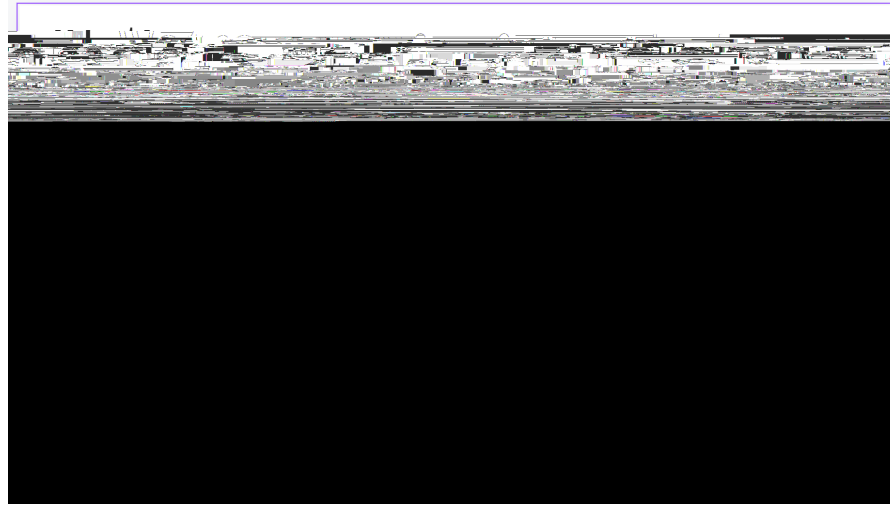


**Birdville Independent School District**  
**Smithfield Elementary**  
**2024-2025 Campus Improvement Plan**



# Mission Statement



We the Smithfield family, are committed "to building EXCEL leaders through relationships and a shared love of learning."

# Value Statement



Vision: Excellence, Integrity and Service



# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Smithfield Elementary School (SES) serves approximately 603 students in grades PK-5th. Of those 603 students, 56% (340 students) are White, 27% (164 students) are Hispanic, 9% (57 students) are African American, 4% (24 students) are Asian and 1% (7 students) are of two or more races. SES is a Title I campus which means that 42% (256 students) of our students are economically disadvantaged. We have 51% (308 students) of our students which are considered to be "At-Risk". 11% (64 students) of our students are Limited English Proficient (LEP). We have 15% (92 students) of our students who receive special education services. We also have 8% (50 of our students) of our students who are identified and served in the Gifted and Talented program. Our student attendance was 95%.

### Demographics Strengths

Smithfield Elementary School benefits from a diverse student population, with a significant proportion of students in the Gifted and Talented program (8%) and a high



## **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Smithfield Elementary faces disparities in academic achievement and/or growth across various student subgroups, particularly in Reading/ Language Arts, Mathematics, and Science. **Root Cause:** These gaps indicate a need for more targeted and effective interventions to ensure that all students succeed academically and reach their full potential.

# 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. Progress monitoring and collaboratives take place once every 9 weeks to reevaluate where students are. 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 2 and Tier 3, (22% in reading and 13% in math for grades K-5 as of May 2024) which is based in part on universal screener performance.

## School Processes & Programs Strengths

We have developed a process for evaluating student progress every 9 weeks through a collaborative meeting between teachers, administration, the instructional facilitator and the dyslexia specialist. Interventions are also discussed during these collaboratives. Our math percentage of tier 2 and 3 students has remained the same over the past 2 years.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Screener assessments for May 2024 indicate that 25% of students are reading below grade level. **Root Cause:** These gaps indicate a need for more targeted and effective interventions to ensure that all students succeed academically and reach their full potential, particularly with guided reading practices and phonics.

# Perceptions

## Perceptions Summary

At Smithfield Elementary we conduct Parent Surveys at the beginning of the year. However, the data that is collected is about expectations that parents have of teachers and their



# Priority Problem Statements

**Problem Statement 1:** Screener assessments for May 2024 indicate that 25% of students are reading below grade level.

**Root Cause 1:** These gaps indicate a need for more targeted and effective interventions to ensure that all students succeed academically and reach their full potential, particularly with guided reading practices and phonics.

**Problem Statement 1 Areas:** School Processes & Programs

**Problem Statement 2:** Smithfield Elementary faces disparities in academic achievement and/or growth across various student subgroups, particularly in Reading/Language Arts, Mathematics, and Science.

**Root Cause 2:** These gaps indicate a need for more targeted and effective interventions to ensure that all students succeed academically and reach their full potential.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Smithfield Elementary is experiencing a growing emergent bilingual population, increasing from 7% in 2020-2021 to 11% in 2023-2024. This rising trend poses challenges in providing adequate support and resources tailored to the needs of these students, which may impact their overall educational experience and integration.

**Root Cause 3:** The root cause is likely a lack of scalable and adaptive support systems to keep pace with the growing number of emergent bilingual students. The current resources and instructional strategies may not be sufficient to effectively address the expanding needs of this population, leading to potential gaps in language development and academic support.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** Survey data indicate that parents believe campus safety is an area of concern, even though they strongly agree that students feel safe at school.

**Root Cause 4:** Limited or unclear communication regarding school safety has contributed to parents' concerns and perceptions about the campus environment.

**Problem Statement 4 Areas:** Perceptions

# **Comprehensive Needs Assessment Data Documentation**

# Goals

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## HB3 Goal

**Evaluation Data Sources:** PK: CIRCLE (reading and math)

K-5: Fountas & Pinnell reading levels

K: mClass (reading and math)

1-2: mClass (reading)

3-5: Renaissance STAR Reading

1-5: Renaissance STAR Math

3-5: State Interim Assessments (reading, math)

## Strategy 1 Details

**Strategy 1:** Continue to build capacity of campus staff to implement the district literacy plan..

- Actions:** a. Utilize the leadership team to train and to lead the implementation of the district plan and strategies.
- b. Provide literacy plan coaching support for teachers.
- c. Use exemplar teachers to model lessons to help other teachers visual practice(s) in action.
- d. Implement "Plan for Learning Protocols" in PLC to design exemplar Tier I lessons

### Strategy 2 Details

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

- Actions:** a. Schedule and implement instructional rounds based on best practices and responsive teaching.  
b. Provide professional development focused on best practices and strategies to help support teachers.  
c. Conduct campus walk throughs for the purpose of collecting artifacts to support literacy implementation.  
d. Increase teacher capacity to teach the required K-3 phonics program.  
e. Purchase "Amplify Boost" to support Core 95 instruction.

**Staff Responsible for Monitoring:** Administrators  
Instructional Coach

**Title I:**

2.4, 2.5, 2.6

- **TEA Priorities:**

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

**Problem Statements:** School Processes & Programs 1

### Strategy 3 Details

**Strategy 3:** Continue to refine and implement a campus-wide plan for gifted and talented (GT) students to provide opportunities for rigorous learning beyond Tier I coursework.

- Actions:** a. Teachers will continue to refine their practice in the Rigor and Relevance framework.  
b. Collaborate with teachers to provide activities during intervention instruction and K-2 push-in to provide enrichment lessons, when possible.

**Staff Responsible for Monitoring:** Administrators

**Title I:**

2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Student Learning 1

### Strategy 4 Details

**Strategy 4:** Continue to support a full day pre-K program for four year-olds and half-day for three year olds that qualify based on a board approved three-year plan.

- Actions:** a. Maintain 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.  
d. Implement new curriculum in the pre-kindergarten classrooms.

**Staff Responsible for Monitoring:** Administrators  
PK teachers

**Problem Statements:** School Processes & Programs 1

**Strategy 5 Details**

**Strategy 5:** Train staff to administer progress monitoring assessments with fidelity for reading and math in grades PK-5.

**Actions:**

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### Strategy 3 Details

**Strategy 3:** 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.
  - c. Provide new teacher training throughout the year to ensure that the processes are being used and understood.

**Staff Responsible for Monitoring:** Administration

**Problem Statements:**

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**Evaluation Data Sources:**

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# State Compensatory

# Title I

## **1.1: Comprehensive Needs Assessment**

We developed our CNA in May for the upcoming 2023-24 school year.

## **2.1: Campus Improvement Plan developed with appropriate stakeholders**

Melissa Pellegrino-Principal

Ryan Holzberger-Assistant Principal

Weston Baccus- 5th Grade Teacher

Courtney Maxwell-4th Grade Teacher

Haley Hollis-3rd Grade Teacher

Sarah Smith-2nd Grade Teacher

Heather Bartlett-1st Grade Teacher

Courtney Wilson-Kindergarten Teacher

Maggie Shikany- PE teacher

Carrie Growald-Math Interventionist

Courtney Files-Parent

Abby Stienbrink-Parent

Kyle Fox-Community Member

Andrea Trotter-Business Owner

## **2.2: Regular monitoring and revision**

We will evaluate 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 Campus Improvement Plan is made available to parents and the public through the campus website in English and other languages as practicable. The plan is also available through the district website in English, and a printed copy may be requested in the campus front office.

## **2.4: Opportunities for all children to meet State standards**

- Workshop Model
- Sheltered Instruction
- Leveled Literacy Intervention
- Social Skills Training

Increased learning time is provided through pullout intervention programs and targeted tutoring.

## **2.6: Address needs of all students, particularly at-risk**

Student enrollment, attendance, and success will be supported through targeted support programs that address the specific needs of our at-risk student population, as well as schoolwide incentive.

## **3.1: Annually evaluate the schoolwide plan**



**Parents:**

**Diana Kirkwood**

**Courtney Files**

Teachers:

Courtney Wilson

Weston Baccus

Courtney Maxwell

Administrators:

Melissa Pellegrino

Ryan Holzberger

Other Campus and District Staff:

Kat Green

## **4.2: Offer flexible number of parent involvement meetings**

The following family engagement activities are planned for 2023-24:

- August Refresh Back to School Event at WG Thomas Coliseum
- August Meet the Teacher Night Aug. 14 on campus
- Parent Info Night/Title I Meeting Aug. 28th, 29th and 30th
- October Museum Night at FW Museum  
Science Hat Parade Oct. 27th

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Lauren Holder	GAPS EA	Title I	1.0

# Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	SCE Campus Personnel		\$183,288.00
<b>Sub-Total</b>					\$183,288.00
<b>Budgeted Fund Source Amount</b>					\$183,288.00
<b>+/- Difference</b>					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Professional Development		\$2,500.00
1	2	2	Tutoring		\$14,883.00
1	2	2	Title I Personnel		\$28,304.00
1	3	1	Title I Family Engagement		\$1,000.00
1	3	1	Professional Development		\$2,500.00
<b>Sub-Total</b>					\$49,187.00
<b>Budgeted Fund Source Amount</b>					\$49,187.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$232,475.00
<b>Grand Total Spent</b>					