

Birdville Independent School District
Smithfield Middle School
2025-2026 Campus Improvement Plan



Mission Statement

Smithfield Middle School seeks to provide all Raiders a safe and positive environment while encouraging a commitment to continued academic and social growth through challenging and meaningful learning opportunities in order to create resilient lifelong learners, leaders, and achievers in society.

Value Statement

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-53.2%

Female Students-46.8%

White-63.2%

Hispanic-20.7%

Asian-6.5%

Black-7.8%

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 allow 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 are at school but also at home.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): While emergent bilingual students have been successful on state assessments, SMS staff need additional training to continue meeting the needs of these students.

Root Cause: The emergent bilingual population has doubled in the last three years.

Problem Statement 2 (Prioritized): Student transfers sit at 7%. Students new to Smithfield Middle School need support learning the systems of support.

Root Cause: Student Mobility is a factor across the state and can affect any student.

Problem Statement 3 (Prioritized): Special Education students passing percentage decreased in all subject areas for 2025 STAAR assessments.

Root Cause: Large number of student population in special education contributed to the higher percentage of failures.

Problem Statement 4 (Prioritized): Parent survey revealed that 15% of parents do not feel informed of their child's progress, and 19% don't know what is expected of their child in the classroom.

Root Cause: Parents are not aware of the systems that are available to them to know the status of their child's academic status.

Student Learning

Student Learning Summary

Math- 6th and 8th are performing in the 90%+ for approaches

RLA- 6th RLA increased meets (8%) and masters (9%) from the year before

Most decreases were within 3% from the previous year with a few exceptions (7th Math, 7th RLA, 8th Social Studies)

Algebra continues to be a strength with 100% passing and 95% masters

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

Reading- 50%+ Masters in all three grade levels

Algebra- 94% in masters category

Science- 8% increase in masters from 2024

Social Studies- 4% increase in masters from 2024

Math- top 1-3 schools in 40 comparison group

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Over 60% of Smithfield Middle School's teachers are new to the campus over the last four years.

Root Cause: There continues to be a challenge of teacher retention and longevity in the profession.

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.

From 2022-2024, Smithfield Middle hired 30 new teachers, which makes up 58% 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 supports the Regional Day School for the Deaf. This program serves 10-20 students who have profound hearing loss from all across North Texas. In addition to the RDSD program, SMS also serves as the cluster campus for 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 8-10 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.

The Raider Recovery System is to support students completing and turning in assignments. If a student has missing assignments, teachers add the assignments to a spreadsheet, so administration can communicate the missing assignments to the students and parents. Parents are emailed several times a week to notify them of the assignments and expectations for completing the assignments. The Raider Recovery System has recovered over 11,000 assignments over the last two years.

Smithfield Administration sends progress reports to students and parents with grades for all classes once a week to communicate student progress and concerns. Students and parents are also emailed once a week if a student is failing one or more classes. This allows for students and parents to have conversations about the grades and communicate with the teachers about a plan to improve the grade.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Smithfield Middle School hired thirty new teachers in the last two years, leading to a period of adjustment as these staff members familiarize themselves with established processes and systems.

Root Cause: Teacher turnover rates are contributing to ongoing challenges with staff integration and continuity.

Problem Statement 2: Tardies increased to over 2000 for 2024-2025 school year.

Root Cause: Consequences changed from previous years' expectations. This will be changed to mirror previous years' expectations.

Perceptions

Perceptions Summary

The perception and feeling on students and staff safety is 85% feel safe or believe their child is safe. There were no subject groups that was above 10% where they felt that Smithfield Middle was not a safe school. The leadership survey shows that administration is trusted, cultivate a culture of relationships, and have autonomy to do their job to the best of their ability. With 46% of the staff being new to SMS over the last two years, data is trending in a good direction. We hire teachers who have the same mission and vision as the current staff members.

Perceptions Strengths

Safety Survey Results

Safe and Orderly School
Students- 79% Yes, 7% No
Teachers- 89% Yes, 9% No
Parents- 88% Yes, 5% No

Referral Data from 2023-2024

0% Gang Related Activity
Vape Pen/Tobacco- 1
THC- 0

Leadership Survey

On a 4 point scale, teachers said they feel:
Connected with administration: 3.6
Connected with Staff: 3.5
Trust with Admin: 3.8
Culture of Relationships: 3.7
Autonomy: 3.8
Trusted: 3.8

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Discipline referrals continue to increase year over year with an increased number of referrals for tardies.

Root Cause: There was a change in methodology in discipline for tardies.

Problem Statement 2 (Prioritized): In 2024-2025, there was an increase in the number of referrals for mutual combat.

Problem Statement 3: 10% of parents feel students don't show respect to other students.

Root Cause: The shift in culture and social media has had an impact on the behaviors of the students.

Priority Problem Statements

Problem Statement 1: While emergent bilingual students have been successful on state assessments, SMS staff need additional training to continue meeting the needs of these students.

Root Cause 1: The emergent bilingual population has doubled in the last three years.

Problem Statement 1 Areas: Demographics - Student Achievement - Demographics

Problem Statement 2: Smithfield Middle School hired thirty new teachers in the last two years, leading to a period of adjustment as these staff members familiarize themselves with established processes and systems.

Root Cause 2: Teacher turnover rates are contributing to ongoing challenges with staff integration and continuity.

Problem Statement 2 Areas: School Culture and Climate - Staff Quality, Recruitment, and Retention - School Organization - School Processes & Programs

Problem Statement 3: Special Education students passing percentage decreased in all subject areas for 2025 STAAR assessments.

Root Cause 3: Large number of student population in special education contributed to the higher percentage of failures.

Problem Statement 3 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment - Demographics

Problem Statement 4: Student transfers sit at 7%. Students new to Smithfield Middle School need support learning the systems of support.

Root Cause 4: Student Mobility is a factor across the state and can affect any student.

Problem Statement 4 Areas: Demographics - Student Achievement - Staff Quality, Recruitment, and Retention - Demographics

Problem Statement 5: Parent survey revealed that 15% of parents do not feel informed of their child's progress, and 19% don't know what is expected of their child in the classroom.

Root Cause 5: Parents are not aware of the systems that are available to them to know the status of their child's academic status.

Problem Statement 5 Areas: School Culture and Climate - Staff Quality, Recruitment, and Retention - Family and Community Engagement - School Organization - Demographics

Problem Statement 6: Over 60% of Smithfield Middle School's teachers are new to the campus over the last four years.

Root Cause 6: There continues to be a challenge of teacher retention and longevity in the profession.

Problem Statement 6 Areas: School Culture and Climate - Staff Quality, Recruitment, and Retention - School Organization - Student Learning

Problem Statement 7: Discipline referrals continue to increase year over year with an increased number of referrals for tardies.

Root Cause 7: There was a change in methodology in discipline for tardies.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: In 2024-2025, there was an increase in the number of referrals for mutual combat.

Root Cause 8:

Problem Statement 8 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: Improve performance in Domain 3 Closing the Gaps by making more than a year's growth in reading and mathematics which would in turn increase the number of students performing at the "meets" and "masters" level as measured by the spring 2025 STAAR and EOC assessments. This will also increase Domain 1 Student Achievement which counts the number of students at the various performance levels for state assessments

High Priority

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.</p> <p>Actions: A. Math- Use the internalization to better understand the connection between the content learned and the activities that will be used.</p> <p>B. Social Studies- Implement sentence stems in daily activities to increase the students' capacity to write and orally respond with depth of the content.</p> <p>C. Science- Engage students with content vocabulary using interactive word walls and tracking data on student mastery of content vocabulary.</p> <p>D. Reading/Language Arts- Use variety of sentence stem options to provide students opportunities to communicate verbally or written on the content.</p> <p>E. Social Studies and Reading Language Arts teachers will collaborate to incorporate content and strategies. RLA teachers will have students annotate current social studies primary sources. Social Studies teachers will use the annotated sources to evaluate the content.</p> <p>Staff Responsible for Monitoring: Department Chairs Campus Administration</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1 - School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 4 - School Organization 3</p> <p>Funding Sources: Instructional Facilitator - 255 - Title II</p>	Formative			Summative
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No Progress



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Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: Smithfield Middle School hired thirty new teachers in the last two years, leading to a period of adjustment as these staff members familiarize themselves with established processes and systems. **Root Cause:** Teacher turnover rates are contributing to ongoing challenges with staff integration and continuity.





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.

High Priority

Evaluation Data Sources: Historical performance by student subgroup on state and district assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Smithfield Middle School will utilize the BISD Targeted Action Plan to address underperforming student groups.</p> <p>Actions: A. Identify students from Part A Annual Growth Chart who did not show growth from the previous year.</p> <p>B. Track the progress of students who did not show growth from the Annual Growth Chart.</p> <p>C. Communicate with parents quarterly on the progress of students from the Annual Growth Chart who did not show growth.</p> <p>D. Communicate with students, teachers, and parents the progress of students on the watchlist throughout the year and make adjustments to interventions and supports as needed.</p> <p>Staff Responsible for Monitoring: Caseworkers Campus Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1, 3 - Demographics 1, 3 - Student Achievement 1, 3 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: SCE Campus Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: While emergent bilingual students have been successful on state assessments, SMS staff need additional training to continue meeting the needs of these students. Root Cause: The emergent bilingual population has doubled in the last three years.</p>

Demographics





Problem Statement 3: Special Education students passing percentage decreased in all subject areas for 2025 STAAR assessments. **Root Cause:** Large number of student population in special education contributed to the higher percentage of failures.

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			
<p>Strategy 1: Continue campus wide system for teaching and reinforcing social/emotional development of all students at Smithfield Middle School.</p> <p>Actions: A. Crisis counselor provides monthly training to staff on strategies for identifying students who may be in distress or in-need of support.</p> <p>B. Identify a student of the month that highlights strong character and leadership qualities.</p> <p>C. Offer parent information sessions once a semester covering parenting of teens and common teen behavior and development.</p> <p>D. Maintain district Character Strong program through elective classes once a week.</p> <p>E. Use the principal/counselor advisory committee to elicit feedback and ideas from student leaders on how to enhance the culture among the students.</p> <p>F. Send monthly "Counselor's Corner" Newsletter to parents to highlight personal characteristics resources from STRONG Characteristic Traits.</p> <p>Staff Responsible for Monitoring: Counseling Department, Department Chairs, Campus Administration</p> <p>Problem Statements: Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Perceptions
<p>Problem Statement 1: Discipline referrals continue to increase year over year with an increased number of referrals for tardies. Root Cause: There was a change in methodology in discipline for tardies.</p>
<p>Problem Statement 2: In 2024-2025, there was an increase in the number of referrals for mutual combat.</p>

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			
<p>Strategy 1: Implement school wide systems that support positive student behavior, restorative practice, and additional behavioral support for students.</p> <p>Actions: A. Teachers post and refer to their CHAMPS posters in order to create clear communication and consistent expectations.</p> <p>B. CHAMPS expectations will be aligned in common spaces throughout the building .</p> <p>C. Hold behavioral Response to Intervention (RTI) committee meetings to review discipline data every four weeks and recommend Tier Placement and interventions.</p> <p>D. Teachers utilize "Staying Inside the Circle Form" as a restorative strategy to allow for conversation between a staff and student to address misbehavior.</p> <p>E. Teachers communicate with parents for each Stay Inside the Circle Form to provide clarity of the behavior and seek support.</p> <p>F. Administration will collect quarterly data from behavioral referrals and Stay Inside the Circle Forms to identify student needs and counseling referrals.</p> <p>G. Partner with three local businesses to support student incentives for good behavior.</p> <p>Staff Responsible for Monitoring: Campus Administration, Staff</p> <p>Problem Statements: Demographics 4 - School Culture and Climate 1 - Perceptions 1 - Staff Quality, Recruitment, and Retention 3 - Family and Community Engagement 1 - School Organization 1</p>	Formative			Summative
	Nov	Jan	Mar	June

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 4: Parent survey revealed that 15% of parents do not feel informed of their child's progress, and 19% don't know what is expected of their child in the classroom. **Root Cause:** Parents are not aware of the systems that are available to them to know the status of their child's academic status.

Perceptions


Problem Statement 1: Discipline referrals continue to increase year over year with an increased number of referrals for tardies. **Root Cause:** There was a change in methodology in discipline for tardies.

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			
<p>Strategy 1: Monitor attendance rate to identify low attendance and promote attendance at school through a reward system.</p> <p>Actions: A. Track student attendance to identify excessive absences in order to communicate with parents.</p> <p>B. Use attendance incentive budget money to improve attendance from the excessive absence list of students.</p> <p>C. Monitor the attendance of our excessive absent population through Project Education and Focus.</p> <p>D. Meet with parents of students who have excessive absences to create a plan for improvement at the end of each quarter.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Attendance Clerk, Attendance Officer</p> <p>Problem Statements: Demographics 2, 4 - Demographics 2 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 1, 3 - Staff Quality, Recruitment, and Retention 2, 3, 4 - Family and Community Engagement 1 - School Organization 1, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 1 Problem Statements:





Demographics
<p>Problem Statement 2: Student transfers sit at 7%. Students new to Smithfield Middle School need support learning the systems of support. Root Cause: Student Mobility is a factor across the state and can affect any student.</p>
<p>Problem Statement 4: Parent survey revealed that 15% of parents do not feel informed of their child's progress, and 19% don't know what is expected of their child in the classroom. Root Cause: Parents are not aware of the systems that are available to them to know the status of their child's academic status.</p>
School Processes & Programs
<p>Problem Statement 1: Smithfield Middle School hired thirty new teachers in the last two years, leading to a period of adjustment as these staff members familiarize themselves with established processes and systems. Root Cause: Teacher turnover rates are contributing to ongoing challenges with staff integration and continuity.</p>

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, instruct, and assess students. The PDSA process will be evident in their practice.</p> <p>Actions: A. Teachers will utilize the campus adopted agenda for PLC meetings to improve communication and task delegation.</p> <p>B. Teachers will plan lessons and activities with the new Tier 1 Priorities in mind.</p> <p>C. Teachers will use the campus adopted data analysis protocol after each common assessment to make decisions on supporting students.</p> <p>D. PDSA will be utilized in the classroom to communicate what students will be learning; activities used; assessment data; and plans to address areas of weakness.</p> <p>Staff Responsible for Monitoring: Campus wide</p> <p>Problem Statements: Student Learning 1 - School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 1 - School Organization 2</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:





Student Learning
<p>Problem Statement 1: Over 60% of Smithfield Middle School's teachers are new to the campus over the last four years. Root Cause: There continues to be a challenge of teacher retention and longevity in the profession.</p>

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

Performance Objective 1: Smithfield Middle School students will grow with each other by staff supporting initiatives that promote self discovery, values, advocacy, and empathy.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish systems where students, staff, and community members feel safe and connected within the school community.</p> <p>Actions: A. Create a committee of staff members to identify "Exceptional Students" each quarter based on the CORE values.</p> <p>B. Select one male and one female student each quarter to be recognized as an "Exceptional Student".</p> <p>C. Educate students and parents on Anonymous Alerts and Incident Reports to understand the purpose of both tools</p> <p>D. Track discipline data throughout the year to find trends in student behavior.</p> <p>E. Successfully complete SRP during drills with staff responsibilities.</p> <p>F. Camp connect students will complete a project both semesters that center around serving others in the community.</p> <p>Staff Responsible for Monitoring: Crisis Counselor and Lead Counselor, Administration.</p> <p>Problem Statements: Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:





Perceptions
<p>Problem Statement 1: Discipline referrals continue to increase year over year with an increased number of referrals for tardies. Root Cause: There was a change in methodology in discipline for tardies.</p>
<p>Problem Statement 2: In 2024-2025, there was an increase in the number of referrals for mutual combat.</p>

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			
<p>Strategy 1: Create a culture of safety among the staff and students for awareness.</p> <p>Actions: A. Use morning announcements to educate students on safety protocols.</p> <p>B. Complete all safety drills each month.</p> <p>C. Complete after actions safety drill meetings to debrief the effectiveness and efficiency of the drills.</p> <p>D. Conduct weekly walks with the head custodian inside and outside the building, develop plans to address safety issues.</p> <p>E. Conduct monthly safety committee meetings to discuss topics for upcoming training, review accident reports and plan to minimize accidents in the future.</p> <p>F. Educate parents, students, and staff on Standard Response Protocol (SRP) for awareness and efficiency during drills or a crisis.</p> <p>Staff Responsible for Monitoring: Campus Administration, Head Custodian, Cafeteria Manager, security guard, SRO</p> <p>Problem Statements: Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 1: Discipline referrals continue to increase year over year with an increased number of referrals for tardies. Root Cause: There was a change in methodology in discipline for tardies.</p>
<p>Problem Statement 2: In 2024-2025, there was an increase in the number of referrals for mutual combat.</p>

State Compensatory

Budget for Smithfield Middle School

Total SCE Funds:

Total FTEs Funded by SCE: 1.65

Brief Description of SCE Services and/or Programs

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Personnel for Smithfield Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Marvin Shannon	Student Assistance Counselor	1
Nicole Pool	Reading Interventionist	0.65

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Mary Hadley	Instructional Coach	Title II	1.0