Birdville Independent School District

Smithfield Elementary

2026-2027 Initial Plan

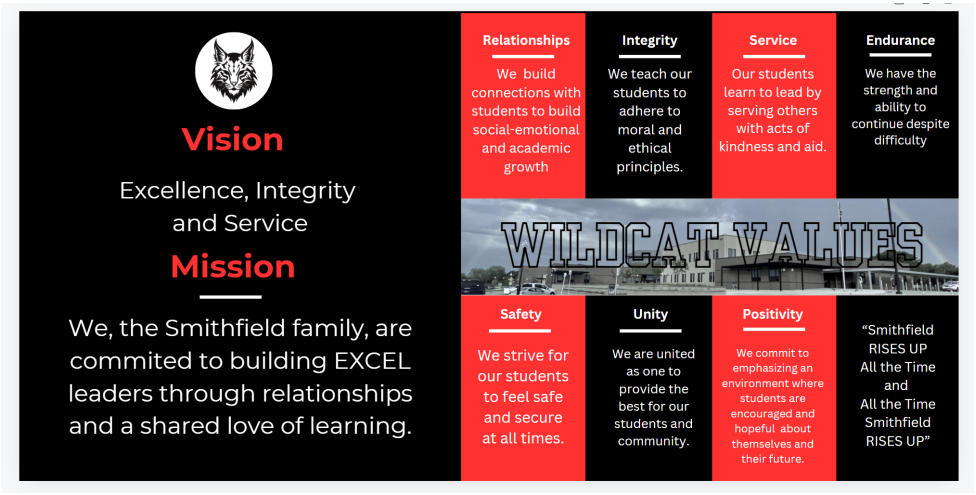


Mission Statement



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

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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 student attendance rate of 95%. The school effectively supports a broad range of student needs, including those in special education (15%) and Limited English Proficient (LEP) students (11%). The school's status as a Title I campus reflects its commitment to addressing the needs of economically disadvantaged students (42%) and those classified as "At-Risk" (51%). The diverse demographics and attendance rate are strengths that provide a solid foundation for targeted interventions and support within the campus improvement plan.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Smithfield Elementary is experiencing a growing emergent bilingual population, increasing from 7% in 2020-2021 to 11% in 2025 - 2026. 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: 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.

Student Learning

Student Learning Summary

Based on the Spring 2024 STAAR data for Smithfield Elementary School, the following summary highlights student performance across different accountability groups:

Overall Performance

- 89% of students met the Approaches Grade Level (GL) Standard, 67% met the Meets GL Standard, and 35% achieved the Masters GL Standard.
- Students from the Asian subgroup showed the highest performance across all metrics, with 100% meeting the Approaches GL Standard, 87% meeting the Meets GL Standard, and 57% achieving the Masters GL Standard.
- The High Focus group had lower performance, with 82% at Approaches, 56% at Meets, and 24% at Masters GL Standard.

Reading/Language Arts (RLA)

- 94% of students met the Approaches GL Standard, 75% met the Meets GL Standard, and 48% achieved the Masters GL Standard.
- The Asian and Two or More Races subgroups excelled, with 100% of students meeting the Approaches and Meets GL Standards, and a significant percentage achieving the Masters GL Standard (85% and 100%, respectively).
- The African American subgroup had lower performance, with 84% at Approaches, 58% at Meets, and 21% at Masters GL Standard.

Mathematics

- 88% of students met the Approaches GL Standard, 67% met the Meets GL Standard, and 28% achieved the Masters GL Standard.
- Asian students again performed exceptionally well, with 100% meeting the Approaches and Meets GL Standards, and 46% reaching the Masters GL Standard.
- The African American subgroup had the lowest performance, with 80% at Approaches, 35% at Meets, and 10% at Masters GL Standard.

Science

- 78% of students met the Approaches GL Standard, 40% met the Meets GL Standard, and 15% achieved the Masters GL Standard.
- American Indian and Asian students excelled, with 100% meeting the Approaches GL Standard and high performance at Meets and Masters GL Standards.
- The African American subgroup had 100% Approaches, with no students meeting the Meets or Masters GL Standards.

Student Learning Strengths

The STAAR data reveals that Smithfield Elementary School has significant strengths in student learning, particularly in Reading/Language Arts, Mathematics, and Science. Mastery levels in Reading/Language Arts are notably high, with nearly half of the students achieving the Masters GL Standard. The consistent high performance of the Asian, American Indian, and Two or More Races subgroups across all three subjects—Reading/Language Arts, Mathematics, and Science—further underscores the effectiveness of the school's educational programs. These strengths provide a strong foundation for continued academic success and suggest that Smithfield Elementary is effectively fostering both proficiency and advanced understanding across key academic areas.

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 2025 indicate that 26% of kinder- 2 and 30% of 3rd - 5th grade 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 students, in addition to what we can expect from them as parents. We also have a parent survey that asks what they feel are strengths of SES and areas that need improvement. We utilize the data from the district safety survey, as well. The top 2 areas of improvement are:

1. Parking/pick-up and drop off

2. Increase in security officer presence

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 on campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: At our campus, parking and dismissal processes are creating significant challenges for parents.
Root Cause: The current parking facilities are inadequate to accommodate the number of vehicles, leading to congestion and safety concerns. During dismissal times, the situation exacerbates as traffic flow becomes unpredictable, causing delays and increasing frustration among the school community.

Problem Statement 2 (Prioritized): 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: Limited or unclear communication regarding school safety has contributed to parents' concerns and perceptions about the campus environment.

Priority Problem Statements

Problem Statement 1: Screener assessments for May 2025 indicate that 26% of kinder- 2 and 30% of 3rd - 5th grade 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: Curriculum, Instruction, and Assessment - Student Learning

Problem Statement 3: Smithfield Elementary is experiencing a growing emergent bilingual population, increasing from 7% in 2020-2021 to 11% in 2025 - 2026. 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

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)
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Other PreK - 2nd grade assessment data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

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: All students will make at least one year's progress in reading and mathematics by the end of school year.
a) Meet the progress monitoring targets in Prekindergarten - 3rd for each demographic group as measured by district approved screeners (BOY, MOY and EOY) to achieve the HB3 Board Goals.
b) 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.

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)
1-5: Renaissance STAR Reading
1-5: Renaissance STAR Math
3-5: State released STAAR tests 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, with support from an Engage2Learn coach, to lead and support effective Bluebonnet implementation.
b. Instructional Facilitator will provide Bluebonnet RLA/Math coaching and support for teachers.
c. Use exemplar teachers to model lessons to help other teachers visual practice(s) in action.
d. Implement Birdville ISD Lesson and Module Internalization Protocols in weekly PLC to design exemplar Tier I lessons
e. Address lack of growth in second grade by providing intensive planning and coaching for Tier I instruction.
f. Improve second-grade Tier I rigor through STAAR-aligned questioning, assessments, and required lesson-internalization pre-work.
g. Recalibrate grades K -2 for mClass screening.
h. Implement Bluebonnet Foundations curriculum in K-2

Staff Responsible for Monitoring: Administrators
Leadership Team
Instructional Facilitator

Title I:
2.51, 2.52, 2.53
- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math

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 in PLCs based on HQIM in Bluebonnet curriculum.
b. Provide professional development focused on best practices and strategies to help support teachers.
c. Conduct instructional walkthroughs to monitor implementation, provide feedback, and support continuous improvement in teaching and learning.
d. Provide IXL for grades K-2 to support and reinforce the Bluebonnet curriculum.
e. Provide intensive planning and coaching in 2nd grade to sustain the growth from the previous grades.
f. Utilize Summit K-12 to support EB students in developing language proficiency and improving TELPAS performance.

Staff Responsible for Monitoring: Administrators
Instructional Coach

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
- ESF Levers:
Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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. Implement Depth and Complexity Icons campus-wide to increase rigor and provide GT students with opportunities for deeper, more complex learning.
b. Collaborate with teachers and the GATE teacher to provide enrichment activities during intervention instruction and K-2 push-in opportunities.
c. Students above grade-level in 2nd grade will receive additional instruction from IF or classroom teacher with higher level texts and Depth of Knowledge (DOK) 5 questioning and extended constructed responses.
d.Utilize tracker in AWARE to monitor students at the Meets and Masters levels to ensure they maintain or exceed their current performance.

Staff Responsible for Monitoring: Administrators
Instructional Facilitator

TEA Priorities:
Build a foundation of reading and math

Strategy 4 Details

Strategy 4: Continue to support a full-day Pre-K program for four-year-olds and a half-day program for three-year-olds, as outlined in the board-approved three-year plan.

Actions: a. Monitor PK Circle data to track student growth and ensure students are making expected progress.
b. Provide relevant early childhood professional development 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.

Staff Responsible for Monitoring: Administrators
PK teachers

Strategy 5 Details

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

Actions: a. Continue to support and train staff in the effective administration and use of mClass and STAR Renaissance assessments.
b. Ensure the Instructional Facilitator supports teachers in using progress-monitoring data to inform instruction, target interventions, and document student growth.
c. Continue to train staff and implement continuous improvement processes in the classroom to monitor student learning.
d. Recalibrate K-2 staff on mClass administration and provide refresher training on effective progress monitoring.

Staff Responsible for Monitoring: Administrators
Instructional Coach

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 2: Students will display an awareness of social-emotional development as measured by a district-administered student survey.

Evaluation Data Sources: Social-Emotional Learning survey TBD

Strategy 1 Details
Strategy 1: Implement district curriculum for social-emotional learning (SEL). **Actions:** a. Use Guidance lessons to continue to build social emotional support. b. Develop and distribute a Family Engagement Policy through Title I. c. Plan and implement events that increase parent and family involvement. d. Utilize the Capturing Kids' Hearts Premium and Character Strong resources for SEL support in classrooms. e. Utilize Crisis Counselors to provide support to students in areas of social-emotional learning. f. Implement Leadworthy Student Leadership training and program (CKH) for intermediate grades. g. Trained Peer Helpers will promote kindness and a supportive environment. **Staff Responsible for Monitoring:** Counselors Administration Instructional Facilitator

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

Evaluation Data Sources: Behavioral RtI data records

Strategy 1 Details
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 Educational Assistant to teach and model strategies to students who need assistance in regulating emotions and decreasing behaviors. **Staff Responsible for Monitoring:** Administration Counselor

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: Refine and implement the campus plan to improve student attendance, social needs that interfere with attendance and collect pertinent data on strategies that would mitigate poor student attendance. **Actions:** a. Recognize and celebrate staff attendance. b. Utilize Project Education software to monitor attendance, identify students at risk of truancy, and develop individualized attendance plans to improve student attendance. c. Continue rewards/awards for student attendance utilizing the attendance funds. d. Keep parents informed of attendance policies/requirements e. Collaborate with district attendance officer. **Staff Responsible for Monitoring:** Administration Attendance Clerk

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: Continue to monitor continuous improvement processes at a campus level. **Actions:** a. Collaborate with Leadership and Safety Teams to refine and strengthen campus processes and systems. b. Conduct instructional walkthroughs followed by timely feedback and debriefs. c. Facilitate vertical team collaboration to promote consistency, alignment, and continuous improvement. **Staff Responsible for Monitoring:** Administration

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

Performance Objective 1: 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
Strategy 1: Establish a safe school community where students, parents, and staff report a sense of belonging, security and well-being. **Actions:** a. Leverage Safety Team to discuss safety concerns and safety drills/incidents. b. Collaborate with safety officials and community members to ensure a secure campus. c. Gather input from students about safety concerns. d. Work in collaboration with appropriate staff to ensure CDC standard precautions and guidelines are followed at all times. e. Continue to use the Anonymous Alerts and Threat Assessment systems for students, staff, and community to report safety concerns and threats. f. Schedule SRO or security guard presence at large events. g. Utilize the Raptor Alert System and provide staff with ongoing practice to ensure they can respond quickly and efficiently during an emergency. **Staff Responsible for Monitoring:** Administration Counselor