

Birdville Independent School District

Smithfield Elementary

Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Smithfield Crew, building EXCEL leaders through relationships and a shared love for learning.

Vision

All learners succeed as leaders and problem solvers.

Value Statement

We value learning, collaboration and continuous improvement.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Smithfield Elementary School was established in 1953. SES is a suburban campus in northeast Tarrant County. We serve approximately 490 students in grades PK-5th. Of those 490 students, 61% are White, 23% are Hispanic, 9% are African American, 2% are Asian and 4% are of two or more races. SES is a Title I campus which means that 43% of our students are economically disadvantaged. We have 31% of our students which are considered to be "At-Risk". 7% of our students are Limited English Proficient (LEP). 12% of our students receive special education services. 10% of our students are identified and served in the Gifted and Talented program. 100% of our staff members meet federal highly qualified requirements. Our student attendance was 96%.

Demographics Strengths

Smithfield Elementary has some demographic strengths such as our mobility rate is at 12% which is below the district and state average. We have shown great growth through our STAAR data.

Problem Statements Identifying Demographics Needs

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.

Problem Statement 2: 31% of our students are considered to be At-Risk. **Root Cause:** We are unable to close the gaps in all of our student's performance areas.

Student Learning

Student Learning Summary

Our 2019 STAAR Scores show that in 4th and 5th grade 92% or more of our students approach the grade level standard and in 3rd grade 85% approached the standards. In writing 86% of our students approached the grade level standard. In reading across all grade levels 60-81% met the standard. When it comes to mastering grade level standards our scores ranged from 27% in 3rd math to 53% in 5th grade reading. STAAR ALT 2

In January 2020 we had 25% of our students on a Tier 2 or 3 in reading and math.

Student Learning Strengths

Smithfield Elementary received an overall score of 94% which gave a rating of an A overall in 2019. In reading our 4th and 5th grade scored the 2nd highest scores in the district with a 92% and 93%. In math 4th grade scored the 2nd highest in the district with an 86%. In 5th grade science SES also scored the 2nd highest in the district with a 94%. SES also received 5 out of 6 Distinction Designations in 2019.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: We did not receive a distinction in Math **Root Cause:** Our masters scores were lower than they needed to be as well as our attendance rate.

Problem Statement 2: All of our approaches reading scores in 3rd-5th grade dropped **Root Cause:** There is a need to create a more unified culture of literacy, especially in the area of writing, on our campus.

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. 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 Tier 3, (14% in reading and 11% in math for grades K-5 as of May 2019) which is based in part on universal screener performance below the 10th percentile nationally.

School Processes & Programs Strengths

The percentage of students in grades K-5 requiring tiered interventions has decreased steadily over the past two years. For example, the percentage of student receiving tier 3 interventions in math decreased from 17% in spring of 2018 to 14% in spring of 2019.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: RtI screener results for April 2019 indicate that 21% of students are reading below grade level.

Perceptions

Perceptions Summary

At Smitfield 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 ares of improvement are at Smitfield. 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: With construction and COVID we need to create an arrival/dismissal plan for parents to safely pick up and drop off their students.

Root Cause: COVID, construction and a limited parking lot.

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

Accountability Data

- Accountability Distinction Designations

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

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: Fountas & Pinnell reading levels

Education Galaxy

STAR Math

Summative Evaluation: None

| | |
|--|------------------|
| Strategy 1: Continue to build capacity to implement the district literacy plan at the campus level. | |
| <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 model classrooms to help other teachers visualize practice in action.</p> <hr/> <p>Staff Responsible for Monitoring: Administrators LOL Team Academic Coaches</p> <hr/> <p>Title I Schoolwide Elements: 2.4, 2.5</p> <hr/> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <hr/> <p>ESF Levers: None</p> | Formative |
| | Nov |
| | Jan |
| | Mar |
| | Summative |
| | June |
| <p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p> | |

Strategy 2: Continue to implement the five-year literacy plan with the focus of responsive teaching and continuous improvement.

- Actions:** a. Schedule and implement instructional rounds session based on conferencing 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.

Staff Responsible for Monitoring: Administrators

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals,
 Build a foundation of reading and math

Funding Sources:
 None

ESF Levers: None

Formative

Nov

Jan

Mar

Summative

June

Strategy 3: Develop a campus-wide plan for GT students to provide opportunities for rigorous learning beyond Tier I coursework.

- Actions:** a. Train teachers on Rigor and Relevance framework.
 b. Collaborate with GTI to provide activities during RTI instruction
 c. Use Mentoring Minds to increase rigor in small groups in support of all students.

Staff Responsible for Monitoring: Administrators

Title I Schoolwide Elements: 2.5, 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources:
 Mentoring Minds 211 - Title I \$1,700

ESF Levers: None

Formative

Nov

Jan

Mar

Summative

June

Strategy 4: Implement the reading academies established by TEA based on the HB3 requirements.

- Actions:** a. Implement the plan for Reading Academies.
 b. Conduct continuous improvement PDSA cycles on the academies each quarter.

Staff Responsible for Monitoring: Teachers
 Administration

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
 None

ESF Levers: None

Formative

Nov

Jan

Mar

Summative

June

Strategy 5: Implement a full day pre-K program for four year-olds that qualify based on a board approved plan.

- Actions:** a. Hire 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.

Staff Responsible for Monitoring: Administrators

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June



No Progress



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.

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

HB3 Goal

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

Summative Evaluation: None

| | | |
|--|---------------------------------|------------------|
| Strategy 1: Utilize the results of the RTI evaluation to develop a plan for RTI services. | | |
| Actions: a. Strengthen the RTI process through training and small group PLCs. | | Formative |
| Staff Responsible for Monitoring: Administration | | Nov |
| Title I Schoolwide Elements: None | Problem Statements: None | Jan |
| TEA Priorities: None | Funding Sources: | Mar |
| ESF Levers: None | None | Summative |
| | | June |
| Strategy 2: Continue implementation of continuous improvement processes | | |
| Actions: a. Use walk-through forms to evaluate implementation across campus. b. Provide refresher professional learning for those who need it. | | Formative |
| Staff Responsible for Monitoring: Administration | | Nov |
| Title I Schoolwide Elements: None | Problem Statements: None | Jan |
| TEA Priorities: None | Funding Sources: | Mar |
| ESF Levers: None | None | Summative |
| | | June |
|  No Progress  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: Evaluate campus social emotional learning across campus. | |
| 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 Staff Responsible for Monitoring: Counselor Administration | Formative |
| | Nov Jan Mar |
| Title I Schoolwide Elements: 3.1, 3.2 | Summative |
| TEA Priorities: None ESF Levers: None | Problem Statements: None Funding Sources: 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 the implementation of the behavioral RTI plan. | |
| <p>Actions: a. Monitor behavior RTI in classrooms b. Create a behavior RTI team to establish processes for implementation.</p> <hr/> <p>Staff Responsible for Monitoring: Administration</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p> | Formative |
| | Nov |
| | Jan |
| | Mar |
| | Summative |
| <p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p> | June |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>0% No Progress</p> </div> <div style="text-align: center;">  <p>100% Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div> | |

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: Implement campus plan to increase staff and student attendance | |
| <p>Actions: a. Create a system to celebrate staff attendance. b. Continue awards given for student attendance. c. Keep parents informed of attendance issues</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> | Formative |
| | Nov |
| | Jan |
| | Mar |
| | Summative |
| <p>Problem Statements: None</p> <p>Funding Sources: None</p> | June |
|  No Progress  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: 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. | | Formative |
| Staff Responsible for Monitoring: Admin | | Nov |
| Title I Schoolwide Elements: None | Problem Statements: None | Jan |
| TEA Priorities: None | Funding Sources: | Mar |
| ESF Levers: None | None | Summative |
| | | June |
|  No Progress  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 annually to students, staff, and parents.

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

Summative Evaluation: None

| | | |
|--|---------------------------------|------------------|
| Strategy 1: Establish a safe school community where students and staff report a sense of security. | | |
| 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. | | Formative |
| | | Nov |
| | | Jan |
| Staff Responsible for Monitoring: Administration | | Mar |
| Title I Schoolwide Elements: None | Problem Statements: None | Summative |
| TEA Priorities: None | Funding Sources: None | June |
| ESF Levers: None | | |
| <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> | | |

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

We developed our CNA on Sept. 14th for the upcoming 2020-21 school year.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Melissa Minix-principal

Ryan Holzberger- Assistant Principal

Sabrina Dowell-5th Grade Teacher

Nadia De La Cruz-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

Courtney Maxwell-SPED Teacher

2.2: Regular monitoring and revision

We will evaluate/review 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 LEA made our CIP available in in the front office to any stakeholder who is interested. We offered our CIP only in English.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The campus Parent and Family Engagement Policy was developed by:

Amy Pucel, Teacher

Diana Kirkwood, Parent

Courtney Wilson, Teacher

Heather Bartlett, Teacher

Maggie Shikany, Teacher

Courtney Maxwell, Teacher

Kerrie Tillotson, Parent

Ryan Holtzberger, Administrator

Melissa Minix, Administrator

SMITHFIELD ELEMENTARY SCHOOL

TITLE I, PART A PARENT AND FAMILY ENGAGEMENT POLICY

Statement of Purpose

The purpose of the Smithfield Elementary Parent and Family Engagement Policy is to promote a highly effective working partnership among families and staff. Smithfield Elementary has adopted the policy to ensure that we provide parents and families with substantial and meaningful opportunities to participate as equal partners in the education of their children. The campus will build capacities of staff, parents, families, and community members to work together as equal partners to improve achievement for all students.

Goals

- Smithfield Elementary will promote regular, two way communication between home and school
- Parents, families, educators, and community members assist in improving student achievement by supporting family involvement in the education of their children
- Smithfield Elementary will provide a safe and open atmosphere for parents and families to visit the school and to actively encourage parent and family support and assistance for school programs
- Smithfield Elementary and its staff will develop and deliver timely information and training to parents
- Smithfield Elementary will respond to such barriers as language, culture, education levels and work schedules of parents and families that may limit opportunities to participate fully in the education of their children
- Parents and families support their children's learning at home and in school and serve as their children's advocate
- Smithfield Elementary will disseminate information to parents on all required Title 1 notifications

Annual meeting

Smithfield Elementary will hold an annual parent meeting to educate parents about Title I funding and how it will be used to support the parent and family engagement. The campus will also host a flexible number of meetings with parents throughout the school year. A primary goal of these meetings will be to establish parents as equal partners in their child's academic achievement.

Parents' Right to Know

Smithfield Elementary will provide parents with an annual notification that outlines the parents' right to know about the professional qualifications of the classroom teachers who instruct their child, as well as any paraprofessionals who provide services to the child.

Building Capacity for Parent-School Partnerships

Smithfield Elementary will facilitate the use of district resources by parents and families, including those provided through Birdville ISD parent liaisons and staff:

- Training for parents in understanding students' state and local assessment and screener results
- Other parent trainings based on identified needs and requests
- Links to external agency resources, as needed
- Parenting skills classes
- ESL classes
- Homework help training
- Translation services for homework
- Interpreter services for ARD, LPAC, PPCD evaluations, counseling, psychological evaluations, teacher/principal conferences with parents at Title I, Part A schools, district meetings, PTA, and others

School-Parent Compacts

Smithfield Elementary will jointly develop and share with parents a school-parent compact. The school-parent compact outlines how parents, staff, and students share the responsibility for improved student academic achievement. It also describes the necessary partnership that must develop between the school and its families through regular two-way, meaningful communication. Smithfield Elementary will undertake an annual collaborative review of its school-parent compact and make revisions as needed.

Smithfield Elementary has a responsibility to:

- Implement high-quality curriculum and instruction in a supportive and effective learning environment
- Utilize relevant sections of the school-parent compact to guide parent-teacher conferences
- Provide frequent reports to parents on their child's progress
- Offer parents reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities
- Initiate and respond to parent communications

Parent responsibilities to support their child's learning include:

- Ensuring regular attendance

- Participating in decisions related to their child's education
- Monitoring positive use of extracurricular time, establishing healthy habits, and modeling literacy at home
- Completing an online volunteer registration form and volunteering on campus, whenever practical
- Initiating and responding to school communications

Parent Engagement Evaluation

Each spring, Smithfield Elementary will assemble a team, including Title I parents, teachers, and staff members, to review the content and effectiveness of family engagement policies and programs. Evaluation information will be collected through parent surveys that gauge levels of family engagement while identifying barriers to parent participation. Based on this input and through a collaborative consultation process, the campus will review the existing family engagement policy and make revisions as necessary.

3.2: Offer flexible number of parent involvement meetings

The following family engagement activities are planned for 2020-21:

- August Drive Through Meet the Teacher Night
- Annual Fall Title I Meeting on Zoom
- Virtual Showcase in the Spring
- Spring Family Engagement Policy and Compact Revision

Campus Funding Summary

| 211 - Title I | | | | | |
|------------------------------------|-----------|----------|------------------|--------------|--------------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 3 | Mentoring Minds | | \$1,700.00 |
| Sub-Total | | | | | \$1,700.00 |
| Budgeted Fund Source Amount | | | | | \$50,190.00 |
| +/- Difference | | | | | \$48,490.00 |
| Grand Total | | | | | \$1,700.00 |

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 Minix at (817)547-2100 or email at Melissa.minix@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 | <ul style="list-style-type: none"> • |
| | | | Curriculum | <ul style="list-style-type: none"> • |
| | | | 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 | <ul style="list-style-type: none"> • |

| (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 | <ul style="list-style-type: none"> • 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
2. Reform Strategies
3. HQ Staff
4. Professional Development
5. Attract HQ Staff

6. Parental Involvement
7. Transition
8. Teachers Inv. In Assessments
9. Mastery
10. Coordinate Programs