Birdville Independent School District

Smithfield Middle School

Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster

Mission Statement

The mission of Smithfield Middle School in partnership with families and community is to provide a supportive and challenging environment where students are empowered to develop their strengths, interests, and talents, so that they are prepared for life, work, citizenship and change.

Supportive-Empowering-Challenging

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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 835 students in grades 6-8 from Hurst, North Richland Hills, and Colleyville.   These classes are comprised of the following demographics: Male Students-400 (50.1%) Female Students-404 (48.9%) White-71.% Hispanic-16.% Asian-3% Black-7% Other-3% Special Education-7% Gifted and Talented-22% Economically Disadvantaged-23% Students taking at least one Pre-Advanced Placement Class-70%

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 demographic of this area certainly allows 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 bu also at home.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The ELL population is slowly growing each year at SMS. While these students' needs are currently being met. Last school year (2017-18) was the first year that we felt this issue. We were able to build more capacity in order to serve these students at the same high level. While we are pleased with the support systems we put in place, we do feel that there is still room for growth in this area. **Root Cause:** Demographic shift is ahead of our current system.

Student Learning

Student Learning Summary

Student Academic Achievement Summary

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. Our 18-19 state assessment scores are as follows.

6th grade Math-96% (60% Masters)
6th grade Reading-82% (29% Masters)
7th grade Math-98% (61% Masters)
7th grade Reading-90% (48% Masters)
7th grade Writing-92% (41% Masters)
8th grade Math-100% (55% Masters)
8th grade Reading-99% (48% Masters)
8th grade Science-98% (63% Masters)
8th grade Social Studies-88% (29% Masters)
Algebra I-100% (96% Masters)

Special Education Data: While our students who are served through our special education program performed well compared to other students across the state who are also served under the special education umbrella, we feel there is still much improvement to be made.

SpEd Reading-58% (32% Masters) 42% Did not meet standard   (24 Students)

SpEd Math-79% (49% Masters) 21% Did not meet standard (12 Students)

SpEd Writing-50% (32% Masters) 50% Did not meet standard (11 Students)

SpEd Science-83% (67% Masters) 17% Did not meet standard (2 Students)

SpEd Social Studies-75% (25% Masters) 25% Did not meet standard (3 Students)

Student Learning Strengths

Smithfield Middle School saw improvements across the board in 18-19. While Math continues to be a strength for our campus, all departments continue to slowly move up. Two areas that scored below a 90% were 6th grade reading which scored at 82%. Social studies scores dipped to 88%.

Out of the 10 reporting categories, 5 of our subject areas had masters rates above 50%. We are pleased with this data as it indicates that instruction remains at a high level. However, we did see two subjects, 6th Reading and 8th Social Studies both report Master level scores below 30%. (Both at 29%) These two dips in Master level scores will be addressed.

The state of Texas has 7 distinctions that a middle school can earn. Smithfield Middle School received 5 out of the 7 distinctions.

Distinctions earned were:

Math-Science-ELAR--Student Growth-College Readiness

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-Our teachers are dedicated to building capacity within our system by focusing on best practices and sharing those practices with each other. Our Raider Round program allows teachers a formal process in which to obtain and give honest feedback to each other. This allows for personal and organizational growth while also creating an environment where cross curricular lessons become the norm rather than the exception.

Personnel-SMS has become a very desirable location for teachers and because of that we there is no shortage of highly qualified teachers wanting to come work at the school. There is currently a very strong balance of energy, experience, and youth. This combination creates an environment where new ideas being infused into a system where there is enough practical experience to help those ideas blossom.

Organizational/Administrative-Overall, the organization is a very flat organization. Teachers, staff, and admin all share a feeling of responsibility, accountability, and power to make decisions for the organization.

Special Education Programs: In addition to our regular special education program, SMS also houses the Regional Day School for the Deaf. This program serves 10-20 students who have profound hearing loss from all across North Texas. The majority of these students are behind their hearing peers in regards to academics due to their hearing loss. We see large gaps in the areas of reading and writing because these students have not been exposed to auditory stimulation necessary to learn basic phonics. In addition to the RDSD program, SMS also serves as the cluster campus for those 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 15-22 students per year.

School Processes & Programs Strengths

At Smithfield Middle, teachers and staff work together to support and motivate each student to perform at high academic levels. Intervention programs are in place to encourage students to become self-directed learners. Since the focus is on student learning, the redo policy allows students to do assignments over and retake tests. The goal is for all students to master the content. Our experienced and highly qualified teachers do not assign busy work, so the zero policy is strictly enforced by the administrative team. Teachers use an online form to document the names of students who have zeros and a description of the missing work (i.e. assignment, book pages, worksheet name, etc.). The office staff and admin team use this form to hold students accountable for their work. During lunch, students on the list are required to sit in a designated area where they are provided what they need to complete the missing

assignments.

Perceptions

Perceptions Summary

At Smithfield Middle, teachers and staff work together to support and motivate each student to perform at high academic levels. Intervention programs are in place to encourage students to become self-directed learners. The teachers and staff at Smithfield realize that middle school can be a difficult time for adolescents. Often students of this age are feeling awkward socially and the academic work may be becoming difficult for the first time. Several programs and student clubs are in place to help make this transitional period easier and to help students be successful.

Smithfield Middle School has a multitude of programs which serve the social and emotional needs of the campus. Community of Respect Everywhere or C.O.R.E. is Birdville ISD's initiative to promote emotional wellness on all campuses. C.O.R.E. is comprised of 6 core values (responsibility, empathy, kindness, honesty, acceptance and courage) which are promoted at Smithfield Middle School each six weeks through video announcements, school wide programs, and student challenges /projects.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- 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 programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- STEM/STEAM data
- 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
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

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: All students will make at least one year's progress in reading and mathematics literacy between the beginning and end of year.
a) In addition, all students in grades prekindergarten - 3rd will meet the progress monitoring targets for each demographic group in order to achieve the HB3 Board Goals in reading and mathematics.

HB3 Goal

Evaluation Data Sources: Elementary: Fountas & Pinnell reading levels
Secondary: Lexile levels
Elementary: CLI Engage - CIRCLE (prekindergarten), Renaissance STAR Assessments (mathematics, 1-5), Istation (reading, grades K-5), TEA Interims (grades 3-5 reading and mathematics)
Secondary: Renaissance STAR Assessments (grades 6-12, reading and mathematics) TEA Interims reading/ELA and mathematics (grades 6-8, E1, E2 and Algebra)

Summative Evaluation: None

Strategy 1: Support the implementation of Tier 1 priorities within each content area with major focus on continuing to build capacity to implement district literacy plan.	
Actions: A. Create campus wide PGSLO based on reading levels-each department will create strategies to implement department wide to support literacy-reading, writing, speaking, and THINKING	**Formative**
	Nov
B. All classes will incorporate the use of word walls in instruction and will engage students with the vocabulary required by the standards	**Jan**
	Mar
C. Math instruction will include the use of UPS Check for problem solving.	**Summative**
D. Social Studies instruction will include the use of primary and secondary source documents.	**June**
E. Social Studies/Science instruction will implement SIOP protocols when working with English language learners.	
F. Science will implement the 5E model.	
G. (If possible due to COVID restrictions of small groups) ELAR, Social Studies, and math will implement the Workshop model for instruction. (We will continue to work on ways to due this model best we can through technology during this time.)	
Staff Responsible for Monitoring: Department Chairs AP-Spurlock AP-Turner Academic Coach-Hadley Principal-Pekurney	
Title I Schoolwide Elements: None **Problem Statements:** None	
TEA Priorities: None **Funding Sources:** None	
ESF Levers: None	

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

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

HB3 Goal

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

Summative Evaluation: None

Strategy 1: Refine campus wide plan to address special populations on our campus.	
Actions: A. Establish baseline using BOY screeners, and teacher made assessments to discover how much growth was lost during the March-September 8th period. B. Increase number of co-teach classes by two in order to help support SpEd population. C. Design master schedule to reduce class sizes of inclusion classes if possible. D. Perform data meetings with all Sped students twice a semester in order to monitor and discuss progress. E. Assign caseworker for all Sp Ed students to monitor and mentor grades and progress in all subjects with priority being Reading/History	**Formative** **Nov** **Jan** **Mar** **Summative** **June**
Staff Responsible for Monitoring: Caseworkers, Pekurney, Turner, Spurlock	
Title I Schoolwide Elements: None **Problem Statements:** None **TEA Priorities:** None **Funding Sources:** **ESF Levers:** None None **Targeted Support Strategy**	
0% No Progress 100% Accomplished ➔ Continue/Modify ✖ Discontinue	

Performance Objective 3: Students will display dispositions indicative of high levels of social-emotional development as measured by a district-administered student survey.

Evaluation Data Sources: Social-Emotional Learning survey TBD

Summative Evaluation: None

Strategy 1: Develop campus wide system for teaching and reinforcing social/emotional development of all students at Smithfield Middle School	
Actions: A. Expand on current system used to recognize students who consistently display positive behaviors on a daily basis-including ice cream cards, TRUST CARDS, Raider Reward Room, Raider Bucks. B. Continue to educate staff on Restorative Discipline practices. C. Offer one parent information session covering parenting of teens and common teen behavior and development. D. Introduce and maintain district Character Counts program through 5th period advisory time once a week. E. Reinforce district CORE Values by publicly recognizing those students who embody those traits. F. Create positive campus culture through the use of video announcements.	**Formative** **Nov** **Jan** **Mar** **Summative** **June**
Staff Responsible for Monitoring: Student Assistance Counselor-Boyd Shannon, Department Chairs, Jason Brown-Partner from Community doing counseling groups	
Title I Schoolwide Elements: None	**Problem Statements:** None
TEA Priorities: None	**Funding Sources:**
ESF Levers: None	None
0% No Progress 100% Accomplished ➔ Continue/Modify ✖ Discontinue	

Performance Objective 4: Reduce the number of students assigned to behavioral RtI Tiers 2 and 3.

Evaluation Data Sources: Behavioral RtI data records

Summative Evaluation: None

Strategy 1: Monitor and adjust existing campus behavior plan with overall goal of reducing in class discipline referrals by 5% for previous school year.	
Actions: A. Maintain current system to monitor all discipline issues including time, location, consequences, restorative practices. Report data and recommended changes to all campus staff. B. All Smithfield Middle School administrators will practice a high visibility philosophy before, during, and after school as well as at all school sponsored activities.	**Formative** **Nov** **Jan** **Mar**
C. Continue six week meetings with PBIS committee to review discipline data every six weeks and recommend Tier Placement and interventions	**Summative** **June**
Staff Responsible for Monitoring: Principal, Assistant Principal, Student Assistance Counselor, PBIS committee members, all staff and school security officer.	
Title I Schoolwide Elements: None **Problem Statements:** None **TEA Priorities:** None **Funding Sources:** None **ESF Levers:** None	
0% No Progress 100% 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

Summative Evaluation: None

Strategy 1:) Increase student attendance rate by 1.3%. (Up from 96.2 to 97.5.		
Actions: A. Run attendance reports every three weeks to identify students who start displaying poor attendance. B. Continue practice of rewarding students with good attendance at the end of every grading period through the use of Raider Bucks store and Raider Reward Room. C. Include articles about the importance of attendance and the negative consequences of absences in at least three campus newsletters. D. Post current attendance rate and goal on all newsletters, schedules, and announcements. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Attendance Clerk, Attendance Officer, Elective Teachers		**Formative**
		Nov
		Jan
		Mar
		Summative
		June
Title I Schoolwide Elements: None	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:** None	
ESF Levers: None		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue		

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.

Summative Evaluation: None

Strategy 1: Align current systems to improve efficiency on campus across the board with an emphasis on making our current systems work in the current COVID environment.	

Actions: A. Evaluate all systems and look for areas of redundancies in programs. Identify overlaps and change, eliminate, or add to programs where needed.	**Formative**
	Nov
B. Tweak or eliminate systems to fit into the current COVID model of operation. (example: PLC times had to be modified and flexible to accomodate online learners.	**Jan**
	Mar
C.Focus PLC time to help with lesson design within the Canvas framework.	**Summative**
Staff Responsible for Monitoring: None	**June**

Title I Schoolwide Elements: None	**Problem Statements:** None
TEA Priorities: None	**Funding Sources:**
ESF Levers: None	None

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

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 to students, staff, and parents.

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

Summative Evaluation: None

Strategy 1: Infuse Community of Respect (CORE) values into all elements of the school culture	
Actions: A) Reinforce CORE values by integrating those values through the implementation of soft skills lessons with an emphasis on directly linking those values to the portrait of a graduate. B) Present Character Counts lessons on a weekly basis through 5th period advisory time. C) Support CORE values through various student incentive programs across grade levels. Examples-TRUST CARDS, STAYING INSIDE THE CIRCLE PROGRAM, RAIDER BUCKS, ETC. These programs focus on continually recognizing students who display positive attributes. D) Integrate CORE values into weekly video announcements. F) PBIS team will look at campus data at the end of every six weeks to determine where possible issue might be trending. These issues include discipline violations, graffiti, and possible bullying.	**Formative** **Nov** **Jan** **Mar** **Summative** **June**
Staff Responsible for Monitoring: Boyd Shannon	
Title I Schoolwide Elements: None **Problem Statements:** None **TEA Priorities:** None **Funding Sources:** **ESF Levers:** None None	

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

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

Summative Evaluation: None

Strategy 1: Create a culture of safety among the staff for awareness.	
Actions: A) Conduct safety and health training in accordance with BISD Employee Safety Plan throughout the year. B) Inform staff of safety and accident prevention equipment throughout the building using weekly staff newsletter and video announcements. C) Conduct weekly walks with the head custodian inside and outside the building, develop plans to address safety issues. D) Review district/campus incidents to identify possible safety issues, and discuss with the staff those areas to be aware of. E) Post/distribute (Toilet Tabloids) educational information regarding proactive safety and health concerns. F) Conduct monthly meetings with cafeteria manager on training for cafeteria staff on safety procedures and uniform compliance as well as safety needs and provide assistance as needed.	**Formative** **Nov** **Jan** **Mar** **Summative** **June**
Staff Responsible for Monitoring: Principal, Assistant Principals, Head Custodian, Cafeteria Manager, security guard, SRO	
Title I Schoolwide Elements: None **TEA Priorities:** None **ESF Levers:** None	**Problem Statements:** None **Funding Sources:** None
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue	

Performance Objective 3: The district will meet all compliance requirements for improvement planning.

Evaluation Data Sources: Annual review of district improvement plan requirements

Summative Evaluation: None

State Compensatory

Personnel for Smithfield Middle School

Name	Position	Program	FTE
Barbara Hix	Content Mastery	SP Ed	1.0
Colleen Horton	RTI Lab EA	RTI	1.0
Jennifer Iman	Math Interventionist	RTI	.5
Nicole Pool	Reading Interventionist	RTI	1.0
Staci Pope	RTI Lab EA	RTI/Sp Ed	1.0

2020-2021 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Kyle Pekurney	Principal
Administrator	Jason Turner	Assistant Principal
Non-classroom Professional	Mary Hadley	Academic Coach
Teacher	Susan Webb	Classroom Teacher
Business Representative	Jimmy Lucas	Business Owner
Paraprofessional	Gayle Hale	Paraprofessional
Parent	Courtney Iordanescu	Parent
Classroom Teacher	Angela Blankenship	Teacher
District-level Professional	Greg Bicknell	Assistant Director of Student Services

Addendums