

**Birdville Independent School District**  
**Smithfield Middle School**  
**2021-2022 Campus Improvement Plan**



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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 but also at home.

# 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.

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)

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. We have increased the number of co-teachers and in class support. In addition, we have assigned case managers to all special education students. These case managers monitor and meet with our special education students on a regular basis.

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Community Based Accountability System (CBAS)

## Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA 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 EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- 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 progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by 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
- 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 reading and math), mClass (kindergarten reading and math), mClass (1-2 reading), Renaissance STAR Assessments (mathematics, 1-5), iStation (reading, grades 3-5), TEA Interim (grades 3-5 reading and mathematics)

Secondary: Renaissance STAR Assessments (grades 6-12, reading and mathematics), iStation (grade 7 diagnostic for reading difficulties), TEA Interim reading/ELA and mathematics (grades 6-8, E1, E2 and Algebra)

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Support the implementation of Tier 1 priorities within each content area with major focus on bringing all Tier 1 priorities back online to 2018-19 levels.</p> <p><b>Actions:</b> 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</p> <p>B. All classes will incorporate the use of word walls in instruction and will engage students with the vocabulary required by the standards</p> <p>C. Math instruction will include the use of UPS Check for problem solving and work to increase workshop model format by at least 10%.</p> <p>D. Social Studies instruction will include the use of primary and secondary source documents.</p> <p>E. Social Studies/Science instruction will implement SIOP protocols when working with English language learners.</p> <p>F. Science will implement the 5E model.</p> <p>H. Social Studies and Science classes move to create student data binders by the end of the year. These data binders will be implemented at the start of the 2022-23 school year.</p> <p>G. 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.)</p> <p><b>Staff Responsible for Monitoring:</b> Department Chairs<br/> AP-Spurlock<br/> AP-Turner<br/> Academic Coach-Hadley<br/> Principal-Pekurney</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> ESSER Tutors - ESSER - \$8,070</p> | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue


**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.


**HB3 Goal**


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

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Refine campus wide plan to address special populations on our campus.</p> <p><b>Actions:</b> A. Establish baseline using BOY screeners, and teacher made assessments to establish student target groups for RTI and AI. We also use this data for our SpEd case manger loads.</p> <p>B. Increase number of co-teach classes by four in order to help support SpEd population using baseline from the 2020-21 school year.</p> <p>C. Train staff in various co-teach models.</p> <p>D. Design master schedule to reduce class sizes of inclusion classes if possible. Emphasis should be on creating multiple inclusion classes per subject.</p> <p>E. Assign caseworker for all Sp Ed students to monitor and mentor grades and progress in all subjects with priority being Reading/History.</p> <p><b>Staff Responsible for Monitoring:</b> Caseworkers, Pekurney, Turner, Spurlock</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Personnel - 199 - General Funds: SCE</p> | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |

 0% No Progress

 100% Accomplished





 Continue/Modify

 Discontinue

**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><b>Strategy 1:</b> Continue to tweak campus wide system for teaching and reinforcing social/emotional development of all students at Smithfield Middle School.</p> <p><b>Actions:</b> A. Continue to use multiple systems to recognize students who consistently display positive behaviors on a daily basis-including ice cream cards, TRUST CARDS, Raider Reward Room, Raider Bucks.</p> <p>B. Restart "Staying Inside the Circle" form to monitor and track classroom/campus discipline issues.</p> <p>C. Offer one parent information session covering parenting of teens and common teen behavior and development. (Spring 2022)</p> <p>D. Maintain district Character Counts program through 5th period advisory time once a week.</p> <p>E. Create system to formally recognize those students who display CORE value characteristics. (Good news call of the day, newsletter spotlight, etc.) While we do this often, we do not have a formal system to track and monitor this.</p> <p>F. Create positive campus culture through the use of video announcements.</p> <p>G. Restart Raider Rewards Room to reward students who consistently display the traits that we want all of our students to have.</p> <p>H. Focus on a campus wide "Soft Skill" of the week.</p> <p>I. Bring back small group counseling sessions based on the needs of our students-grief group, social skills group, anger management group.</p> <p><b>Staff Responsible for Monitoring:</b> Student Assistance Counselor-Boyd Shannon, Department Chairs, Jason Brown-Partner from Community doing counseling groups</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> |     |     |           |

**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><b>Strategy 1:</b> Monitor and adjust existing campus behavior plan with overall goal of establishing a new baseline for the 2022-23 school year. We believe the data from the 2020-21 school year is not a good indicator to allow us to set a goal of decreasing incidents.</p> <p><b>Actions:</b> A. Maintain current system to monitor all discipline issues including time, location, consequences, restorative practices. Report data and recommended changes to all campus staff.</p> <p>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.</p> <p>C. Continue six week meetings with PBIS committee to review discipline data every six weeks and recommend Tier Placement and interventions</p> | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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


| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Monitor attendance to establish new baseline to use for the 2022-23 school year.</p> <p><b>Actions:</b> A. Run attendance reports every three weeks to identify students who start displaying poor attendance.</p> <p>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.</p> <p>C.. Post current attendance rate and goal on all newsletters, schedules, and announcements</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Attendance Clerk, Attendance Officer,</p> | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </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            |     |     |           |
|--|--------------------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Re-calibrate campus wide systems with the goal of returning to Fall of 2019 standard operating procedures.</p> <p><b>Actions:</b> A. Continue strategic use of data on a weekly/3 week/6 week time line. Empowering both teachers and students to own their data.</p> <p>B. Create all major assessments in Aware and have teachers breakdown, compare, and discuss data with goal being to be within 3-5% of co-teacher.</p> <p>C. Return to high level tier 1 instruction by refocusing on the smaller details that we felt went b by the wayside during the pandemic. These include-clear and precise communication of the standard, meaningful and rigorous task (aligned), data driven feedback, continue teacher and STUDENT data binders.</p> <p>D. Focus on reestablishing PLCs by creating schedule, operating norms, lesson review protocols, and peer observations through Raider Rounds.</p> <p>E. Conduct bi-weekly Department Head meetings.</p> <p>F. Reestablish communication system that includes-weekly failure letter to parents, missing work call-out, weekly progress reports from core subjects, Staff daily dashboard, weekly/monthly staff calendar/newsletter, and parent newsletter using constant contact.</p> <p>G. All content teachers will continue to use the reading strategies previously assigned at the start of the 2019-2020 school year. With the goal of all core subjects will implement at least one OER per grading period.</p> <p><b>Staff Responsible for Monitoring:</b> Campus wide</p> | Formative          |     |     | Summative |
|  | Nov                | Jan | Mar | June      |
|  | Empty review cells |     |     |           |

 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 in results on a school safety survey that is administered to students, staff, and parents.

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


| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Infuse Community of Respect (CORE) values into all elements of the school culture</p> <p><b>Actions:</b> 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.</p> <p>B) Present Character Counts lessons on a weekly basis through 5th period advisory time.</p> <p>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.</p> <p>D) Integrate CORE values into weekly video announcements.</p> <p>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</p> <p><b>Staff Responsible for Monitoring:</b> Crisis Counselor and Lead Counselor.</p> | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>  |           |     |     |           |


**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   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Create a culture of safety among the staff for awareness.</p> <p><b>Actions:</b> A) Conduct safety and health training in accordance with BISD Employee Safety Plan throughout the year.</p> <p>B) Inform staff of safety and accident prevention equipment throughout the building using weekly staff newsletter and video announcements.</p> <p>C) Conduct weekly walks with the head custodian inside and outside the building, develop plans to address safety issues.</p> <p>D) Review district/campus incidents to identify possible safety issues, and discuss with the staff those areas to be aware of.</p> <p>E) Post/distribute (Toilet Tabloids) educational information regarding proactive safety and health concerns.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Head Custodian, Cafeteria Manager, security guard, SRO</p> | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |

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

**Evaluation Data Sources:** Annual review of district improvement plan requirements

# State Compensatory

## Budget for Smithfield Middle School

**Total SCE Funds:**

**Total FTEs Funded by SCE: 4.5**

**Brief Description of SCE Services and/or Programs**

|  |
|--|
|  |
|--|

## Personnel for Smithfield Middle School

| <u>Name</u>    | <u>Position</u>              | <u>FTE</u> |
|----------------|------------------------------|------------|
| Barbara Hix    | Co-Teacher                   | 1          |
| Boyd Shannon   | Student Assistance Counselor | 1          |
| Colleen Horton | RTI Lab EA                   | 1          |
| Jennifer Iman  | Math Interventionist         | 0.5        |
| Nicole Pool    | Reading Interventionist      | 1          |
| Staci Pope     | RTI Lab EA                   | 0          |

# 2021-2022 Campus Site-Based Committee

| <b>Committee Role</b>       | <b>Name</b>     | <b>Position</b>         |
|-----------------------------|-----------------|-------------------------|
| Administrator               | Kyle Pekurney   | Principal               |
| Classroom Teacher           | Amy Patterson   | Teacher                 |
| Classroom Teacher           | Sam Sleadd      | Teacher                 |
| Classroom Teacher           | Jessica Milne   | Teacher                 |
| Paraprofessional            | Gayle Hale      | Para-Professional       |
| Non-classroom Professional  | Mary Hadley     | Academic Coach          |
| District-level Professional | Jennifer Miller | District Representative |
| Parent                      | Amy Lewis       | Parent                  |
| Parent                      | Tara Goodwin    | Parent                  |
| Community Representative    | Suzy Compton    | Community Member        |
| Community Representative    | Leah Burger     | Community Member        |
| Business Representative     | Dolores Webb    | Business Representative |
| Business Representative     | Mike Gist       | Business Representative |

# Campus Funding Summary

| 199 - General Funds: SCE |           |          |                  |              |                   |
|--------------------------|-----------|----------|------------------|--------------|-------------------|
| Goal                     | Objective | Strategy | Resources Needed | Account Code | Amount            |
| 1                        | 2         | 1        | Personnel        |              | \$0.00            |
| <b>Sub-Total</b>         |           |          |                  |              | <b>\$0.00</b>     |
| ESSER                    |           |          |                  |              |                   |
| Goal                     | Objective | Strategy | Resources Needed | Account Code | Amount            |
| 1                        | 1         | 1        | ESSER Tutors     |              | \$8,070.00        |
| <b>Sub-Total</b>         |           |          |                  |              | <b>\$8,070.00</b> |
| <b>Grand Total</b>       |           |          |                  |              | <b>\$8,070.00</b> |

# Addendums