Birdville Independent School District

Smithfield Elementary

2022-2023 Campus Improvement Plan

Comprehensive Needs Assessment

Demographics

Demographics Summary

Smithfield Elementary School serves approximately 600 students in grades PK-5th. Of those 600 students, 58% are White, 23% are Hispanic, 8% are African American, 4% are Asian and 7% are of two or more races. SES is a Title I campus which means that 43% of our students are economically disadvantaged. We have 41% of our students which are considered to be "At-Risk". 9% of our students are Limited English Proficient (LEP). 13% of our students receive special education services. 10% of our students are identified and served in the Gifted and Talented program. Our student attendance was 96%.

The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 Smithfield Elementary School did not meet the target with a TELPAS progress rate of 35%. In 2021-2022 Smithfield Elementary School met the target with a TELPAS progress rate of 38%. In comparing the progress rate from 2021 and 2022, Smithfield Elementary School demonstrated a 3% point increase in students' English language development.

Demographics Strengths

Smithfield Elementary has some demographic strengths such as our enrollment has grown by 75 more students which is 14% over just last year. Our mobility rate is at 12% which is below the district and state average. Birdville ISD has a long tradition of creating a family atmosphere for both employees and families served by the district. At Smithfield Elementary we have over 50% of our teachers and staff who either have students who attend BISD schools or are a BISD graduate themselves.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We did not meet our goal of 97% on our attendance rate. **Root Cause:** Students are not in attendance and often as needed.

Problem Statement 2 (Prioritized): 41% of our students are considered to be At-Risk. **Root Cause:** We have large learning gaps and students who are coming to us from other places who need a lot of support.

Student Learning

Student Learning Summary

Our 2022 our Overall Accountability Rating from TEA is a 94 and an A in Student Achievement, School Progress and Closing the Gaps. Our STAAR scores reflected that in every testing subject and grade except for 5th grade math, we increased our percentage of students who reached Approaches. We also scored either the highest or the second highest in every test at the district level, except for 5th grade math. In all subject areas and grade levels except for 5th grade

School Processes & Programs

Perceptions

Perceptions Summary

At Smithfield we conduct Parent Surveys on a regular basis at the beginning of the year. However the data that is collected is about expectations that parents have of teachers and their students. We also ask what we can expect from them as parents. We also have a parent survey that asks perception data such as what parents feels are strengths and ares of improvement are at Smithfield. The top 2 areas of improvement are

1. Parking/pick-up and drop off

2. Communication

Perceptions Strengths

One of the consistent responses that parents give is that they feel as though their child is safe at school and that they feel welcomed while they are here.

Problem Statements Identifying Perceptions Needs

Priority Problem Statements

Problem Statement 3: We did not meet our goal of 97% on our attendance rate.

Root Cause 3: Students are not in attendance and often as needed.

Problem Statement 3 Areas: Demographics

Problem Statement 1: We did not receive a distinction in Math from TEA.

Root Cause 1: This was based on our attendance rate, accelerated student progress and 5th grade Masters percentage..

Problem Statement 1 Areas: Student Learning

Problem Statement 2: RtI screener results for May 2022 indicate that 20% of students are reading below grade level.

Root Cause 2: Difficult to close the reading gaps from lost instruction. Becoming more intentional about guided reading practices.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 4: 41% of our students are considered to be At-Risk.

Root Cause 4: We have large learning gaps and students who are coming to us from other places who need a lot of support.

Problem Statement 4 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
  Campus/District improvement plans (current and prior years)

Goals

I qcn"3< Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

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a) In addition, all students in grades PK-3rd will meet the progress monitoring targets for each demographic group in order to achieve the HB3 Board Goals in reading and math.

HB3 Goal

Evaluation Data Sources: PK: Circle (reading and math)
K-5: Fountas & Pinnell reading levels
K: mClass (reading and math)
1-2: mClass (reading)
3-5: STAR Reading
1-5: STAR Math
3-5 TEA Interims (reading, math)

Strategy 1 Details	Reviews

Strategy 1: Continue to build capacity to implement the district literacy plan at the campus level.
    Actions: a. Utilize LOL team to train and lead implementation of district plan and strategies.
    b. Provide coaching support for teacher on literacy plan.
    c. Use exemplar teachers to model lessons to help other teachers visual practice in action.
    Staff Responsible for Monitoring: Administrators	

Strategy 4 Details	Reviews

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.	

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Problem Statement 1: RtI screener results for May 2022 indicate that 20% of students are reading below grade level. **Root Cause**: Difficult to close the reading gaps from lost instruction. Becoming more intentional about guided reading practices.

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.

Strategy 3 Details	Reviews

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Problem Statement 2: 41% of our students are considered to be At-Risk. **Root Cause**: We have large learning gaps and students who are coming to us from other places who need a lot of support.
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Problem Statement 1: We did not receive a distinction in Math from TEA. **Root Cause**: This was based on our attendance rate, accelerated student progress and 5th grade Masters percentage..
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Goal 4: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 4: 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: Continue to monitor continuous improvement processes at a campus level.				**Formative**			**Summative**
Actions: a. Meet with campus problem solving committee and use CI tools to work through campus issues.				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin							
0% No Progress	Accomplished	Continue/Modify	Discontinue				

I qcn"5‹ All students and staff will learn and work in a safe and responsive environment.

Rgthqt o cpeg"Qdlgevkxg"3‹ Attain a 10% annual increase on a school safety survey that is administered annually to students, staff, and parents.

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

Strategy 1 Details	Reviews			
Strategy 1: Establish a safe school community where students and staff report a sense of belonging, security and well-being.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: a. Use safety team to discuss safety issues. b. Collaborate with safety officials and community members to ensure security. c. Gather input from students about safety concerns. d. Work in collaboration with appropriate staff to ensure and enhance recommended CDC behaviors. e. Continue to utilize the Anonymous Alerts and Threat Assessment system for students, staff, and community to report safety concerns and personal threats. **Staff Responsible for Monitoring:** Administration **Problem Statements:** Demographics 1				
0% No Progress Accomplished Continue/Modify Discontinue				

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State Compensatory

Budget for Smithfield Elementary

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Vqvcn"HVGu"Hwpfgf"d{"UEG< 1.5
Dtkgh"Fguetkrvkqp"qh"UEG"Ugtxkegu"cpf"qt"Rtqitcou

Personnel for Smithfield Elementary

Name	Position	FTE
Carrie Growald	Math Interventionist	

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

We developed our CNA May 2nd for the upcoming 2022-23 school year.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

Melissa Pellegrino-Principal

Ryan Holzberger-Assistant Princpal

Sabrina Dowell- 5th Grade Teacher

Courtney Maxwell-4th Grade Teacher

Amy Pucel-3rd Grade Teacher

Sarah Smith-2nd Grade Teacher

Heather Bartlett-1st Grade Teacher

Courtney Wilson-Kindergarten Teacher

Maggie Shikany- PE teacher

Carrie Growald-Math Interventionist

Courtney Files-Parent

Abby Stienbrink-Parent

Kyle Fox-Community Member

Andrea Trotter-Business Owner

2.2: Regular monitoring and revision

- Whole Child Initiative

- Conscious Discipline

- Workshop Model

- Sheltered Instruction

- Leveled Literacy Intervention

- Social Skills Training

Increased learning time is provided through pullout intervention programs and targeted tuto

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

tudent 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. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The Campus Needs Assessment (CNA) is completed each spring through a multi-stakeholder collaborative process using multiple sources of data to evaluate the effectiveness of programs and practices.

The CNA addresses:

1. Demographics

2. Perceptions

3. Student Learning

4. Processes and Programs

The findings of the CNA are used to inform the Campus Improvement Plan (CIP). Both the CNA and CIP are presented to the Site Based Committee for review and feedback at the end of the school year.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Plan was developed through the input and involvement of the following:

Parents:

Diana Kirkwood

- March Open House on campus

- March Discover Birdville Event (Saturday 9:00-10:00) at Birdville High School

- April Family Engagement Policy and Compact Revision May on campus

5. Targeted Assistance Schools Only

Title I Personnel

Name	Position	Program	FTE
Erica Parkey	Educational Assistant	Title I	1.0

Campus Funding Summary

ESSER					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Grand Total Spent	$174,982.00
				+/- Difference	$0.00

Addendums