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Public Presentation Date: September 19, 2023

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SES Mission Statement 2023-24

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Smithfield Elementary School serves approximately 610 students in grades PK-5th. Of those 610 students, 58% (354 students) are White, 23% (140 students) are Hispanic, 8% (48 students) are African American, 4% (24 students) are Asian and 7% (43 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 52% (317 students) of our students which are considered to be "At-Risk". 10% (61 students) of our students are Limited English Proficient (LEP). We have 11% (67 students) of our students who receive special education services. We also have 7% (43 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 has some demographic strengths such as our enrollment continues to grow. 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): We have 52% of our students who 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

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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 areas 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

Problem Statement 1 (Prioritized): We want to ensure that our campus culture is supported through strategies and processes that focus on relational capacity with all stakeholders.
Root Cause: Survey results show students and staff feel safe and want to maintain our culture based on relationships, support and collaboration.

Priority Problem Statements

Problem Statement 1: We scored 10th in the district in 5th Grade Math. That is lower than we usually score.

Root Cause 1: The new ECRs have also affected our scores. We will focus on our curriculum and strategies.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: RtI screener results for May 2023 indicate that 15% 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 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 4: We have 52% of our students who 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

Problem Statement 5: We want to ensure that our campus culture is supported through strategies and processes that focus on relational capacity with all stakeholders.

Root Cause 5: Survey results show students and staff feel safe and want to maintain our culture based on relationships, support and collaboration.

Problem Statement 5 Areas: Perceptions

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

Improvement Planning Data

District goals

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

All students will make at least one year's progress in reading and math literacy between the beginning and end of year.

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.	**Formative**			**Summative**
Actions: a. Utilize leadership 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 Leadership Team Academic Coach **Title I:** 2.4, 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** Demographics 2 **Funding Sources:** Academic Coach - 199 - General Funds: SCE	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews

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.		**Formative**		**Summative**
		Nov	**Jan**	**Mar**	**June**

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.
    d. Implement new curriculum in the pre-kindergarten classrooms.
    Staff Responsible for Monitoring: Administrators
PK teachers
 	
Problem Statements: Demographics 2
Funding Sources: Prekindergarten Teacher - 199 - General Funds: SCE	

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

Problem Statement 1: We scored 10th in the district in 5th Grade Math. That is lower than we usually score.

Strategy 3 Details	Reviews
Strategy 3:	

Problem Statement 2: We have 52% of our students who 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.
Problem Statement 1: We scored 10th in the district in 5th Grade Math. That is lower than we usually score.   **Root Cause**: The new ECRs have also affected our scores. We will focus on our curriculum and strategies.
Problem Statement 1: RtI screener results for May 2023 indicate that 15% 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.

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

Reduce the number of students assigned to behavioral RtI Tiers 2 and 3.

Evaluation Data Sources: Behavioral RtI data records

Strategy 1 Details	Reviews
Strategy 1: Monitor the implementation of the behavioral RTI plan. **Actions:** a. Monitor behavior RTI in classrooms b. Continue to use the behavior RTI team to establish processes for implementation. c. Utilize the Behavior EA to help increase proactive tools for students to learn and use to regulate emotions and reduce behaviors. **Staff Responsible for Monitoring:** Administration **Title I:** 2.6	

The system will utilize efficient and effective operations to support and improve the learning organization.

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: Refine and implement the campus plan to improve and address student attendance, social needs that interfere with attendance and collect pertinent data on strategies that would mitigate poor student attendance.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Actions: a. Create a system to celebrate staff attendance. b. Continue awards given for student attendance using incentive attendance funds c. Keep parents informed of attendance issues **Staff Responsible for Monitoring:** Admin **Problem Statements:** Demographics 1 **Funding Sources:** Attendance Incentives - 199 - General Funds - $250					
0% No Progress	Accomplished	Continue/Modify		Discontinue	

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

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

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

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Budget for Smithfield Elementary

$0.00

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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

- 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

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.

4.1: 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	
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

ESSER					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				+/- Difference	$0.00

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