Birdville Independent School District

Smithfield Middle School

2026-2027 Initial 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-51.5%
Female Students-48.5%

White-59.3%
Hispanic-21.8%
Asian-6%
Black-6%
Other-6.9%
Special Education-14.03%
Gifted and Talented-18.62%
Economically Disadvantaged-26.03%
Emergent Bilingual-4.21%

Demographics Strengths

Smithfield Middle School has outstanding student with support from home and at school. The partnership between home and school is a difference in how our students perform and behave at school. Our enrollment numbers fit the size of our campus and make up of our building. Through the years, our demographics continue to change slightly ever year. Our white population has seen a decrease in numbers of the last five years, and the largest increase has been our Hispanic population. Our emergent bilingual has also increased over the years; however, due to the change in how the state recognizes our EB populations language acquisition two years ago, those numbers have dropped by 50%. Our economically disadvantaged population has fluctuated around the 26%-30% over the last five years. Overall, our demographics have seen a change, but the changes are at 3% or less across the board in each category.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Special education students make up 14% of our student population with a wide range of disabilities who continue to show the one year of expected academic growth.
Root Cause: The increase in the percentage of special education is due to dyslexia students being recognized in the program.

Problem Statement 2 (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

Smithfield Middle School students perform well across the board on the state assessments. Math scores are at the top of the class when compared to other schools in our state identified 40 comparison group as well as Tarrant County. Our masters level scores did take a dip, which is common when new curriculum is introduced; however, we did not fall in how our students compared to their peers from other students like Smithfield Middle School. Reading scores jumped in 7th grade in the masters level, dipped slightly in 6th grade, and maintained in 8th grade. 8th Grade Social Studies scored jumped 9% from last year's masters level, and 8th grade science jumped 22% points from the year before. I would attribute the gains from the changes that were made this year in how we deliver the instruction using sentence stems for student responses. This shift enabled students to provide their responses in a variety of ways that would allow teachers to better assess student understanding. This also allowed students the ability to respond with more depth and complexity to their answers.

Student Learning Strengths

Reading- 6th- 48%, 7th- 60%, 8th- 53% in masters

Algebra- 2% in masters category from 2025 (94% to 96%)

Science- 22% increase in masters from 2025

Social Studies- 9% increase in masters from 2025

#1 in 40 Comparison Group

7 for 7 in State Distinctions

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There was a drop in the percentage of students who mastered the math STAAR assessment from the previous year.
Root Cause: Students received new curriculum with Bluebonnet. This new curriculum was a challenge for teachers and students in how the teaching and learning was approached.

School Processes & Programs

School Processes & Programs Summary

Our campus has demonstrated remarkable strength in terms of student attendance, which has been a significant achievement this year. We have seen an impressive increase in attendance rates, gaining almost a full percentage point from last year, reaching 96.85%, and nearly two percentage points from two years ago. Our sixth-grade class has particularly excelled, averaging over 97.55%, while both the seventh and eighth grades have maintained averages above 96.4%, surpassing the previous year's figures. Additionally, we have made strides in reducing unexcused absences, although there has been a rise in excused absences. This trend indicates improved communication between home and school, which is a positive development.

However, there are areas where we can focus on improvement, particularly concerning student discipline related to tardiness and the use of ID cards. Tardiness remains the most common reason for student discipline, and while the implementation of ID cards at SMS over the past four years has seen progress, there is still room for improvement in achieving consistent student compliance. We need to explore strategies to enhance student engagement and buy-in regarding the importance of wearing ID cards daily, as this will contribute to a more organized and secure school environment.

School Processes & Programs Strengths

Attendance was our greatest strength this year by gaining almost a full percentage from 1.ast year (96.85%) and almost two percentage points from two years ago. We have a strong 6th grade class that averaged over 97.55%. Both 7th and 8th average above 96.4%, which was both higher than the year before. We improved on lower unexcused absences, but did increase in excused absences. This is a better trend from last year as this shows the communication from home to school

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The number of discipline referrals increased from the previous year with students being required to wear ID's and the number of tardies from students going from class to class.
Root Cause: There was not enough communication with parents on students not wearing ID's and being tardy to class.

Perceptions

Perceptions Summary

At Smithfield Middle School, we prioritize the safety of our students and staff, ensuring it remains a cornerstone of our educational environment. Our comprehensive safety protocols are well-established, and students are thoroughly trained to respond effectively in the event of a crisis. This preparedness is a result of consistent communication and collaboration with staff, students, and parents, which we maintain throughout the year to reinforce our commitment to a secure and supportive school community.

Perceptions Strengths

87% of students feel connected with staff

93% of students has a close friend at school

91% of the students feel the culture of the building is a positive and safe place to learn. They feel that their teachers have their best interest in mind and that they push them to be the best they can be.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents don't feel they are aware of the standard response protocols for campus drills and when they will be performed.
Root Cause: There has not been enough communication nor training on the SRP for the district.

Priority Problem Statements

Problem Statement 1: Special education students make up 14% of our student population with a wide range of disabilities who continue to show the one year of expected academic growth.

Root Cause 1: The increase in the percentage of special education is due to dyslexia students being recognized in the program.

Problem Statement 1 Areas: Demographics - Student Achievement - Demographics

Problem Statement 2: 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 2: Parents are not aware of the systems that are available to them to know the status of their child's academic status.

Problem Statement 2 Areas: School Culture and Climate - Staff Quality, Recruitment, and Retention - Family and Community Engagement - School Organization - Demographics

Problem Statement 3: There was a drop in the percentage of students who mastered the math STAAR assessment from the previous year.

Root Cause 3: Students received new curriculum with Bluebonnet. This new curriculum was a challenge for teachers and students in how the teaching and learning was approached.

Problem Statement 3 Areas: School Culture and Climate - Staff Quality, Recruitment, and Retention - School Organization - Student Learning

Problem Statement 4: Parents don't feel they are aware of the standard response protocols for campus drills and when they will be performed.

Root Cause 4: There has not been enough communication nor training on the SRP for the district.

Problem Statement 4 Areas: School Culture and Climate - School Organization - Perceptions

Problem Statement 5: The number of discipline referrals increased from the previous year with students being required to wear ID's and the number of tardies from students going from class to class.

Root Cause 5: There was not enough communication with parents on students not wearing ID's and being tardy to class.

Problem Statement 5 Areas: School Culture and Climate - Staff Quality, Recruitment, and Retention - School Organization - School Processes & Programs

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
- 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
Strategy 1: Support the implementation of Tier 1 priorities within each content area. **Actions:** A. Math- recognize and eliminate numerical distractors in problem solving situations B. Social Studies- improve students' understanding of key grade level vocabulary using word walls C. Science- Engage students with content vocabulary using interactive word walls and tracking data on student mastery of content vocabulary D. Reading/Language Arts- Incorporate SIOP strategies to improve understanding of grade level vocabulary and reading fluency **Staff Responsible for Monitoring:** Department Chairs Campus Administration **ESF Levers:** Lever 5: Instructional Leadership and Capacity Building

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
Strategy 1: Smithfield Middle School will utilize the BISD Targeted Action Plan to address underperforming student groups. **Actions:** A. Identify students from Part A Annual Growth Chart who did not show growth from the previous year. B. Track the progress of students who did not show growth from the Annual Growth Chart. C. Develop a plan to address the gaps as needed throughout the year for identified students. D. Provide tutoring for Part A Annual Growth students who do not show progress throughout the year. E. Provide SIOP training to staff in order to target support for emergent bilingual and special education students. F. Communicate the plan and progress on their students performance throughout the year on progress in class, screener information, and behavior. **Staff Responsible for Monitoring:** Caseworkers Campus Administration **TEA Priorities:** Build a foundation of reading and math

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
Strategy 1: Continue campus wide system for teaching and reinforcing social/emotional development of all students at Smithfield Middle School. **Actions:** A. Use character lessons as the basis for identifying the Outstanding Citizen recipients. B. Provide ongoing professional learning to all stakeholders on the SEL program. C. Identify a student of the month that highlights strong character and leadership qualities. D. Utilize the SEL committee to assess and evaluate the effectiveness of the SEL program. **Staff Responsible for Monitoring:** Counseling Department, Department Chairs, Campus Administration

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
Strategy 1: Implement school wide systems that support positive student behavior, restorative practice, and additional behavioral support for students. **Actions:** A. Teachers utilize the district adopted classroom management plan C.H.A.M.P.S in their classroom for consistency in expectations. B. Train staff on how to effectively use the Discipline Flowchart. C. Staff will utilize the campus adopted discipline flowchart when making decisions for student behavior. D. Staff will utilize "Staying Inside the Circle Forms" as a way to address minor infractions and build relationships. E. Implement a campus-wide behavior tracker to guide grade-level collaborative conferences and proactive student /administrator discussions. F. Staff will encourage positive behaviors by using Good News Calls of the Day, Raider Bucks, etc. G. Administration will meet monthly to analyze discipline data, identify students in need, and create a behavior/incentive plan for improvement. **Staff Responsible for Monitoring:** Campus Administration, Staff

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
Strategy 1: Monitor attendance rate to identify low attendance and promote attendance at school through a reward system. **Actions:** A. Analyze attendance data provided to campus administration by the district truancy officer. B. Monitor attendance weekly for excessive absences through FOCUS, student information system. C. Utilize truancy letters, phone calls, and truancy court for students who are truant and not making up time during the year. D. Create a system for students to use to attend tutorials to make up time and track the minutes attended throughout the year. E. Use attendance incentive budget money to improve attendance from the excessive absence list of students. F. Meet with parents of students who have excessive absences to create a plan for improvement at the end of each quarter. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Attendance Clerk, Attendance Officer

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
Strategy 1: Staff will rely on data to plan, instruct, and assess students. **Actions:** A. Teachers will use the PLC+ Agenda to support the planning process. B. Teachers will plan lessons and activities with the new Tier 1 Priorities in mind. C. Teachers will use district common assessments to backward design lessons and instruction. D. Teachers will collaborate with their team to support each other as they produce the best quality of instruction using the PLC+ playbook. E. Teachers will utilize a data analysis protocol to assess the effectiveness of the instruction and plan for reteach opportunities according to the data. **Staff Responsible for Monitoring:** Campus wide

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
Strategy 1: Establish systems where students, staff, and community members feel safe and connected within the school community. **Actions:** A. Increase the number of student led clubs by 20% from last year for student involvement and interest. B. Utilize the student incentive committee to identify more incentives for our TRUST Card program. C. Select one male and one female student each quarter to be recognized as an "Rising Raider". D. Educate parents and students on SRP (standard response procedures) to increase their perception of feeling safe. E. Create a committee of staff members to identify a Rising Raider" each quarter based on the CORE values. F. Track discipline data throughout the year to find trends in student behavior. H. Plan a "Family Night" at Smithfield in the fall and in the spring to promote connection with families and the school. **Staff Responsible for Monitoring:** Crisis Counselor and Lead Counselor, Administration.

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
Strategy 1: Create a culture of safety among the staff and students for awareness. **Actions:** A. Conduct and communicate required safety drills each month with families when appropriate. B. Educate parents, students, and staff on Standard Response Protocol (SRP) for awareness and efficiency during drills or a crisis. C. Test students and teachers' responses during drills to sharpen situational awareness. D. Complete after actions safety drill meetings to debrief the effectiveness and efficiency of the drills. E. Schedule weekly building walks with head custodian to identify safety concerns/building issues. F. Conduct a building walk with a community member each semester to gain perspective from a stakeholder. G. Conduct monthly safety committee meetings to discuss topics for upcoming training, review accident reports and plan to minimize accidents in the future. **Staff Responsible for Monitoring:** Campus Administration, Head Custodian, Cafeteria Manager, security guard, SRO