

Birdville Independent School District
Smithfield Elementary
2022-2023 Campus Improvement Plan



Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	3
School Processes & Programs	4
Perceptions	5
Priority Problem Statements	6
Comprehensive Needs Assessment Data Documentation	7
Goals	8
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.	9
Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.	17
Goal 3: All students and staff will learn and work in a safe and responsive environment.	19
State Compensatory	20
Budget for Smithfield Elementary	21
Personnel for Smithfield Elementary	21
Title I	21
1. Comprehensive Needs Assessment (CNA)	22
1.1: Comprehensive Needs Assessment	22
2. Campus Improvement Plan	22
2.1: Campus Improvement Plan developed with appropriate stakeholders	22
2.2: Regular monitoring and revision	22
2.3: Available to parents and community in an understandable format and language	23
2.4: Opportunities for all children to meet State standards	23
2.5: Increased learning time and well-rounded education	23
2.6: Address needs of all students, particularly at-risk	24
3. Annual Evaluation	24
3.1: Annually evaluate the schoolwide plan	24
4. Parent and Family Engagement (PFE)	25
4.1: Develop and distribute Parent and Family Engagement Policy	25
4.2: Offer flexible number of parent involvement meetings	25
5. Targeted Assistance Schools Only	26
Title I Personnel	26
Campus Funding Summary	27
Addendums	29

Comprehensive Needs Assessment

Demographics

Demographics Summary

Smithfield Elementary School serves approximately 600 students in grades PK-5th. Of those 600 students, 58% are White, 23% are Hispanic, 8% are African American, 4% are Asian and 7% are of two or more races. SES is a Title I campus which means that 43% of our students are economically disadvantaged. We have 41% of our students which are considered to be "At-Risk". 9% of our students are Limited English Proficient (LEP). 13% of our students receive special education services. 10% of our students are identified and served in the Gifted and Talented program. Our student attendance was 96%.

The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 Smithfield Elementary School did not meet the target with a TELPAS progress rate of 35%. In 2021-2022 Smithfield Elementary School met the target with a TELPAS progress rate of 38%. In comparing the progress rate from 2021 and 2022, Smithfield Elementary School demonstrated a 3% point increase in students' English language development.

Demographics Strengths

Smithfield Elementary has some demographic strengths such as our enrollment has grown by 75 more students which is 14% over just last year. Our mobility rate is at 12% which is below the district and state average. Birdville ISD has a long tradition of creating a family atmosphere for both employees and families served by the district. At Smithfield Elementary we have over 50% of our teachers and staff who either have students who attend BIRD schools or are a BIRD graduate themselves.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We did not meet our goal of 97% on our attendance rate. **Root Cause:** Students are not in attendance and often as needed.

Problem Statement 2 (Prioritized): 41% of our students are considered to be At-Risk. **Root Cause:** We have large learning gaps and students who are coming to us from other places who need a lot of support.

Student Learning

Student Learning Summary

Our 2022 our Overall Accountability Rating from TEA is a 94 and an A in Student Achievement, School Progress and Closing the Gaps. Our STAAR scores reflected that in every testing subject and grade except for 5th grade math, we increased our percentage of students who reached Approaches. We also scored either the highest or the second highest in every test at the district level, except for 5th grade math. In all subject areas and grade levels except for 5th grade Science we increased our Masters percentage points.

Our RTI Tier 2 and 3 in math tiers have remained at 11% from 2021 to 2022. Reading Tier 2 and 3 tiers have increased by 9%.

We received 4 out of the 6 Distinction Designations from TEA.

Student Learning Strengths

In 3rd grade math we increased our Masters score by 18 percentage points and 14 percentage points in Approaches which makes us have the highest percentage in the district. In 3rd grade Reading we increased our Masters score by 28 percentage points and 12 percentage point in Approaches which makes us have the highest scores in the district. In 4th grade math we increased our Masters score by 20 percentage points and 16 percentage points in Approaches which makes us have the highest percentage in the district. In 4th grade reading we increased our Masters scores by 25 percentage points and 11 percentage points in Approaches which makes us have the second highest scores in the district. In 5th grade reading we increased our Masters score by 8 percentage points and 8 percentage points in Approaches which makes us have the highest scores in the district. In 5th grade Science we increased our Approaches scores by 3 percentage points which makes us have the second highest percentage in the district. In 5th grade Math we increased our Masters score by 21 percentage points.

We received 4 out of the 6 Distinction Designated by TEA which were ELA/Reading, Comparative Academic Growth, Post secondary Readiness and Comparative Closing the Gaps.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We did not receive a distinction in Math from TEA. **Root Cause:** This was based on our attendance rate, accelerated student progress and 5th grade Masters percentage..

Problem Statement 2: We did not receive a distinction in Science from TEA. **Root Cause:** This was based on our attendance rate and our percent of Masters scores.

School Processes & Programs

School Processes & Programs Summary

The academic RtI program at Smithfield Elementary serves students in grades K through 5 in both reading and mathematics. Students are identified for tiered intervention services using data from universal screeners administered three times each year and through consideration of other performance evidence by a collaborative conference committee. Progress monitoring and collaboratives take place once every 9 weeks to reevaluate where students are. The specific services provided for students on Tiers 2 and 3 are outlined in the district RtI Manual, which is updated annually to reflect programmatic changes in screening assessments and interventions.

Performance data suggest that the RtI program has been moderately successful in moving students off of tiered interventions there remains a large proportion of students served on Tiers 2 and 3, (20% in reading and 11% in math for grades K-5 as of May 2022) which is based in part on universal screener performance below the 10th percentile nationally.

School Processes & Programs Strengths

We have developed a process for evaluating student progress every 9 weeks through a collaborative meeting between teachers, administration, instructional coach and interventionists. These occur once every 9 weeks and interventions are discussed during these collaboratives as well. Our math percentage of tier 2 and 3 students has remained the same over the past 2 years.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): RtI screener results for May 2022 indicate that 20% of students are reading below grade level. **Root Cause:** Difficult to close the reading gaps from lost instruction. Becoming more intentional about guided reading practices.

Perceptions

Perceptions Summary

At Smithfield we conduct Parent Surveys on a regular basis at the beginning of the year. However the data that is collected is about expectations that parents have of teachers and their students. We also ask what we can expect from them as parents. We also have a parent survey that asks perception data such as what parents feels are strengths and areas of improvement are at Smithfield. The top 2 areas of improvement are

1. Parking/pick-up and drop off
2. Communication

Perceptions Strengths

One of the consistent responses that parents give is that they feel as though their child is safe at school and that they feel welcomed while they are here.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Communication is always the number one barrier when it comes to parent concerns. **Root Cause:** Ensuring that all staff members communicate on a consistent basis and do so through a variety of media forms.

Priority Problem Statements

Problem Statement 1: We did not receive a distinction in Math from TEA.

Root Cause 1: This was based on our attendance rate, accelerated student progress and 5th grade Masters percentage..

Problem Statement 1 Areas: Student Learning

Problem Statement 2: RtI screener results for May 2022 indicate that 20% of students are reading below grade level.

Root Cause 2: Difficult to close the reading gaps from lost instruction. Becoming more intentional about guided reading practices.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: We did not meet our goal of 97% on our attendance rate.

Root Cause 3: Students are not in attendance and often as needed.

Problem Statement 3 Areas: Demographics

Problem Statement 4: 41% of our students are considered to be At-Risk.

Root Cause 4: We have large learning gaps and students who are coming to us from other places who need a lot of support.

Problem Statement 4 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Other PreK - 2nd grade assessment data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

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: All students will make at least one year's progress in reading and math literacy between the beginning and end of year.

a) In addition, all students in grades PK-3rd will meet the progress monitoring targets for each demographic group in order to achieve the HB3 Board Goals in reading and math.

HB3 Goal

Evaluation Data Sources: PK: Circle (reading and math)

K-5: Fountas & Pinnell reading levels



K: mClass (reading and math)





1-2: mClass (reading)









3-5: STAR Reading

1-5: STAR Math

3-5 TEA Interims (reading, math)

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to build capacity to implement the district literacy plan at the campus level.</p> <p>Actions: a. Utilize LOL team to train and lead implementation of district plan and strategies. b. Provide coaching support for teacher on literacy plan. c. Use exemplar teachers to model lessons to help other teachers visual practice in action.</p> <p>Staff Responsible for Monitoring: Administrators LOL Team Academic Coach</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Academic Coach - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to implement the literacy plan with the focus of responsive teaching and continuous improvement.</p> <p>Actions: a. Schedule and implement instructional rounds session based on best practices and responsive teaching. b. Provide monthly PD on best practices and strategies to help support teachers. c. Conduct campus walk throughs for the purpose of collecting artifacts to support literacy implementation. d. Implement training to support general education and all special program teachers with instructional practices that aligns to the new STAAR redesign.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Funding Sources: - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue to refine and implement a campus-wide plan for GT students to provide opportunities for rigorous learning beyond Tier I coursework.</p> <p>Actions: a. Refresh teachers on Rigor and Relevance framework. b. Collaborate with GTI to provide activities during RTI instruction and push-in K-2 to provide enrichment lessons when possible. c. Utilize resources from Scholastic to increase rigor in small groups in support of all students.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Scholastic - 211 - Title I - \$900</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Continue to support a full day pre-K program for four year-olds and half-day for three year olds that qualify based on a board approved three-year plan.</p> <p>Actions: a. Maintain a PK teacher who is certified and has early childhood qualified. b. Provide PD that is relevant to early childhood both through campus and district resources. c. Maintain an average ratio of 1 to 11 which includes one certified teachers and one teacher's aide per TEA guidelines. d. Implement new curriculum in the pre-kindergarten classrooms.</p> <p>Staff Responsible for Monitoring: Administrators PK teachers</p> <p>Funding Sources: Prekindergarten Teacher - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Train staff to administer progress monitoring assessments with fidelity for reading and math in grades PK-5.</p> <p>Actions: A. Continue to support and train staff on BAS, mClass and STAR assessments. B. Ensure that instructional coach is working with teachers to utilize progress monitoring data and designing instructional practices. C. Use Aware to monitor progress of students in grades PK-5. D. Provide prekindergarten - 5th teachers and campus staff on the new STAAR redesign for the purposes of aligning instruction.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coach</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: Campus Personnel - 199 - General Funds: SCE - \$103,715</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: We did not receive a distinction in Math from TEA. Root Cause: This was based on our attendance rate, accelerated student progress and 5th grade Masters percentage..</p>

School Processes & Programs

Problem Statement 1: RtI screener results for May 2022 indicate that 20% of students are reading below grade level. **Root Cause:** Difficult to close the reading gaps from lost instruction. Becoming more intentional about guided reading practices.





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





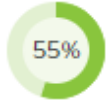





Performance Objective 2: Close achievement gaps that exist for all under performing student groups as measured by state and district assessments.

a. Meet all progress monitoring targets for grades PK-3rd in reading and math for all student groups measured by state and district approved monitoring instrument.

HB3 Goal

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement the recommendations based on the district ESSER plan and program evaluations targeting special population groups to ensure program quality, coherency and efficiency.</p> <p>Actions: A. Implement campus ESSER plan and the use of the funds provided. B. Continue to follow the plan to collect, analyze and progress monitor student data that will address closing the achievement gaps. C. Implement accelerated instruction according to HB 4545.</p> <p>Staff Responsible for Monitoring: Administrator LOL</p> <p>Funding Sources: ESSER Tutors - ESSER - \$8,525</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional development that assists teachers in developing, administering and collecting student performance data to validate student growth.</p> <p>Actions: A. Provide professional development for all teachers in analyzing and use of a variety of data for the purpose of focused instruction, appropriate interventions and approved accommodations. B. Track student performance to determine progress towards success on STAAR assessments. C. Provide professional development for teachers for the purpose of developing personalized plans through Success-Ed. D. Provide professional development for all teachers in the use of Aware to build assessments and analyze data to inform instruction.</p> <p>Staff Responsible for Monitoring: Administrators Academic Coach Digital Learning Specialist</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: Professional Development - 211 - Title I - \$6,748</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize the results of the RTI evaluation to implement a multi-tiered system of supports (MTSS) for identified students.</p> <p>Actions: a. Strengthen the RTI process through training and small group PLCs. b. Provide ongoing training for all staff to build their capacity to implement MTSS. c. Monitor math intervention resource for effectiveness. d. Continue to implement SEL curriculum and provide professional learning to support SEL with the use of Capturing Kid's Hearts Premium Program. e. Meet with teacher each quarter to determine which students need MTSS services and who is identified for RTI support. f. Use GAPS EA to support students who need either intervention or accelerated support.</p> <p>Staff Responsible for Monitoring: Administration Interventionists Academic Coach</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: Tutoring - 211 - Title I - \$21,632, Interventionists - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Continue implementation of continuous improvement processes</p> <p>Actions: a. Use walk-through forms to evaluate implementation across campus. b. Provide refresher professional learning for those who need it. c. Provide new teacher training throughout the year to ensure that the processes are being used and understood.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Problem Statements: Demographics 2 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Develop and implement system-wide practices for the design and delivery of programs and services for English Learners.</p> <p>Actions: a. Develop professional learning sessions targeting the competencies necessary to serve the needs of ELs.</p> <p>Staff Responsible for Monitoring: Administration Academic Coach</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: 41% of our students are considered to be At-Risk. **Root Cause:** We have large learning gaps and students who are coming to us from other places who need a lot of support.

Student Learning

Problem Statement 1: We did not receive a distinction in Math from TEA. **Root Cause:** This was based on our attendance rate, accelerated student progress and 5th grade Masters percentage..



School Processes & Programs





Problem Statement 1: RtI screener results for May 2022 indicate that 20% of students are reading below grade level. **Root Cause:** Difficult to close the reading gaps from lost instruction. Becoming more intentional about guided reading practices.

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 TBD

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement district curriculum for social-emotional learning (SEL).</p> <p>Actions: a. Use Guidance lessons to continue to build social emotional support. b. Develop and distribute a Family Engagement Policy through Title I. c. Plan and implement events that increase parent and family involvement. d. Utilize the CKH Premium resources for SEL support in classrooms. e. Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning.</p> <p>Staff Responsible for Monitoring: Counselor Administration</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Title I Family Engagement - 211 - Title I - \$462, Capturing Kid's Hearts Premium Resource - 211 - Title I - \$3,000, Crisis Counselor - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue







Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: We did not meet our goal of 97% on our attendance rate. Root Cause: Students are not in attendance and often as needed.</p>

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: Reduce the number of students assigned to behavioral RtI Tiers 2 and 3.







Evaluation Data Sources: Behavioral RtI data records

Strategy 1 Details	Reviews			
<p>Strategy 1: Monitor the implementation of the behavioral RTI plan.</p> <p>Actions: a. Monitor behavior RTI in classrooms b. Continue to use the behavior RTI team to establish processes for implementation. c. Utilize the Behavior EA to help increase proactive tools for students to learn and use to regulate emotions and reduce behaviors.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.6</p> <p>Funding Sources: Behavior EA - 211 - Title I - \$30,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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			
<p>Strategy 1: Refine and implement the campus plan to improve and address student attendance, social needs that interfere with attendance and collect pertinent data on strategies that would mitigate poor student attendance.</p> <p>Actions: a. Create a system to celebrate staff attendance. b. Continue awards given for student attendance using incentive attendance funds c. Keep parents informed of attendance issues</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: Attendance Incentives - 199 - General Funds - \$250</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				







Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: We did not meet our goal of 97% on our attendance rate. Root Cause: Students are not in attendance and often as needed.</p>
Student Learning
<p>Problem Statement 1: We did not receive a distinction in Math from TEA. Root Cause: This was based on our attendance rate, accelerated student progress and 5th grade Masters percentage..</p>

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: Continue to monitor continuous improvement processes at a campus level. Actions: a. Meet with campus problem solving committee and use CI tools to work through campus issues. Staff Responsible for Monitoring: Admin	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				


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


Performance Objective 1: Attain a 10% annual increase on a school safety survey that is administered annually to students, staff, and parents.


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

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish a safe school community where students and staff report a sense of belonging, security and well-being.</p> <p>Actions: a. Use safety team to discuss safety issues. b. Collaborate with safety officials and community members to ensure security. c. Gather input from students about safety concerns. d. Work in collaboration with appropriate staff to ensure and enhance recommended CDC behaviors. e. Continue to utilize the Anonymous Alerts and Threat Assessment system for students, staff, and community to report safety concerns and personal threats.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: We did not meet our goal of 97% on our attendance rate. Root Cause: Students are not in attendance and often as needed.</p>

State Compensatory

Budget for Smithfield Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1.5

Brief Description of SCE Services and/or Programs

--

Personnel for Smithfield Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Carrie Growald	Math Interventionist	0.5
Cassandra Tarver	Reading Interventionist	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

We developed our CNA May 2nd for the upcoming 2022-23 school year.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

Melissa Pellegrino-Principal

Ryan Holzberger-Assistant Principal

Sabrina Dowell- 5th Grade Teacher

Courtney Maxwell-4th Grade Teacher

Amy Pucel-3rd Grade Teacher

Sarah Smith-2nd Grade Teacher

Heather Bartlett-1st Grade Teacher

Courtney Wilson-Kindergarten Teacher

Maggie Shikany- PE teacher

Carrie Growald-Math Interventionist

Courtney Files-Parent

Abby Stienbrink-Parent

Kyle Fox-Community Member

Andrea Trotter-Business Owner

2.2: Regular monitoring and revision

We will evaluate our CIP 4 times a year. In November, January, March and June.

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

The Campus Improvement Plan is made available to parents and the public through the campus website in English and other languages as practicable. The plan is also available through the district website in English, and a printed copy may be requested in the campus front office.

2.4: Opportunities for all children to meet State standards

Through the Campus Needs Assessment, 41% of students were identified as at-risk based on one or more of the following criteria:

1. low performance on a readiness test or assessment instrument
2. semester failure of two or more academic subjects
3. grade retention
4. lack of satisfactory performance on state-mandated testing
5. pregnancy or parenthood
6. placement in an alternative education program
7. expulsion
8. parole, probation, deferred prosecution, or conditional release
9. drop out status
10. limited English proficiency
11. custody or care of the Department of Protective and Regulatory Services
12. homelessness
13. residing in detention, substance abuse treatment, emergency shelter, psychiatric, halfway house, or foster group home

Additional assistance will be provided to these students through specialized instructional support, mentoring, social-emotional learning programs, tiered interventions, and professional development for teachers to improve their effectiveness.

2.5: Increased learning time and well-rounded education

Student learning will be supported through research-based instructional strategies such as:

- Whole Child Initiative
- Conscious Discipline
- Workshop Model
- Sheltered Instruction
- Leveled Literacy Intervention
- Social Skills Training

Increased learning time is provided through pullout intervention programs and targeted tuto

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

tudent enrollment, attendance, and success will be supported through targeted support programs that address the specific needs of our at-risk student population, as well as schoolwide incentive.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The Campus Needs Assessment (CNA) is completed each spring through a multi-stakeholder collaborative process using multiple sources of data to evaluate the effectiveness of programs and practices.

The CNA addresses:

1. Demographics
2. Perceptions
3. Student Learning
4. Processes and Programs

The findings of the CNA are used to inform the Campus Improvement Plan (CIP). Both the CNA and CIP are presented to the Site Based Committee for review and feedback at the end of the school year.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Plan was developed through the input and involvement of the following:

Parents:

Diana Kirkwood

Courtney Files

Teachers:

Courtney Wilson

Weston Baccus

Courtney Maxwell

Administrators:

Melissa Pellegrino

Ryan Holzberger

Other Campus and District Staff:

Kat Green

4.2: Offer flexible number of parent involvement meetings

The following family engagement activities are planned for 2022-23:

- August Refresh Back to School Event (Friday 9:00-1:00) at WG Thomas Coliseum
- August Meet the Teacher Night Aug. 15 on campus
- Parent Info Night/Title I Meeting Aug. 30th, 32st, Sept. 1st
- October Museum Night Oct. 11th at FW Museum
- Science Hat Parade Oct. 28th
- Cookies with Santa Dec. 6th
- Fine Arts Day Jan. 27th

- March Open House on campus
- March Discover Birdville Event (Saturday 9:00-10:00) at Birdville High School
- April Family Engagement Policy and Compact Revision May on campus

5. Targeted Assistance Schools Only

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Erica Parkey	Educational Assistant	Title I	1.0

Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Academic Coach		\$0.00
1	1	2			\$0.00
1	1	4	Prekindergarten Teacher		\$0.00
1	1	5	Campus Personnel		\$103,715.00
1	2	3	Interventionists		\$0.00
1	3	1	Crisis Counselor		\$0.00
Sub-Total					\$103,715.00
Budgeted Fund Source Amount					\$103,715.00
+/- Difference					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Scholastic		\$900.00
1	2	2	Professional Development		\$6,748.00
1	2	3	Tutoring		\$21,632.00
1	3	1	Title I Family Engagement		\$462.00
1	3	1	Capturing Kid's Hearts Premium Resource		\$3,000.00
1	4	1	Behavior EA		\$30,000.00
Sub-Total					\$62,742.00
Budgeted Fund Source Amount					\$62,742.00
+/- Difference					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	ESSER Tutors		\$8,525.00
Sub-Total					\$8,525.00
Budgeted Fund Source Amount					\$8,525.00
+/- Difference					\$0.00
Grand Total Budgeted					\$174,982.00

ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Grand Total Spent	\$174,982.00
				+/- Difference	\$0.00

Addendums

Smithfield Elementary Parent Involvement Policy

OVERVIEW

As per Public Law 107-110, the *No Child Left Behind Act*, Smithfield Elementary has adopted the following policy to ensure that the staff coordinates all possible programs to provide quality services to our children and families and to afford parents substantial and meaningful opportunities to participate in the education of their children.

Our goal is to maximize opportunities for all parents to participate in ways that will help all children to be successful in the meeting the State's academic content and academic achievement standards. In addition, we strive to provide opportunities for parents to assist us in maximizing our students' potential to become successful citizens upon completion of their public school careers.

To reach our goal, the staff and representative parents have drafted the following policy outlining the ways in which parents are encouraged to participate in the life of the school and the ways we will reach out to parents

REQUEST FOR SUGGESTIONS

The staff at Smithfield Elementary invites parents to offer suggestions for improving our efforts to involve parents in meaningful ways. Please call Melissa Pellegrino at (817)547-2100 or email at Melissa.pellegrino@birdvilleschools.net to give us your suggestions or to discuss opportunities for you to work directly with us.

(Campus) Parent Involvement Strategies				
SW #	Requirement	Timeline	Activity	Evaluation Measure(s)
6.	Participation in parent involvement policy development		Involve parents in policy development through.. SBDM Distribute at registration, inviting comments	<ul style="list-style-type: none">· Campus policy· Written parent suggestions
6.	Participation in decision making for Title I Program		Involve parents in planning, implementing, and evaluating Title I Program: SBDM meetings	<ul style="list-style-type: none">· Site-based meeting sign-ins· Agenda

6.	Communicate program information to all parents	Annual Meeting	Provide information about ... Participation in Title 1 Program Description	.
			Curriculum	.
			State and local assessments and expectations for student proficiency	
			Provide communications about meetings, parent programs and other activities in a language that is understandable (Spanish and English)	
6.	Shared responsibility for student achievement		Utilize the school-parent compact Develop Distribute Evaluate Revise	
6.	Build capacities of parents		Assist parents in understanding State academic content (TEKS) State academic achievement standards (STAAR) Ways to monitor progress Ways to work with teachers to improve achievement	.

(Campus) Parent Involvement Strategies				
SW #	Requirement	Timeline	Activity	Evaluation Measure(s)

			Provide training and materials to parents to help them work with their children	·
6.	Build capacities of staff		Design training (with parents) to build staff's capacities to communicate with parents, to value parent contribution, and to reach out to parents	·
10.	Coordinate and integrate Title I parent program with other parent programs		Coordinate parent involvement under Title I with Head Start, Title III, and other grant programs	· Parent training schedules · Session evaluations · Budget records
7.	Ensure a smooth transition for students from 5 th grade into 6 th grade and from 8 th grade into 9 th grade			·

Title I Schoolwide Components

1. Comprehensive Needs Assessment 6. Parental Involvement 2. Reform Strategies 7. Transition 3. HQ Staff 8. Teachers Inv. In Assessments 4. Professional Development 9. Mastery
5. Attract HQ Staff 10. Coordinate Programs