" for a strategy to redirect students on actions that are deemed appropriate for teachers to address.</p> <p>E. Teachers and administrators will implement restorative practices with students in order to provide the students an opportunity to learn and restore relationships with adults and other students.</p> <p>Uvchh" Tgurqpukdng" hqt" Oqpkvqtipi < Campus Administration, Staff</p> <p>Rtqdnq o "Uvcvg o gpvu < Demographics 1 - School Processes & Programs 1</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg
<p style="text-align: center;"> No Progress</p>				

The system will utilize efficient and effective operations to support and improve the learning organization.

Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

Gxcnwcvkqp"Fcvc"Uqwtegu Overall district ADA as per Summer PEIMS submission

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<p>Uvtcvgi{"3 Monitor attendance rate to identify low attendance and promote attendance at school through a reward system.</p> <p>Cevkqpu A. Run attendance reports every week to identify students who start displaying poor attendance.</p> <p>B. Use reward systems at weekly and monthly intervals to encourage positive attendance. Provide incentives to students who struggle with attendance.</p> <p>C. Post winners of attendance incentives to social media and during lunches and announcements, so students will see the benefits of their attendance.</p> <p>D. Post daily attendance rate taken by teacher and run reports at the end of the day to identify teachers not taking attendance.</p> <p>Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi</p>	

Rating 3: Partnerships outside of the school is low. Students could learn more from business leaders in the community as well as other community members

The system will utilize efficient and effective operations to support and improve the learning organization.

Use continuous improvement to identify and improve operations and outcomes in every department and campus.

Gxcnwvklqp"Fcvc"Uqwtegu Evaluation of goal achievement as per department improvement plans.

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<p>Uvtcvgi{"3 Staff will rely on data to plan lessons, instruct students, and assess students. The PSDA process will be evident in their practice.</p> <p>Cevkqpu A. Provide student and teacher data on a weekly/4 week/9 week timeline. Teachers will analyze their data</p>	

Findings: The emergent bilingual population has doubled in the last three years. As this population continues to increase, the Smithfield staff members will need to seek more training to better prepare for these learners in the classroom. This demographic has shown to be successful on state assessment, and we want to continue that student success. **Recommendations:**

State Compensatory

Budget for Smithfield Middle School

\$0.00

4.5

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Personnel for Smithfield Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Barbara Hix	Co-Teacher	1
Boyd Shannon	Student Assistance Counselor	1
Colleen Horton	RTI Lab EA	1
Jennifer Iman	Math Interventionist	0.5
Nicole Pool	Reading Interventionist	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Mary Hadley	Instructional Coach	Title II	1.0

2023-2024 Campus Site-Based Committee

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Administrator	Jason Turner	Principal
Classroom Teacher	Amy Patterson	Teacher
Classroom Teacher	Sam Sleadd	Teacher
Classroom Teacher	Jessica Milne	Teacher
Paraprofessional	Jennifer Webb	Para-Professional
Non-classroom Professional	Mary Hadley	

Campus Funding Summary

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Addendums

2023 STAAR PERFORMANCE

	6TH READING			7TH READING			8TH READING		
	APP	MEETS	MASTERS	APP	MEETS	MASTERS	APP	MEETS	MASTERS