Smithfield High School

School Improvement Plan (2026-27)

Our Promise: Every child will be prepared for continued learning, career, and life.

Vision

A graduate who is:
- A clear and effective communicator
- A self-directed and lifelong learner
- A creative and practical problem solver
- A responsible and involved citizen
- An integrative and informed thinker

Values

Student achievement: We believe in establishing rigorous standards and setting high expectations for all students.
Experiential learning experiences: We believe students learn best when they are able to apply their learning through relevant and authentic learning experiences.
Equity: We believe in providing students with what they need to succeed in school and career.

Theory of Action

If School...

> If we believe that individual student academic achievement in the Smithfield Public Schools is the result of academic rigor and the provision of appropriate resources, supports, and accommodations,
>
> If innovation and engagement is implementing forward thinking and visionary research-based practices that offer students new experiences and allow them to tackle real world

problems through student interest and choice, design thinking, hands on programming, and technology,

If we believe that social-emotional learning and wellness in the Smithfield Public Schools requires a commitment to providing a comprehensive framework that promotes positive self-discipline practices, empathy, respect, self-awareness, and understanding of individual differences in all facets of the public school experience across all schools and grade levels,

If we believe that fostering strong partnerships with external and internal Smithfield Public Schools community members is essential to creating a thriving educational community, one that promotes college, career, and civic readiness, and diversity,

If we believe that modern buildings that promote innovation are fundamental to providing exceptional teaching and learning experiences and applicable support programs in the Smithfield Public Schools, and we embrace visionary educational design, sustainable practices, and equitable supports across all buildings,

Then School can...

our students will engage in appropriately rigorous and challenging curricula that align with state and local academic standards and foster intellectual growth while provided with a wide range of academic opportunities and pathways, including advanced coursework, specialized programs, and career-oriented education, to meet their diverse needs and interests.

our students will take ownership of and value their education because it builds the critical thinking skills needed to be lifelong learners, problem solvers, and informed members of society.

our students will learn to be resilient, compassionate, collaborative, and confident individuals positioned for success and achievement across all endeavors and aspirations.

our students will have educational experiences across the district that benefit from a comprehensive communication strategy that utilizes multiple channels to disseminate clear, accessible information tailored to our stakeholders, including regular newsletters, social media platforms, websites, and community forums.

our students will have curricular, co-curricular and extracurricular educational experiences in facilities that reflect the aspirations and values of our entire community and that support their endeavors.

So that...

Every child will be prepared for continued learning, career, and life.

Needs Assessment

Smithfield High School's needs assessment was conducted through the analysis of student achievement data, SurveyWorks results, and student/staff input. Many strengths were identified including the recent adoption of high-quality instructional materials, high percentages of students graduating with college credits/postsecondary credentials (75%), and the positive relationships between students and staff.

Needs were identified and prioritized in the following areas:
Academic Achievement
* ELA PSAT/SAT - 62% of our students are meeting or exceeding expectations (32% economically disadvantaged; 11% special education)
* Math: 36% of our students are meeting or exceeding expectations (11% economically disadvantaged; 0% special education)
Absenteeism
* Student chronic absenteeism rate is over 20%
* Teacher chronic absenteeism rate is over 30%
Communication
* Survey results and the communication task force demonstrated a need to continue to improve communication between the schools and families, particularly at the secondary level, and to continue to improve communication between the district and schools to families. Social Emotional Learning and Wellness
* SurveyWorks School Belonging grades 6-12 = 39% favorable, down 4% from the previous year
* SurveyWorks School Safety and Risk Protective outcome decreased by 9% from the previous year in grades 6-12
*Bullying and harassment reports in 2022-23 have almost tripled from last year (2021-22 = 24; 2022-23 = 60 as of 5/11/23) which may be a result of increased professional development of administrators in investigating and reporting bullying incidents and increased reporting and classification of bullying
Facilities - Middle and high school buildings in need of renovation.

Priority 1: Academic Excellence and Student Learning

Smithfield Public Schools will improve student achievement through professional learning and evidence-based curricular resources.

Measurable Goals

Goal #1 - The percentage of students meeting or exceeding expectations on the ELA state assessment will increase 3% from 67% meets/exceeds by the end of the 2026-27 school year.

Initiative 1: Extended Learning and Enrichment		
Providing students with opportunities to continue engagement in learning after the school day.		
Supporting Research and Evidence: Impact of extended learning time on achievement **Citation:** Garcia, I., Grossman, J. B., Herrera C., Strassberger, M., Dixon, M., & Linden, L. "Aiming Higher: Assessing Higher Achievement's Out-of-School Expansion Efforts." MDRC (2020) **URL:** https://files.eric.ed.gov/fulltext/ED606086.pdf		
Action Step	**Complete-Date**	**Notes**
Develop a plan for after-school and summer programming to close achievement gaps. High-dosage tutoring, summer credit recovery are some opportunities for students.	06/30/2027	

Initiative 2: Multi-Tiered System of Support (MTSS)
Creating new opportunities and processes in order to track student progress toward proficiency.
Supporting Research and Evidence: Existing research is mixed as to whether PBIS also contributes to improvements in student achievement, but at least one study has found that PBIS leads to improvements in teachers'

perceptions of overall organizational health, an effect that may help facilitate improvements in student learning.

Citation: Houchens, G. W., Zhang, J., Davis, K., Niu, C., Chon, K. H., & Miller, S. (2017). The Impact of Positive Behavior Interventions and Supports on Teachers' Perceptions of Teaching Conditions and Student Achievement. Journal of Positive Behavior Interventions, 19(3), 168–179.

URL: https://doi.org/10.1177/1098300717696938

Action Step	**Complete-Date**	**Notes**
Continue work with Bridge-RI to reinforce Tier 1 strategies focused on academic improvement.	06/30/2027	
Develop and implement a progress monitoring plan utilizing STAR and HMH growth measure data.	06/30/2027	
Provide coaching to teachers on Multilingual Learner instruction	06/30/2027	
Provide professional learning and coaching in differentiated instruction to staff in order to implement teaming model effectively and support special education students.	06/30/2027	
Develop and implement a plan to address student chronic absenteeism.	06/30/2027	

Initiative 3: Student Engagement in ELA

This initiative will continue to expland on current practices and embed new action steps to continue to increase student engagement.

Supporting Research and Evidence:

The results revealed that (a) there was a moderately strong and positive correlation between overall student engagement and academic achievement, and an analysis of the domains of behavioral, emotional, and cognitive engagement showed that almost all had a positive correlation with students' academic achievement

Citation: Lei, H., Cui, Y., & Zhou, W. (2018). Relationships between student engagement and academic achievement: A meta-analysis. Social Behavior and Personality: An International Journal, 46(3), 517–528.

URL: https://psycnet.apa.org/doi/10.2224/sbp.7054

Action Step	Complete-Date	Notes
Continue to implement Into Literature curriculum with integrity. Focus on creating more formative assessment opportunities and student choice.	06/30/2027	
Conduct walkthroughs and coaching cycles focused on student engagement.	06/30/2027	
Embed common planning practices that focus on increasing student engagement and thinking.	06/30/2027	

Goal #2 - The percentage of students meeting or exceeding expectations on the math state assessment will increase from 30% to 33% by the end of the 2026-27 school year.

Initiative 1: Student Engagement in Math

Smithfield will implement research-based practices from Building Thinking Classrooms in order to increase student engagement.

Supporting Research and Evidence:

This article presents the results of over ten years of research done on the development and maintenance of thinking classrooms.

Citation: Liljedahl, Peter. (2016). Building Thinking Classrooms: Conditions for Problem Solving. 10.1007/978-3-319-28023-3_21.

URL: https://peterliljedahl.com/wp-content/uploads/Building-Thinking-Classrooms-Feb-14-20151.pdf

Action Step	Complete-Date	Notes
Conduct walkthroughs and coaching cycles focused on student engagement	06/30/2027	
Embed common planning practices that focus on increasing student engagement and thinking	06/30/2027	
Implement strategies from Building Thinking Classrooms	06/30/2027	

Initiative 2: Extended Learning and Enrichment

Providing students with opportunities to continue engagement in learning after the school day.

Supporting Research and Evidence:

Impact of extended learning time on achievement

Citation: Garcia, I., Grossman, J. B., Herrera C., Strassberger, M., Dixon, M., & Linden, L. "Aiming Higher: Assessing Higher Achievement's Out-of-School Expansion Efforts." MDRC (2020)

URL: https://files.eric.ed.gov/fulltext/ED606086.pdf

Action Step	Complete-Date	Notes
Develop a plan for after-school and summer programming to close achievement gaps and opportunities to engage learners.	06/30/2026	

Initiative 3: Multi-Tiered System of Support (MTSS)

Creating new opportunities and processes in order to track student progress toward proficiency.

Supporting Research and Evidence:

Existing research is mixed as to whether PBIS also contributes to improvements in student achievement, but at least one study has found that PBIS leads to improvements in teachers' perceptions of overall organizational health, an effect that may help facilitate improvements in student learning.

Citation: Houchens, G. W., Zhang, J., Davis, K., Niu, C., Chon, K. H., & Miller, S. (2017). The Impact of Positive Behavior Interventions and Supports on Teachers' Perceptions of Teaching Conditions and Student Achievement. Journal of Positive Behavior Interventions, 19(3), 168–179.

URL: https://doi.org/10.1177/1098300717696938

Action Step	Complete-Date	Notes
Work with Bridge-RI to establish Tier 1 strategies focused on academic improvement.	06/30/2027	
Develop and implement a progress monitoring plan utilizing STAR and teacher developed assessments.	06/30/2027	
Implement teaming model into the master schedule to support special education students.	06/30/2027	
Utilize Aleks - Algebra 1, Geometry, Algebra 2, Tech Math, Modeling	06/30/2027	
Continue with the Alg 1 and Geometry Math Lab class as an additional support for special education students.	06/30/2027	
Develop and implement a plan to address student chronic absenteeism.	06/30/2027	

Priority 2: Innovation and Engagement

Smithfield Public Schools will use innovative practices to engage students in their learning.

Measurable Goals

Goal #1 - The percentage of secondary students responding favorably to the college, career, and life readiness questions on Survey Works will increase 3% from the 34% reflected in the 2026-27 reporting.

Initiative 1: Work-Based Learning

Through a redesign in scheduling and increased partnerships with businesses in the community, we are going to work to provide students with more work-based learning opportunities.

Supporting Research and Evidence:

Taking STEM/CTE courses led to higher student engagement for low-income students

Citation: Plasman, J. S., Gottfried, M. A., & Klasik, D. J. (2021). Do Career-Engaging Courses Engage Low-Income Students? AERA Open 7(1), 1-17.

URL: https://journals.sagepub.com/doi/pdf/10.1177/23328584211053324

Action Step	Complete-Date	Notes
Continue to expand the culinary to prepare students for careers and improve student nutrition and wellness	06/30/2027	
Increase internship opportunities to provide real-world training in careers	06/30/2027	
Expand work-based learning credits for all students	06/30/2027	
Utilize advisory and course planning for each student to earn at least one post-secondary credit or work-based learning credit during high school	06/30/2027	

Initiative 2: Secondary Diploma System

Creating a team of stakeholders to redesing the diploma system to align with the new secondary regulations.

Supporting Research and Evidence:

Dual credit leads to improved postsecondary outcomes

Citation: Villareal, M.U. (2018) The Impact of Dual Credit as a School District Policy on Secondary and Postsecondary Student Outcomes. Policy Brief Villarreal, Michael U. Texas Education Research Center

URL: https://eric.ed.gov/?id=ED612365&scrlybrkr=f05120e4

Action Step	**Complete-Date**	**Notes**
Evaluate the current graduation requirements (portfolio & demonstration) and update as appropriate for new requirements.	06/30/2027	This work in ongoing.
Establish guidelines and criteria for flex credits.	06/30/2027	This work is ongoing
Update Vision of the Graduate to include post-secondary expectations (work-based learning, AP, EEP, CTE) and ensure that the skills, competencies, knowledge and experiential levels are shared at each school in the district, grade levels and with families on school websites.	06/30/2027	This work is ongoing
Provide professional learning to school counselors and administrators on the updated secondary regulations in order to support students in obtaining the Vision of the Graduate.	06/30/2027	

Initiative 3: Secondary Scheduling

Taking a deep dive into the secondary schedule in order to create more opportunities for students to participate in work-based learning and internships.

Supporting Research and Evidence:

One option for length of individual mathematics class periods is the schedule type selected for Algebra I classes. This study examined the relationship between student achievement, as indicated by Algebra I Criterion-Referenced Test scores, and the schedule type for Algebra I classes. Data obtained from the Utah State Office of Education included scores for over 40,000

students, from over 300 schools, who took the identical Algebra I CRT at the end of the same school year. Data obtained from each school district determined the schedule type of each student. Significant differences were found in student achievement based on the schedule type overall and for individual grade levels. The schedule types generally related to higher Algebra I CRT scores were those where students spent more time in the mathematics classroom and where classes met daily.

Citation: Murray, G., & Moyer-Packenham, P. (2017). Relationships between classroom schedule types and performance on the Algebra I criterion-referenced test. Journal of Education, 194(2), 35–43. Abstract retrieved from http://eric.ed.gov/?id=EJ1054394.

URL: http://eric.ed.gov/?id=EJ1054394

Action Step	**Complete-Date**	**Notes**
Consultant facilitated task force to redesign the secondary schedules and identify the impact on staffing	03/30/2027	
Identify and create a high school course sequence that builds toward a senior capstone project	06/30/2027	
Create opportunities for staff to visit other schools that utilize a schedule that supports schools and district goals.	06/30/2027	