

Birdville Independent School District
Smithfield Middle School
2022-2023 Formative Review



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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.

HB3 Goal

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

Strategy 1 Details	Reviews			
<p>Strategy 1: 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>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.</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 using the "Interactive Word Wall" in order to gain understanding of vocabulary and see visible representations of terms/concepts.</p> <p>D. Social Studies will collaborate with ELAR to find opportunities to blend content, so ELAR can support social studies curriculum with reading and writing.</p> <p>E. Students will be responsible for tracking their own data with the use of data binders by the end of the year.</p> <p>F. Science will intentionally focus on content specific vocabulary to enhance understanding of the curriculum.</p> <p>G. ELAR, Social Studies, and math will implement the Workshop model for instruction.</p> <p>Staff Responsible for Monitoring: Department Chairs Campus Administration</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: ESSER Tutors - ESSER - \$8,070, Instructional Coach - 255 - Title II - \$86,695</p>	Formative			Summative
	Nov	Jan	Mar	June
				



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



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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			
Strategy 1: Content teacher and In-Class-Support teacher plan together to address emergent bilingual and special education students' needs based on various data sources Set-up systems of support throughout the campus for addressing under-performing students' needs. Actions: A. Establish baseline using BOY screeners, and teacher made assessments to establish student target groups for Response to Intervention (RtI) and Accelerated Instruction (AI). We also use this data for our special education case manager loads. B. Collaborate with Emergent Bilingual (EB) specialists for targeted support for EB students who need additional language support. Also, provide Sheltered Instruction Observation Protocol (SIOP) training to core content teachers. C. Content teachers meet with co-teachers to plan for specific supports for EB and special education students. D. Design master schedule to reduce class sizes of inclusion classes if possible. Emphasis should be on creating multiple inclusion classes per subject. E. Assign caseworker for all special education students to monitor grades and progress in all subjects with priority being reading/history. Staff Responsible for Monitoring: Caseworkers Campus Administration TEA Priorities: Build a foundation of reading and math Funding Sources: Personnel - 199 - General Funds: SCE - \$180,997	Formative			Summative
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	 50%	 60%		
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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			
Strategy 1: Continue campus wide system for teaching and reinforcing social/emotional development of all students at Smithfield Middle School. Actions: 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, GOOD!, Be Kind, and Good News Call of the Day. B. "Staying Inside the Circle" form to monitor and track classroom/campus discipline issues. C. Offer one parent information session covering parenting of teens and common teen behavior and development. (Spring 2023) D. Maintain district Character Counts program through 5th period advisory time once a week. E. Recognize students who display CORE value characteristics. (Good news call of the day, newsletter spotlight, etc.) F. Create positive campus culture through the use of student lead video announcements. G. Raider Rewards Room is to reward students who consistently display the traits that we want all of our students to have. H. Focus on a campus wide "Soft Skill" of the week. I. Bring back small group counseling sessions based on the needs of our At-Risk students due to grades, behavior, or outside of school situations. Staff Responsible for Monitoring: Counseling Department, Department Chairs, Campus Administration	Formative			Summative
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Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

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







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

Strategy 1 Details	Reviews			
Strategy 1: Implement a school-wide PBIS (CHAMPS) to provide targeted structure and expectations across the campus. Actions: A. Every teacher will create classroom expectations based on the CHAMPS model, so students will know what is expected in the classroom based on what the teacher has students doing (independent work, group work, lab work, testing). Teachers are expected to start with two expectations for student behavior (independent work and group work). 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. C. Hold behavioral RTI committee meetings to review discipline data every four weeks and recommend Tier Placement and interventions. D. Teachers will continue to utilize the "Staying Inside the Circle Form" for a strategy to redirect students on actions that are deemed appropriate for teachers to address. E. Establish restorative discipline practices throughout the levels of misconduct, so students have an opportunity to restore the relationship with the teacher. Staff Responsible for Monitoring: Campus Administration, Staff	Formative			Summative
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Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

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







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

Strategy 1 Details		Reviews			
Strategy 1: Monitor attendance rate to identify low attendance and promote attendance at school through a reward system. 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. Post current attendance rate and goal on all newsletters, schedules, and announcements D. Post daily attendance rate taken by teacher and run reports at the end of the day to identify teachers not taking attendance. Staff Responsible for Monitoring: Principal, Assistant Principals, Attendance Clerk, Attendance Officer,		Formative			Summative
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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>Strategy 1: Staff will rely on data to plan lessons, instruct students, and assess students. The PSDA process will be evident in their practice.</p> <p>Actions: A. Continue strategic use of data on a weekly/4 week/9 week timeline. Empowering both teachers and students to own their data.</p> <p>B. All assessments will be common and teacher written, and teachers breakdown, compare, and discuss data with goal being to be within 3-5% of co-teacher.</p> <p>C. Teachers will implement district initiatives when planning, teaching, and assessing (tier 1 priorities and PSDA, 5 PLC questions).</p> <p>D. Revisit PLC operations by creating schedules, operating norms, lesson review protocols, and peer observations through Raider Rounds.</p> <p>E. Conduct bi-weekly Department Head meetings.</p> <p>F. Establish 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>Staff Responsible for Monitoring: Campus wide</p> <p>Funding Sources: Instructional Coach - 255 - Title II</p>	Formative			Summative
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Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Attain 90% or higher on the 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			
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 form, and Raider Bucks. These programs focus on continually recognizing students who display positive attributes. D) Integrate CORE values into weekly video announcements. E. Accept feedback on the efficiency and effectiveness of our safety drills (secure, lockdown, evacuate, shelter). Staff Responsible for Monitoring: Crisis Counselor and Lead Counselor, Allen		Formative			Summative
		Nov	Jan	Mar	June
					

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Create a culture of safety among the staff 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. Staff Responsible for Monitoring: Campus Administration, Head Custodian, Cafeteria Manager, security guard, SRO	Formative			Summative
	Nov	Jan	Mar	June
				
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