Birdville Independent School District

Smithfield Middle School

2023-2024 Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

Core Beliefs

Growth, Connections, Service

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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 830 students from Hurst, North Richland Hills, and Colleyville. These classes are comprised of the following demographics:

Male Students-416 (50.91%)
Female Students-403 (49.09%)

White-65.7%
Hispanic-19.49%
Asian-6.36%

Black-5.48%
Other-3.65%
Special Education-11.21%
Gifted and Talented-18.27%
Economically Disadvantaged-28.38%
Emergent Bilingual- 8%

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 demographics
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 a
also at home.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The emergent bilingual population has doubled in the last three years. As this population continues to increase, the Smithfield staff members will need to seek more training to better prepare for these learners in the classroom. This demographic has shown to be successful on state assessment, and we want to continue that student success.   **Root Cause:** Smithfield demographics has shifted to include more diversity due to growth in the district and families looking for a successful school for their children.

Student Learning

Student Learning Summary

Smithfield Middle School students performed very well on the individual STAAR assessments for 2022-2023. Reading scores for all students remained at 90%+ for the passing standard and increased on all levels in 8th grade. Reading scores increased in five of the nine areas when compared to 2019 pre-COVID. Math scores for all students remained at 90%+ for the passing standard and slightly increased in the Meets and Masters levels in 8th grade. Students remained successful for the year even with the small decrease in scores from the previous year by 1%-2%. Science and Social Studies scores increased in the Approaches and Meets category by 1%-8%. Algebra students performed at the 100% score for both Approaches and Meets level and 97% for the Masters level.

Students indicated that they were prepared for the STAAR assessment and the rigor of the new STAAR 2.0 questions. Special education students and Emergent Bilingual students continue to be an area that we will address for more support in the classroom through specific interventions and supports in and out of the classroom.

Student Learning Strengths

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. Students continue to make gains on performing at the level of 2019, which was pre-COVID-19. 8th grade reading continues to increase in all categories and surpassing the Masters level from 2019 (48%) to 2023 (57%). Social Studies increased from 2022 (81%) to 2023 (84%).

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-90% (34% Masters)
6th grade Math-94% (36% Masters)

7th grade Reading-94% (49% Masters)
7th grade Math-95% (47% Masters)

8th grade Reading-96% (57% Masters)
8th grade Math-94% (50% Masters)
8th grade Science-92% (35% Masters)
8th grade Social Studies-84% (32% Masters)
Algebra I-100% (97% Masters)

Problem Statements Identifying Student Learning Needs

Problem Statement 1: State and local assessments have variation in the scores over the last three years in math and reading. The level that has been affected the most is in our Masters level, which has a -1% to -11% drop from 2022 to 20223. **Root Cause:** In 2022-2023, Smithfield Middle School had a 24% turnover in staff. Teachers were new to the content area or grade levels, and a reflection of our percentage of students scoring in the Masters level.

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- Smithfield Middle staff members are invested in best practices of teaching by using district initiatives designed around curriculum and instruction for student success. Smithfield teachers provide training for the district in implementing best practices teaching strategies. Throughout the year, teachers perform "Raider Rounds" where they observe other teachers teaching. This system allows teachers to provide feedback to improve their craft of teaching and managing students.

In 2022, Smithfield Middle hired 11 new teachers, which makes up 23% of our teaching staff. Teachers are learning our systems and the processes that run the school. The challenge for the new teachers is to become as familiar with the systems and know how to use them.

Smithfield Middle School's fine art's programs have had a tradition of success. Band, choir, art, theatre lead the way in competitions and put an emphasis on being successful extra curricular activities for a well rounded education. Athletics is also an area students find success and growth during their time at Smithfield. Through football, basketball, volleyball, track, and cross country, students learn to compete and more importantly, they learn to work as a team and support one another. Smithfield Middle also offers off-campus gymnastics and tennis where they are able to compete in a specialized sport.

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

Smithfield Middle has many systems that help run the day-to-day operations that allow students to be successful. The Tutorial Board is a system that allows students to independently attend tutorials. This decreases barriers for students to seek help when they are in need. The Tutorial List system is a communication and accountability system that supports teachers and students. Teachers use the list to document missing assignments, and this is communicated to parents and students. The result of the system is students are accountable to turning in their

missing assignments; students follow-through in completing the assignments; and student learning increases. This is the most important system we use for student success.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Smithfield Middle School has twelve new teachers, one new assistant principal. New staff members to the building will need to learn the processes and systems that are used everyday. The staff rely on the processes and systems for the success of the students. **Root Cause:** The education profession experienced educators leaving the profession, and this had an impact on Smithfield Middle School.

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 become 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 counselors and staff members will select students that have social/emotional needs to mentor and check-in on. Our belief is every student and teacher have positive relationships, and teachers will make a difference by investing some time with the student during the school day. For other students who need more support, students will be able to work in groups with counselors to improve the students' social and emotional needs.

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.

Perceptions Strengths

Smithfield Middle School has a strong alignment with all stakeholders in communication, expectations, and safety for our students. The 2023 safety and security survey revealed knowledge in our processes and procedures for campus safety measures. Parents feel like they know what is going on at the school through communication from the district and campus level where they feel their student is safe. Parents feel welcomed to the campus and the parent involvement through volunteering is apparent throughout the year. Also, parents feel their student feel safe and enjoy coming to school every day. They acknowledge the efforts the campus focuses on to have students involved and participate in extracurricular activities to promote engagement and community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Partnerships outside of the school is low. Students could learn more from business leaders in the community as well as other community members **Root Cause:** Partnering with outside organizations decrease tremendously due to COVID-19 Virus, and those partnerships were not able to be established for over a year.

Priority Problem Statements

Problem Statement 1: The emergent bilingual population has doubled in the last three years. As this population continues to increase, the Smithfield staff members will need to seek more training to better prepare for these learners in the classroom. This demographic has shown to be successful on state assessment, and we want to continue that student success.

Root Cause 1: Smithfield demographics has shifted to include more diversity due to growth in the district and families looking for a successful school for their children.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Smithfield Middle School has twelve new teachers, one new assistant principal. New staff members to the building will need to learn the processes and systems that are used everyday. The staff rely on the processes and systems for the success of the students.

Root Cause 2: The education profession experienced educators leaving the profession, and this had an impact on Smithfield Middle School.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Partnerships outside of the school is low. Students could learn more from business leaders in the community as well as other community members

Root Cause 3: Partnering with outside organizations decrease tremendously due to COVID-19 Virus, and those partnerships were not able to be established for over a year.

Problem Statement 3 Areas: Perceptions

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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment 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 Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- 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 rates of progress between groups
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, 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
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

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.

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			
Strategy 1: Support the implementation of Tier 1 priorities within each content area.	**Formative**			**Summative**
Actions: A. Math instruction will be designed using the Workshop Model for collaborative, engaging learning experiences.	**Nov**	**Jan**	**Mar**	**June**
B. All classes will incorporate the use of word walls in instruction and will engage students with the vocabulary required by the standards.				
D. Social Studies will collaborate with Reading/Language Arts to find opportunities to blend content, so Reading/ Language Arts can support social studies curriculum with reading and writing.				
E. Science will design activities for student discussion of content using higher level questions and open-ended writing activities to support STAAR 2.0 questions.				
F. Students will independently track core subject, interim and common based assessment data in order to identify areas of growth and seek support.				
Staff Responsible for Monitoring: Department Chairs Campus Administration				
ESF Levers: Lever 5: Effective Instruction				
Problem Statements: Demographics 1 - School Processes & Programs 1				
Funding Sources: ESSER Tutors - ESSER - $8,070, Instructional Coach - 255 - Title II - $86,695				
0% No Progress 100% Accomplished ➡ Continue/Modify ✗ Discontinue				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: The emergent bilingual population has doubled in the last three years. As this population continues to increase, the Smithfield staff members will need to seek more training to better prepare for these learners in the classroom. This demographic has shown to be successful on state assessment, and we want to continue that student success.   **Root Cause**: Smithfield demographics has shifted to include more diversity due to growth in the district and families looking for a successful school for their children.

School Processes & Programs

Problem Statement 1: Smithfield Middle School has twelve new teachers, one new assistant principal. New staff members to the building will need to learn the processes and systems that are used everyday. The staff rely on the processes and systems for the success of the students.   **Root Cause**: The education profession experienced educators leaving the profession, and this had an impact on Smithfield Middle School.

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 and set-up systems of support throughout the campus for addressing under-performing students' needs.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: A. Use STAAR assessment data and district screeners to identify and monitor special education students and emergent bilingual (EB) students. 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. Co-teachers will monitor special education students' assessment data to communicate needs to parents. Co-teachers/teachers will use this data to plan tutorials. 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 and math. **Staff Responsible for Monitoring:** Caseworkers Campus Administration **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1 - School Processes & Programs 1 **Funding Sources:** Personnel - 199 - General Funds: SCE - $180,997				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: The emergent bilingual population has doubled in the last three years. As this population continues to increase, the Smithfield staff members will need to seek more training to better prepare for these learners in the classroom. This demographic has shown to be successful on state assessment, and we want to continue that student success.   **Root Cause**: Smithfield demographics has shifted to include more diversity due to growth in the district and families looking for a successful school for their children.

School Processes & Programs

Problem Statement 1: Smithfield Middle School has twelve new teachers, one new assistant principal. New staff members to the building will need to learn the processes and systems that are used everyday. The staff rely on the processes and systems for the success of the students.   **Root Cause**: The education profession experienced educators leaving the profession, and this had an impact on Smithfield Middle School.

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

Strategy 1 Details	Reviews			
Strategy 1: Continue campus wide system for teaching and reinforcing social/emotional development of all students at Smithfield Middle School.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: A. 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 monthly parent information sessions covering parenting of teens and common teen behavior and development. 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 a principal advisory committee to elicit feedback and ideas from student leaders on how to enhance the culture among the students. G. Create student groups using discipline data and teacher recommendations to provide connections to diverse students and student needs. **Staff Responsible for Monitoring:** Counseling Department, Department Chairs, Campus Administration **Problem Statements:** Demographics 1 - School Processes & Programs 1 - Perceptions 1 **Funding Sources:** Crisis Intervention Counselor - 199 - General Funds: SCE				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: The emergent bilingual population has doubled in the last three years. As this population continues to increase, the Smithfield staff members will need to seek more training to better prepare for these learners in the classroom. This demographic has shown to be successful on state assessment, and we want to continue that student success. **Root Cause**: Smithfield demographics has shifted to include more diversity due to growth in the district and families looking for a successful school for their children.

School Processes & Programs
Problem Statement 1: Smithfield Middle School has twelve new teachers, one new assistant principal. New staff members to the building will need to learn the processes and systems that are used everyday. The staff rely on the processes and systems for the success of the students.   **Root Cause**: The education profession experienced educators leaving the profession, and this had an impact on Smithfield Middle School.

Perceptions
Problem Statement 1: Partnerships outside of the school is low. Students could learn more from business leaders in the community as well as other community members   **Root Cause**: Partnering with outside organizations decrease tremendously due to COVID-19 Virus, and those partnerships were not able to be established for over a year.

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 classroom management system (CHAMPS) to provide targeted structure and expectations across the campus for positive behavior intervention and supports for students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: A. Teachers implement their CHAMPS (classroom management system) classroom expectations with fidelity, so students will know what to expect. B. Administration will create CHAMPS for spaces throughout the building and reinforce expectations throughout the year. C. Hold behavioral Response to Intervention (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. Teachers and administrators will implement restorative practices with students in order to provide the students an opportunity to learn and restore relationships with adults and other students. **Staff Responsible for Monitoring:** Campus Administration, Staff **Problem Statements:** Demographics 1 - School Processes & Programs 1				
0% No Progress　　100% Accomplished　　→ Continue/Modify　　✖ Discontinue				

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: The emergent bilingual population has doubled in the last three years. As this population continues to increase, the Smithfield staff members will need to seek more training to better prepare for these learners in the classroom. This demographic has shown to be successful on state assessment, and we want to continue that student success.　**Root Cause**: Smithfield demographics has shifted to include more diversity due to growth in the district and families looking for a successful school for their children.

School Processes & Programs
Problem Statement 1: Smithfield Middle School has twelve new teachers, one new assistant principal. New staff members to the building will need to learn the processes and systems that are used everyday. The staff rely on the processes and systems for the success of the students.　**Root Cause**: The education profession experienced educators leaving the profession, and this had an impact on Smithfield Middle School.

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.		**Formative**			**Summative**
Actions: A. Run attendance reports every week to identify students who start displaying poor attendance.		**Nov**	**Jan**	**Mar**	**June**
B. Use reward systems at weekly and monthly intervals to encourage positive attendance. Provide incentives to students who struggle with attendance. C. Post winners of attendance incentives to social media and during lunches and announcements, so students will see the benefits of their attendance. 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 **Problem Statements:** Demographics 1 - School Processes & Programs 1 - Perceptions 1 **Funding Sources:** Attendance Office - 199 - General Funds: SCE					
0% No Progress	100% Accomplished	Continue/Modify		Discontinue	

Performance Objective 1 Problem Statements:

Demographics
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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			
Strategy 1: Staff will rely on data to plan lessons, instruct students, and assess students. The PSDA process will be evident in their practice.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: A. Provide student and teacher data on a weekly/4 week/9 week timeline. Teachers will analyze their data during data meetings with administration to look for ways to improve instruction and processes. B. All common assessments will be teacher written based on instruction using the backward design method of lesson planning. C. Teachers breakdown, compare, and discuss data with goal being to be within 3-5% of co-teacher on common assessments. Identify areas of growth and make adjustments to instruction based on data. D. Teachers will implement district initiatives when planning, teaching, and assessing (tier 1 priorities and Plan, Do, Study, Act (PDSA), 5 PLC questions). E. Revisit planning period operations by creating schedules, operating norms, lesson review protocols, and peer observations through Raider Rounds. F. Conduct bi-weekly Department Head meetings. F. Communicate 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. **Staff Responsible for Monitoring:** Campus wide **Problem Statements:** Demographics 1 - School Processes & Programs 1 **Funding Sources:** Instructional Coach - 255 - Title II				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: The emergent bilingual population has doubled in the last three years. As this population continues to increase, the Smithfield staff members will need to seek more training to better prepare for these learners in the classroom. This demographic has shown to be successful on state assessment, and we want to continue that student success.   **Root Cause**: Smithfield demographics has shifted to include more diversity due to growth in the district and families looking for a successful school for their children.

School Processes & Programs

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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		**Formative**		**Summative**
Actions: A. 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. B. Present Character Strong lessons on a weekly basis through 5th period advisory time. D. Create a teacher CORE Values committee to identify students who demonstrate CORE values. E. Educate students on Annonymous Alerts, Crime Stoppers, and incident reporting to support students who are in need. F. Educate students on safety topics related to exterior doors remaining shut and locked. **Staff Responsible for Monitoring:** Crisis Counselor and Lead Counselor, Administration. **Problem Statements:** School Processes & Programs 1 - Perceptions 1	**Nov**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

| School Processes & Programs |
|---|
| **Problem Statement 1**: Smithfield Middle School has twelve new teachers, one new assistant principal. New staff members to the building will need to learn the processes and systems that are used everyday. The staff rely on the processes and systems for the success of the students.   **Root Cause**: The education profession experienced educators leaving the profession, and this had an impact on Smithfield Middle School. |

Perceptions
Problem Statement 1: Partnerships outside of the school is low. Students could learn more from business leaders in the community as well as other community members   **Root Cause**: Partnering with outside organizations decrease tremendously due to COVID-19 Virus, and those partnerships were not able to be established for over a year.

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.		**Formative**		**Summative**
Actions: A. Conduct monthly safety and health training in accordance with BISD Employee Safety Plan.	**Nov**	**Jan**	**Mar**	**June**
B. Educate staff of emergency procedures and routines in exiting the building during drills. C. Conduct weekly walks with the head custodian inside and outside the building, develop plans to address safety issues. D. Conduct monthly safety committee meetings to discuss topics for upcoming training, review accident reports and plan to minimize accidents in the future. 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 **Problem Statements:** School Processes & Programs 1				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 2 Problem Statements:

School Processes & Programs
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State Compensatory

Budget for Smithfield Middle School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 4.5
Brief Description of SCE Services and/or Programs

Personnel for Smithfield Middle School

Name	Position	FTE
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

Title I Personnel

Name	Position	Program	FTE
Mary Hadley	Instructional Coach	Title II	1.0

2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Jason Turner	Principal
Classroom Teacher	Amy Patterson	Teacher
Classroom Teacher	Sam Sleadd	Teacher
Classroom Teacher	Jessica Milne	Teacher
Paraprofessional	Jennifer Webb	Para-Professional
Non-classroom Professional	Mary Hadley	Academic Coach
Parent	Amy Lewis	Parent
Parent	Tara Goodwin	Parent
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		$180,997.00
1	3	1	Crisis Intervention Counselor		$0.00
2	1	1	Attendance Office		$0.00
				Sub-Total	$180,997.00
				Budgeted Fund Source Amount	$180,997.00
				+/- Difference	$0.00
255 - Title II					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Coach		$86,695.00
2	2	1	Instructional Coach		$0.00
				Sub-Total	$86,695.00
				Budgeted Fund Source Amount	$86,695.00
				+/- Difference	$0.00
ESSER					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	ESSER Tutors		$8,070.00
				Sub-Total	$8,070.00
				Budgeted Fund Source Amount	$8,070.00
				+/- Difference	$0.00
				Grand Total Budgeted	$275,762.00
				Grand Total Spent	$275,762.00
				+/- Difference	$0.00

Addendums

2023 STAAR PERFORMANCE

	6TH READING			7TH READING			8TH READING		
	APP	MEETS	MASTERS	APP	MEETS	MASTERS	APP	MEETS	MASTERS
2019	82%	56%	29%	95%	78%	50%	99%	78%	48%
2020	COVID-19								
2021	88%	57%	30%	86%	62%	36%	87%	57%	31%
2022	90%	68%	43%	93%	78%	57%	94%	78%	53%
2023	90%	70%	34%	94%	77%	49%	96%	82%	57%
2022-2023 Comparison	0%	2%	-9%	1%	-1%	-8%	2%	4%	4%
2019-2023 Comparison	8%	14%	5%	-1%	-1%	-1%	-3%	4%	9%

	6TH MATH			7TH MATH			8TH MATH		
	APP	MEETS	MASTERS	APP	MEETS	MASTERS	APP	MEETS	MASTERS
2019	96%	85%	60%	98%	87%	61%	100%	97%	55%
2020	COVID-19								
2021	94%	81%	50%	88%	71%	43%	88%	80%	35%
2022	96%	76%	38%	93%	83%	58%	96%	82%	49%
2023	94%	75%	36%	95%	81%	47%	95%	84%	50%
2022-2023 Comparison	-2%	-1%	-2%	2%	-2%	-11%	-1%	2%	1%
2019-2023 Comparison	-2%	-10%	-24%	-3%	-6%	-14%	-5%	-13%	-5%

	8TH SCIENCE			8TH SOCIAL STUDIES			ALGEBRA		
	APP	MEETS	MASTERS	APP	MEETS	MASTERS	APP	MEETS	MASTERS
2019	98%	85%	63%	88%	53%	29%	100%	100%	98%
2020	COVID-19								
2021	91%	74%	54%	79%	54%	29%	99%	99%	90%
2022	92%	67%	44%	81%	49%	33%	100%	100%	100%
2023	93%	75%	35%	84%	56%	32%	100%	100%	97%
2022-2023 Comparison	1%	8%	-9%	3%	7%	-1%	0%	0%	-3%
2019-2023 Comparison	-5%	-10%	-28%	-4%	3%	3%	0%	0%	-1%

PASSING PERCENTAGES INCREASED 6 OF 9 AREAS

MEETS CATEGORY INCREASED IN 5 OF 9 AREAS

MASTERS CATEGORY INCREASED IN 2 OF 9 AREAS