Birdville Independent School District

Smithfield Middle School

2024-2025 Campus Improvement Plan

Mission Statement

Smithfield Middle School seeks to provide all Raiders a safe and positive environment while encouraging a commitment to continued academic and social growth through challenging and meaningful learning opportunities in order to create resilient lifelong learners, leaders, and achievers in society.

Core Beliefs

Growth, Connections, Service

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Smithfield Middle School is located in the North East boundary of the Birdville Independent School District and serves approximately 826 students from Hurst, North Richland Hills, and Colleyville. Of the 826 students, 126 of those students are Open Enrollment students. These classes are comprised of the following demographics: Male Students-428 (51.8%) Female Students-398 (48.1%) White-66.4% Hispanic-18.6% Asian-4.8% Black-6% Other-3.5% Special Education-9.6% Gifted and Talented-18.9% Economically Disadvantaged-25.1% Students taking at least one honors Class-70%. Our demographic data does move up and down year by year but remains relatively stable.

Demographics Strengths

The medium income of our families does allow a large percent of our parents the ability to not work, thus allowing them more time to be direc their children's education. We firmly believe, that in order to successfully educate a child, a strong partnership between the home and the scho established. Our goal is to form this partnership with every one of our parents. The demographic of this area certainly allows us opportunities parents involved. Parental support and involvement is hardly ever an issue at Smithfield Middle School. Furthermore, many of our students co homes who one or both of the parents have college degrees. We feel that the importance of education is stressed not only while our students a also at home.

Student Achievement

Student Achievement Summary

Student Academic Achievement Summary

Smithfield Middle School has a tradition and culture of academic excellence. While the 20-21 school was a challenge and we did see a decrease in scores across the state, we were very proud of the numbers our students were able to achieve. When compared to our top 40 comparision group Smithfield Middle School ranked in the top 10 in every catogory.

6th grade Reading-88.1% (30% Masters)
7th grade Math-88% (43% Masters)
7th grade Reading-86% (36% Masters)
7th grade Writing-83% (21% Masters)
8th grade Math-88% (35% Masters)
8th grade Reading-87% (31% Masters)
8th grade Science-91% (54% Masters)
8th grade Social Studies-79% (29% Masters)
Algebra I-99% (90% Masters)

Student Achievement Strengths

The biggest challenge looking at the 20-21 data was to establish a baseline of comparision.   Compared to like schools Smthfield Middle School performed well above the average of those schools in the state with similiar demographics.

 We are pleased with this data as it indicates that instruction remained at at a high level during the difficult 20-21 school year. We will use the 21-22 school year to establish a new bseline and plane accordingly from there.

We hae already begun to identify learning gaps and have plans in place to adress those gaps. We realize however that this will be a long term plan and not something that will be soved within one instructional year.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

As our ELL population grows we have made a dedicated effort to hire more bilingual teachers. These efforts have paid off as we have gone from 2 bilingual teachers to 5 bilingual teachers in the past two years.

Looking ahead to the future we realize that we have several teachers who can retire within the next three years. We have identified furuter teacher leaders and are moving these people into leadership rolls in order to have a smooth transition plan.

Technology

Technology Summary

Once of the positive things that have come out of the COVID-19 pandemic is the push for greater technology on our campus. Now that we have moved to a one to one ratio, we will need to learn how to master ways in becoming profecient in the use of those tools. Plans for a data base of tools and best practices were created through the 20-21 school year. It was very obvious at the start of this school year that our teachers were much more comfortable with technology and have embraced the use of these tools. In fact, we are seeing a true desire and hunger to learn more. Were there was once resistance, we are now seeing an eagerness and desire to grow in the area of technology.

Demographics

Demographics Summary

Smithfield Middle School is located in the North East boundary of the Birdville Independent School District and serves approximately 830 students from Hurst, North Richland Hills, and Colleyville. These classes are comprised of the following demographics:

Male Students-53.2%
Female Students-46.8%

White-63.2%
Hispanic-20.7%
Asian-6.5%

Black-7.8%
Other-3.65%
Special Education-11.21%
Gifted and Talented-18.27%
Economically Disadvantaged-28.38%
Emergent Bilingual- 8%

Demographics Strengths

The medium income of our families does allow a large percent of our parents the ability to not work, thus allowing them more time to be directly involved in their children's education. We firmly believe, that in order to successfully educate a child, a strong partnership between the home and the school must be established. Our goal is to form this partnership with every one of our parents. The demographics of this area certainly allow us opportunities to get our parents involved. Parental support and involvement is hardly ever an issue at Smithfield Middle School. Furthermore, many of our students come from homes who one or both of the parents have college degrees. We feel that the importance of education is stressed not only while our students are at school but also at home.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): While emergent bilingual students have been successful on state assessments, SMS staff need additional training to continue meeting the needs of these students.   **Root Cause:** The emergent bilingual population has doubled in the last three years.

Student Learning

Student Learning Summary

Smithfield Middle School students performed very well on the individual STAAR assessments for 2023-2024. Reading scores for all students remained at 90%+ for the passing standard and 6th and 8th grade maintained averages at or above 90%. 6th grade reading improved in the meets and masters levels by 7.9% and 8.5% from 2022-2023. Math scores for all students averaged 89.3% for the passing standard and slightly increased in the Meets and Masters levels in 6th grade. Science remained at 90%+ for the passing standard and maintained the same meets and masters percentages from 2022-2023. Algebra students performed at the 100% score for Approaches, 99.1 for Meets level and 94.7% for the Masters level. Smithfield Middle School achieved the highest scores in the passing levels in 24 out of the 27 levels.

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.

Student Learning Strengths

Smithfield Middle School has a tradition and culture of academic excellence. Success in academics is not only encouraged, it is expected from students, staff, and community. Students continue to be successful and competitive with schools most like us.

6th grade Reading-90% (42.1% Masters)
6th grade Math-94% (40.2% Masters)

7th grade Reading-87.6% (50.9% Masters)
7th grade Math-81.4% (35.8% Masters)

8th grade Reading-94.3% (51.7% Masters)
8th grade Math-92.9% (44.2% Masters)
8th grade Science-90.9% (34.8% Masters)
8th grade Social Studies-81.9% (24.5% Masters)
Algebra I-100% (94.7% Masters)

Problem Statements Identifying Student Learning Needs

Problem Statement 1: STAAR state assessment data indicate a decrease in achievement levels on a majority of tests from 2022-2023 school year. **Root Cause:** The decrease in achievement is linked to a significant turnover in teaching staff, with 32 new hires since 2022, many of whom are new to the teaching profession and require additional support and training.

School Processes & Programs

School Processes & Programs Summary

The faculty and staff at Smithfield Middle School believe, that in order to be a top tier school, a campus must focus on both the culture and systems of the organization. When both culture and systems are well balanced and aligned, optimal learning conditions will be present.

Instructional- Smithfield Middle staff members are invested in best practices of teaching by using district initiatives designed around curriculum and instruction for student success. Smithfield teachers provide training for the district in implementing best practices teaching strategies. Throughout the year, teachers perform "Raider Rounds" where they observe other teachers teaching. This system allows teachers to provide feedback to improve their craft of teaching and managing students.

From 2022-2024, Smithfield Middle hired 30 new teachers, which makes up 58% of our teaching staff. Teachers are learning our systems and the processes that run the school. The challenge for the new teachers is to become as familiar with the systems and know how to use them.

Smithfield Middle School's fine art's programs have had a tradition of success. Band, choir, art, theatre lead the way in competitions and put an emphasis on being successful extra curricular activities for a well rounded education. Athletics is also an area students find success and growth during their time at Smithfield. Through football, basketball, volleyball, track, and cross country, students learn to compete and more importantly, they learn to work as a team and support one another. Smithfield Middle also offers off-campus gymnastics and tennis where they are able to compete in a specialized sport.

Special Education Programs: In addition to our regular special education program, SMS also supports the Regional Day School for the Deaf. This program serves 10-20 students who have profound hearing loss from all across North Texas. In addition to the RDSD program, SMS also serves as the cluster campus for students who are identified as Emotionally disturbed. The PASS program is designed to serve these students by working on both their academics and their behavior needs through a combination of self contained and inclusion classes. This program serves between 8-10 students per year.

School Processes & Programs Strengths

Smithfield Middle has many systems that help run the day-to-day operations that allow students to be successful. The Tutorial Board is a system that allows students to independently attend tutorials. This decreases barriers for students to seek help when they are in need. The Tutorial List system is a communication and accountability system that supports teachers and students. Teachers use the list to document missing assignments, and this is communicated to parents and students. The result of the system is students are accountable to turning in their missing assignments; students follow-through in completing the assignments; and student learning increases. This is the most important

system we use for student success.

The Raider Recovery System is to support students completing and turning in assignments. If a student has missing assignments, teachers add the assignments to a spreadsheet, so administration can communicate the missing assignments to the students and parents. Parents are emailed several times a week to notify them of the assignments and expectations for completing the assignments. The Raider Recovery System has recovered over 11,000 assignments over the last two years.

Smithfield Administration sends progress reports to students and parents with grades for all classes once a week to communicate student progress and concerns. Students and parents are also emailed once a week if a student is failing one or more classes. This allows for students and parents to have conversations about the grades and communicate with the teachers about a plan to improve the grade.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Smithfield Middle School hired thirty new teachers in the last two years, leading to a period of adjustment as these staff members familiarize themselves with established processes and systems. **Root Cause:** Teacher turnover rates are contributing to ongoing challenges with staff integration and continuity.

Perceptions

Perceptions Summary

The perception and feeling on students and staff safety is 85% feel safe or believe their child is safe. There were no subject groups that was above 10% where they felt that Smithfield Middle was not a safe school. The leadership survey shows that administration is trusted, cultivate a culture of relationships, and have autonomy to do their job to the est of their ability. With 46% of the staff being new to SMS over the last two years, data is trending in a good direction. We hire teacher who have the same mission and vision as the current staff members.

Perceptions Strengths

Safety Survey Results

Safe and Orderly School
Students- 79% Yes, 7% No
Teachers- 89% Yes, 9% No
Parents- 88% Yes, 5% No

Referral Data from 2023-2024

0% Gang Related Activity
Vape Pen/Tobacco- 1
THC- 0

Leadership Survey
On a 4 point scale, teachers said they feel:
Connected with administration: 3.6
Connected with Staff: 3.5
Trust with Admin: 3.8
Culture of Relationships: 3.7
Autonomy: 3.8
Trusted: 3.8

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Smithfield Middle needs to improve the way parents and community members are involved in helping at campus or extracurricular events.
Root Cause: Parents became less involved with school activities after COVID-19 due to restrictions from the state.

Priority Problem Statements

Problem Statement 1: While emergent bilingual students have been successful on state assessments, SMS staff need additional training to continue meeting the needs of these students.

Root Cause 1: The emergent bilingual population has doubled in the last three years.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Smithfield Middle School hired thirty new teachers in the last two years, leading to a period of adjustment as these staff members familiarize themselves with established processes and systems.

Root Cause 2: Teacher turnover rates are contributing to ongoing challenges with staff integration and continuity.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Smithfield Middle needs to improve the way parents and community members are involved in helping at campus or extracurricular events.

Root Cause 3: Parents became less involved with school activities after COVID-19 due to restrictions from the state.

Problem Statement 3 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- 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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 1: Improve performance in Domain 3 Closing the Gaps by making more than a year's growth in reading and mathematics which would in turn increase the number of students performing at the "meets" and "masters" level as measured by the spring 2025 STAAR and EOC assessments. This will also increase Domain 1 Student Achievement which counts the number of students at the various performance levels for state assessments

High Priority

Evaluation Data Sources: Secondary: Renaissance STAR Assessments (grades 6-8, reading and mathematics), iStation (grade 7 diagnostic for reading difficulties), TEA Interim reading/ELA and mathematics (grades 6-8, and Algebra)

Strategy 1 Details	Reviews			
Strategy 1: Support the implementation of Tier 1 priorities within each content area.	**Formative**			**Summative**
Actions: A. Math- Engage students with content vocabulary using interactive word walls.	**Nov**	**Jan**	**Mar**	**June**
B. Social Studies- Analyze written and visual primary and secondary sources, including maps, graphs, political cartoons, and timelines. C. Science- Engage students with content vocabulary using interactive word walls and tracking data on student mastery of content vocabulary. D. Reading/Language Arts- Conduct student writing conferences using assessment data and rubrics. **Staff Responsible for Monitoring:** Department Chairs Campus Administration **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Instructional Facilitator - 255 - Title II - $85,885	30%	60%		
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Smithfield Middle School hired thirty new teachers in the last two years, leading to a period of adjustment as these staff members familiarize themselves with established processes and systems. **Root Cause**: Teacher turnover rates are contributing to ongoing challenges with staff integration and continuity.

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 2: Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.

    High Priority

    Evaluation Data Sources: Historical performance by student subgroup on state and district assessments

Strategy 1 Details	Reviews			
Strategy 1: Smithfield Middle School will utilize the BISD Targeted Action Plan to address underperforming student groups.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: C. Train teachers using SIOP strategies for emergent bilingual students. A. Create a watchlist for students who did not pass STAAR or had limited growth in math and reading. B. Track progress on screeners, quarterly class grades, interim assessments, discipline, attendance, and connections with peers/adults. C. Provide various supports for students on the watchlist based on academic, behavioral, and personal needs, such as tutoring, peer support groups, conferences with teachers and parents, and or tutorial schedules D. Communicate with students, teachers, and parents the progress of students on the watchlist throughout the year and make adjustments to interventions and supports as needed. **Staff Responsible for Monitoring:** Caseworkers Campus Administration **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1 **Funding Sources:** SCE Campus Personnel - 199 - General Funds: SCE - $223,165	25%	60%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	
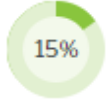
Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: While emergent bilingual students have been successful on state assessments, SMS staff need additional training to continue meeting the needs of these students.   **Root Cause**: The emergent bilingual population has doubled in the last three years.

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 3: Students will display an awareness of social-emotional development as measured by a district-administered student survey.

    Evaluation Data Sources: Social-Emotional Learning survey

Strategy 1 Details	Reviews			
Strategy 1: Continue campus wide system for teaching and reinforcing social/emotional development of all students at Smithfield Middle School.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: A. Crisis counselor provide monthly training to staff on strategies for identifying students who may be in distress or in-need of support. B. Identify a student of the month that highlights strong character and leadership qualities. C. Offer parent information sessions once a semester covering parenting of teens and common teen behavior and development. D. Maintain district Character Strong program through elective classes once a week. E. Create a principal advisory committee to elicit feedback and ideas from student leaders on how to enhance the culture among the students. **Staff Responsible for Monitoring:** Counseling Department, Department Chairs, Campus Administration **Problem Statements:** Perceptions 1	15%	40%		
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Smithfield Middle needs to improve the way parents and community members are involved in helping at campus or extracurricular events.   **Root Cause**: Parents became less involved with school activities after COVID-19 due to restrictions from the state.

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 4: Create a culture of respect and expectations for students to be successful.

    Evaluation Data Sources: Behavioral RtI data records, Discipline Reports, Staying Inside the Circle form data

Strategy 1 Details	Reviews			
Strategy 1: Implement school wide systems that support positive student behavior, restorative practice, and additional behavioral support for students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: A. Teachers post and refer to their CHAMPS posters in order to create clear communication and consistent expectations. B. CHAMPS expectations will be aligned in common spaces throughout the building . C. Hold behavioral Response to Intervention (RTI) committee meetings to review discipline data every four weeks and recommend Tier Placement and interventions. D. Teachers utilize "Staying Inside the Circle Form" as a restorative strategy to allow for conversation between a staff and student to address misbehavior. E. Administration will collect quarterly data from behavioral referrals and Stay Inside the Circle Forms to identify student needs and counseling referrals. F. Students participate in the SMS TRUST Card incentive system to promote positive behavior and responsibility. **Staff Responsible for Monitoring:** Campus Administration, Staff **Problem Statements:** Perceptions 1	45%	65%		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 1: Smithfield Middle needs to improve the way parents and community members are involved in helping at campus or extracurricular events.   **Root Cause**: Parents became less involved with school activities after COVID-19 due to restrictions from the state.

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

Evaluation Data Sources: Overall district ADA as per Summer PEIMS submission

Strategy 1 Details			Reviews		
Strategy 1: Monitor attendance rate to identify low attendance and promote attendance at school through a reward system.		**Formative**			**Summative**
Actions: A. Track student attendance to identify excessive absences in order to communicate with parents.		**Nov**	**Jan**	**Mar**	**June**
B. Partner with local businesses to identify incentives to students with perfect attendance and improved attendance on a weekly basis.		25%	75%		
C. Post daily attendance rate taken by teacher and run reports at the end of the day to identify teachers not taking attendance.					
D. Run a daily unexcused absence report and contact parents. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Attendance Clerk, Attendance Officer					
Problem Statements: School Processes & Programs 1 - Perceptions 1					
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue					

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Smithfield Middle School hired thirty new teachers in the last two years, leading to a period of adjustment as these staff members familiarize themselves with established processes and systems.   **Root Cause**: Teacher turnover rates are contributing to ongoing challenges with staff integration and continuity.
Perceptions
Problem Statement 1: Smithfield Middle needs to improve the way parents and community members are involved in helping at campus or extracurricular events.   **Root Cause**: Parents became less involved with school activities after COVID-19 due to restrictions from the state.

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: Use continuous improvement to identify and improve operations and outcomes in every department and campus.

> **Evaluation Data Sources:** Evaluation of goal achievement as per department improvement plans.

Strategy 1 Details	Reviews			
Strategy 1: Staff will rely on data to plan, instruct, and assess students. The PDSA process will be evident in their practice.	**Formative**			**Summative**
Actions: A. Lesson plans will incorporate the essential elements of a lesson plan to ensure Tier 1 Priorities are evident in the delivery of the content.	**Nov**	**Jan**	**Mar**	**June**
B. Teachers will move to Aware for all assessments given to students to allow for teachers to extract data for analysis. C. Teachers use a campus approved assessment data analysis protocol to analyze, compare, and discuss data in order to identify strengths and areas to address in assessments and student learning. D. Teachers will implement district initiatives when planning, teaching, and assessing (tier 1 priorities and Plan, Do, Study, Act (PDSA), 5 PLC questions). **Staff Responsible for Monitoring:** Campus wide **Problem Statements:** School Processes & Programs 1	30%	75%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Smithfield Middle School hired thirty new teachers in the last two years, leading to a period of adjustment as these staff members familiarize themselves with established processes and systems.   **Root Cause**: Teacher turnover rates are contributing to ongoing challenges with staff integration and continuity.

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Smithfield Middle School students will grow with each other by staff supporting initiatives that promote self discovery, values, advocacy, and empathy.

    Evaluation Data Sources: District safety survey of students, parents and staff

Strategy 1 Details	Reviews			
Strategy 1: Infuse Community of Respect (CORE) values into all elements of the school culture	**Formative**			**Summative**
Actions: A. Support CORE values through various student incentive programs across grade levels. Examples-TRUST cards, Staying Inside the Circle form, and Raider Bucks. These programs focus on continually recognizing students who display positive attributes. B. Present Character Strong lessons on a weekly basis to students in order to build community and connections throughout the campus. C. Create a teacher CORE Values committee to identify students who demonstrate CORE values. D. Educate students on Anonymous Alerts, Crime Stoppers, and incident reporting to support students who are in need. E. Educate students on safety topics related to exterior doors remaining shut and locked. F. Continue Camp Connect Group to promote self-discovery, empathy, and community service. **Staff Responsible for Monitoring:** Crisis Counselor and Lead Counselor, Administration. **Problem Statements:** School Processes & Programs 1 - Perceptions 1	**Nov**	**Jan**	**Mar**	**June**
	25%	65%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Smithfield Middle School hired thirty new teachers in the last two years, leading to a period of adjustment as these staff members familiarize themselves with established processes and systems.   **Root Cause**: Teacher turnover rates are contributing to ongoing challenges with staff integration and continuity.

Perceptions
Problem Statement 1: Smithfield Middle needs to improve the way parents and community members are involved in helping at campus or extracurricular events.   **Root Cause**: Parents became less involved with school activities after COVID-19 due to restrictions from the state.

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 2: Reduce the cost of accidents resulting in workers' compensation claims by 10% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 10%.

    Evaluation Data Sources: Annual report of worker's compensation claims

Strategy 1 Details		Reviews		
Strategy 1: Create a culture of safety among the staff and students for awareness.		**Formative**		**Summative**
Actions: A. Administer a student safety survey to determine what students know about safety policies and Standard Response Protocols for planning future trainings. B. Create scenario based situations during drills that will require students and staff to alter planned exit routes. C. Conduct weekly walks with the head custodian inside and outside the building, develop plans to address safety issues. D. Conduct monthly safety committee meetings to discuss topics for upcoming training, review accident reports and plan to minimize accidents in the future. E. Educate parents, students, and staff on Standard Response Protocol (SRP) for awareness and efficiency during drills or a crisis. **Staff Responsible for Monitoring:** Campus Administration, Head Custodian, Cafeteria Manager, security guard, SRO **Problem Statements:** School Processes & Programs 1 - Perceptions 1	**Nov** 35%	**Jan** 65%	**Mar**	**June**
	No Progress	Accomplished	Continue/Modify	Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Smithfield Middle School hired thirty new teachers in the last two years, leading to a period of adjustment as these staff members familiarize themselves with established processes and systems.   **Root Cause**: Teacher turnover rates are contributing to ongoing challenges with staff integration and continuity.

Perceptions
Problem Statement 1: Smithfield Middle needs to improve the way parents and community members are involved in helping at campus or extracurricular events.   **Root Cause**: Parents became less involved with school activities after COVID-19 due to restrictions from the state.

State Compensatory

Budget for Smithfield Middle School

Total SCE Funds: $223,165.00
Total FTEs Funded by SCE: 1.65
Brief Description of SCE Services and/or Programs

Funds are used to pay for additional personnel to serve students who are at risk of dropping out of school or who have not performed satisfactorily on an end-of-course assessment.

Personnel for Smithfield Middle School

Name	Position	FTE
Marvin Shannon	Student Assistance Counselor	1
Nicole Pool	Reading Interventionist	0.65

Title I Personnel

Name	Position	Program	FTE
Mary Hadley	Instructional Coach	Title II	1.0

Campus Funding Summary

			199 - General Funds: SCE		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	SCE Campus Personnel		$223,165.00
				Sub-Total	$223,165.00
				Budgeted Fund Source Amount	$223,165.00
				+/- Difference	$0.00
			255 - Title II		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Facilitator		$85,885.00
				Sub-Total	$85,885.00
				Budgeted Fund Source Amount	$85,885.00
				+/- Difference	$0.00
				Grand Total Budgeted	$309,050.00
				Grand Total Spent	$309,050.00
				+/- Difference	$0.00

Addendums

2023 STAAR PERFORMANCE

	6TH READING			7TH READING			8TH READING		
	APP	MEETS	MASTERS	APP	MEETS	MASTERS	APP	MEETS	MASTERS
2019	82%	56%	29%	95%	78%	50%	99%	78%	48%
2020	COVID-19								
2021	88%	57%	30%	86%	62%	36%	87%	57%	31%
2022	90%	68%	43%	93%	78%	57%	94%	78%	53%
2023	90%	70%	34%	94%	77%	49%	96%	82%	57%
2022-2023 Comparison	0%	2%	-9%	1%	-1%	-8%	2%	4%	4%
2019-2023 Comparison	8%	14%	5%	-1%	-1%	-1%	-3%	4%	9%

	6TH MATH			7TH MATH			8TH MATH		
	APP	MEETS	MASTERS	APP	MEETS	MASTERS	APP	MEETS	MASTERS
2019	96%	85%	60%	98%	87%	61%	100%	97%	55%
2020	COVID-19								
2021	94%	81%	50%	88%	71%	43%	88%	80%	35%
2022	96%	76%	38%	93%	83%	58%	96%	82%	49%
2023	94%	75%	36%	95%	81%	47%	95%	84%	50%
2022-2023 Comparison	-2%	-1%	-2%	2%	-2%	-11%	-1%	2%	1%
2019-2023 Comparison	-2%	-10%	-24%	-3%	-6%	-14%	-5%	-13%	-5%

	8TH SCIENCE			8TH SOCIAL STUDIES			ALGEBRA		
	APP	MEETS	MASTERS	APP	MEETS	MASTERS	APP	MEETS	MASTERS
2019	98%	85%	63%	88%	53%	29%	100%	100%	98%
2020	COVID-19								
2021	91%	74%	54%	79%	54%	29%	99%	99%	90%
2022	92%	67%	44%	81%	49%	33%	100%	100%	100%
2023	93%	75%	35%	84%	56%	32%	100%	100%	97%
2022-2023 Comparison	1%	8%	-9%	3%	7%	-1%	0%	0%	-3%
2019-2023 Comparison	-5%	-10%	-28%	-4%	3%	3%	0%	0%	-1%

PASSING PERCENTAGES INCREASED 6 OF 9 AREAS

MEETS CATEGORY INCREASED IN 5 OF 9 AREAS

MASTERS CATEGORY INCREASED IN 2 OF 9 AREAS