

**Baird Middle**

10621666006084

Principal's Name: Valerie Martinez

Principal's Signature:



The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

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<b>School Report Card</b>	<i>Needs Assessment</i>
<b>Action Plan</b>	<i>Action designed to meet the needs and accomplish the goals</i>
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<b>District Goals</b>	
The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

**Centralized Services** - No Centralized Services are utilized at this time.

**Consolidated Program Assurances**


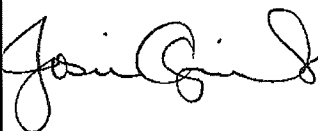
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.</p>
<p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</p>
<p>Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent Involvement Policy and the Parent-School Compact.</p>
<p>Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.</p>
<p>The Single Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.</p>

**School Site Council**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
<b>1. Principal - Valerie Martinez</b>	<b>X</b>				
<b>2. Chairperson - Josie Aguilar</b>				<b>X</b>	
<b>3. Jason Isaac</b>		<b>X</b>			
<b>4. Douglas Wilkins</b>		<b>X</b>			
<b>5. Becky Harper</b>		<b>X</b>			
<b>6. Fermin Magana</b>		<b>X</b>			
<b>7. Timona Martin</b>			<b>X</b>		
<b>8. Karina Navarro</b>			<b>X</b>		
<b>9. Dianne Parrish</b>				<b>X</b>	
<b>10. Lupe Nunez</b>				<b>X</b>	
<b>11. Sylvia Molina</b>				<b>X</b>	
<b>12. Nicole Goyette</b>					<b>X</b>
<b>13. Gabriel Deslauriers</b>					<b>X</b>
<b>14. Giovanna Aretakis</b>					<b>X</b>
<b>15. Jayden Dicksson (alternative) Carson Briscoe (alternative)</b>					<b>(X) (X)</b>

Check the appropriate box below:
<input type="checkbox"/> <b>ELAC reviewed the SPSA as a school advisory committee.</b>
<input type="checkbox"/> <b>ELAC voted to consolidate with the SSC. Date _____.</b>

**Required Signatures**

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Valerie Martinez		4/7/17
SSC Chairperson	Josie Aguilar		4/7/17

Additional Documents include the site Parent Involvement Policy, Compact, and the SSC Bylaws

Office of State and Federal Programs  
 Preliminary Site Categorical Allocations

FY 2017/18

Baird - 0030

**ON-SITE ALLOCATION**

3010	Title I	\$18,416
7090	LCFF Supplemental & Concentration	\$75,680
7091	LCFF for English Learners	\$7,620
		<hr/>
<b>TOTAL 2017/18 ON-SITE ALLOCATION</b>		<b>\$101,716</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$496
Remaining Title I funds are at the discretion of the School Site Council	\$17,920
Total Title I Allocation	<hr/> \$18,416

# 2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

## 1 - Academic Performance/Growth/Completion

Selected	ID	Description	<sup>14</sup> Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
<input type="checkbox"/>	<a href="#">3165</a>	<b>District Dashboard (Goal 1):</b> Performance on Smarter Balance (ELA)	2/17	N/A <sup>3</sup>	52.92%	65.98%	N/A <sup>3</sup>	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">3166</a>	<b>District Dashboard (Goal 1):</b> Performance on Smarter Balance (Math)	2/17	N/A <sup>3</sup>	32.01%	42.29%	N/A <sup>3</sup>	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">3158</a>	<b>District Dashboard (Goal 4):</b> Percentage of students with a D or F on their report card	2/17	0.00% <sup>4</sup>	42.98%	39.59%	36.06%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	<a href="#">6256</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	2/17	N/A <sup>7</sup>	N/A <sup>7</sup>	47.72%	56.71%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input type="checkbox"/>	<a href="#">6258</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	2/4	N/A <sup>8</sup>	N/A <sup>8</sup>	35.07%	35.47%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative Assessments) - Standard Met/Exceeded (Subelement)

## 2 - Social Emotional/Climate Culture

Selected	ID	Description	<sup>14</sup> Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
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13-10

<input type="checkbox"/>	<a href="#">917</a>	<b>District Dashboard (Goal 1):</b> Number and percentage of English Learner students redesignated (current progress).	1/16	20.93%	30.00%	50.00%	11.11%	<ul style="list-style-type: none"> <li>•LCAP Dashboard - 4PupilAchievement</li> <li>•SQII Index - EL Redesignation - LTEL Redesignation Rate (Related)</li> <li>•SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT</li> </ul>
<input type="checkbox"/>	<a href="#">863</a>	<b>Annual Measurable Achievement Objective 2:</b> Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	13/17*	0.00%	0.00%	N/A <sup>9</sup>	N/A <sup>9</sup>	<ul style="list-style-type: none"> <li>•LCAP Dashboard - 4PupilAchievement</li> </ul>
<input type="checkbox"/>	<a href="#">2358</a>	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	15/16	70.59%	52.38%	85.71%	68.75%	<ul style="list-style-type: none"> <li>•LCAP Dashboard - 4PupilAchievement</li> </ul>
<input type="checkbox"/>	<a href="#">48</a>	ADA Attendance Rate	1/17	97.16%	97.24%	97.52%	97.13%	<ul style="list-style-type: none"> <li>•LCAP Dashboard - 5PupilEngagement</li> <li>•SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance</li> </ul>
<input type="checkbox"/>	<a href="#">5942</a>	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	1/17	2.95%	2.40%	1.69%	2.67%	<ul style="list-style-type: none"> <li>•LCAP Dashboard - 5PupilEngagement</li> <li>•SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement)</li> <li>•SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance</li> </ul>
<input type="checkbox"/>	<a href="#">4849</a>	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	1/17	N/A <sup>10</sup>	N/A <sup>10</sup>	22.67%	17.36%	<ul style="list-style-type: none"> <li>•LCAP Dashboard - 5PupilEngagement</li> </ul>
<input type="checkbox"/>	<a href="#">2001</a>	<b>District Dashboard (Goal 4):</b> On-campus suspension instances per 100	1/17	9.33%	0.00%	0.00%	0.00%	<ul style="list-style-type: none"> <li>•LCAP Dashboard - 6SchoolClimate</li> </ul>
<input type="checkbox"/>	<a href="#">843</a>	<b>District Dashboard (Goal 4):</b> Out of school suspension instances per 100	3/17	9.33%	8.05%	4.23%	4.01%	<ul style="list-style-type: none"> <li>•LCAP Dashboard - 6SchoolClimate</li> <li>•SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions</li> </ul>
<input type="checkbox"/>	<a href="#">528</a>	<b>District Dashboard (Goal 4):</b> Expulsions per 100	1/17	0.16%	0.51%	0.00%	0.00%	<ul style="list-style-type: none"> <li>•LCAP Dashboard - 6SchoolClimate</li> </ul>
<input type="checkbox"/>	<a href="#">1299</a>	Number and percentage of 7th-8th grade students who dropped out	1/17	0.62%	0.34%	0.00%	0.00%	<ul style="list-style-type: none"> <li>•LCAP Dashboard - 5PupilEngagement</li> </ul>



<input type="checkbox"/>	<a href="#">2080</a>	<b>District Dashboard (Goal 2):</b> Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	5/17	72.34%	87.16%	85.11%	80.80%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input type="checkbox"/>	<a href="#">7137</a>	Number and percentage of positive responses on the Growth Mindset construct of the secondary student survey.	2/17	N/A <sup>13</sup>	N/A <sup>13</sup>	76.32%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	<a href="#">7136</a>	Number and percentage of positive responses on the Self-Management construct of the secondary student survey.	2/17	N/A <sup>13</sup>	N/A <sup>13</sup>	81.92%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	<a href="#">7139</a>	Number and percentage of positive responses on the Social-Awareness construct of the secondary student survey.	2/17	N/A <sup>13</sup>	N/A <sup>13</sup>	67.10%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student

## Notes

\* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year
7. Formative Assessment started in '15-16 School Year
8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
9. Updated once we have Annual Report from CDE
10. Ties to official ATLAS reporting starting in '15-16 School Year
11. District level indicator - requiring CDE data submission
12. Project launched in '15-16 School Year
13. Tracking started in '15-16 School Year (Baseline Year)
14. A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:

### Elementary Segment Example:

Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore

would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.

**High School Segment Example:**

In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.

Instructional supervisor name will appear once approved

Instructional Superintendent Approval :  No  Yes | Approval Date : 03/16/2017

Last Edit: -

Save

## Baird Middle 2017-2018 - Single Plan for Student Achievement (SPSA)

### Action # 1

Domain  1. Academic Performance  2. Social/Emotional Learning (SEL) and Culture & Climate

#### School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	65.98	100	Other - Please specify within action
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	42.29	100	Other - Please specify within action
2080 - Students engaged in a goal 2 activity	76.33	100	Other - Please specify within action
843 - Out of school suspension rate	3.83	0.1	Other - Please specify within action
3158 - Students with a D or F on their report card	36.06	20	Other - Please specify within action

New-Action
  On-going
 Reasoning:
  Strong Evidence
  Moderate Evidence
  Promising Evidence

#### Detail the Action

Our root cause analysis revealed that students needed strong Tier 1 instruction using a variety of high impact strategies to address their academic and social/emotional needs in order to move at least one grade level per year. Teachers report a need for additional training in high impact strategies to reduce the need for Tier 2 and 3. Through the work of their Accountable Communities, teachers will continue refining their curriculum maps and content area continuums and essential literacy standards at each grade level to ensure best 1st instruction for all students.

Tier 1: Baird Middle School will provide best 1st instruction through the following means:

- Universal Screening (DRP, SBAC, Site-based math assessments) - This takes place during summer for all new Baird students. All students are screened and placed according to need. Additional assessment done for students far below grade level in reading and math. Desired outcome: ALL Baird students will be at or above grade level by the time they promote from 8th grade.
- Camp WINK (Binder Organization, Agenda Planner, SEL supports) - Onboarding for all new Baird students. Focuses on AVID structures and strategies, foundational digital literacy, SEL and universal screening. Desired outcome: New Baird students will be prepared for Day 1 of school with binder organized, agenda planner mapped out, understanding and exhibiting The Baird Way.
- Schoolwide AVID (Scholars classes, WICOR, Digital Literacy) - Master Schedule is created in such a way that all 5th graders are enrolled in Tech Q1 and Scholars Q2. Desired outcome: New Baird students gain the skills necessary to be successful in the rigorous curriculum of Baird.
- The Baird Way (Standard of Dress, Lanyards, SEL Competencies, Goal 2) - Schoolwide practice including strategies for identifying and teaching expectations, acknowledging appropriate behavior/responding to inappropriate

behavior. Reinforced throughout the school year by all staff. Desired outcome: All Baird students will meet behavior expectations.

- Block 8 Enrichment Classes - Exploration/Enrichment time in the areas of Music, Art, Dance, Leadership, Teamwork and Play provided for all Baird students at the end of each school day. Student choice each quarter (9-week cycle). Passion class of teacher coordinated within grade level teams to provide a mix of offerings for students. Desired outcome: All Baird students go home happy each day.
- Clubs & Extra Curricular Activities
- Safe & Civil Class Meetings

### SMART Goals

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By June of 2018, 100% of Baird students will score at or above grade level on SBAC and be engaged in at least one Goal 2 activity each quarter; at least 80% of Baird students will earn grades of "C" or better in all classes on each quarterly report card; and 100% of English learners will be redesignated as English proficient.

### Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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#### Details: Explain the data which will specially monitor progress toward each indicator target

Data used to monitor Tier 1 implementation success is as follows:

- DRP (3x/year)
- District CFA (2x/year)
- AMD Certification Essentials/Revalidation (2x/year)
- LAS (2x/year)
- SBAC (end of year)
- CELDT
- Goal 2 Involvement (monthly)
- Suspensions (Quarterly)
- Grades (monthly)
- EIS tool (Quarterly)

#### Owner(s):

Principal, Co-Admin, Lead Teachers, AMD Coordinator, Grade Level and Content Area ACs, Academic Counselor

#### Timeline:

\*See data at left.

### Explain the Targeted Actions for Parent Involvement (required by Title I):

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Communication of student achievement results via ATLAS, Baird website, School Readiness Facilitator, Parent-Teacher Conferences, PTA meetings, parent workshops to educate parents on schoolwide achievement data/progress, quarterly communication by teachers with parents re: students' progress toward reading and math proficiency.

### Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):

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DRP administered 3x/year to all students, Arts, Activities & Athletics, academic competitions such as Science Olympiad, Tournament of Technology, etc., WICOR strategies schoolwide, schoolwide binders, Block 8 enrichment classes

### Describe Related Professional Learning:

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AMD Summer Institute: AMD Elective and content-area strands.

Solution Tree Conferences: RTI at Work to equip staff to effectively assess student progress and refine instructional practices

Baird Buyback Days: WICOR and RTI reinforcement, strengthening of ACs

54 PL Hours: GVC, IPG, Continuum of Standards, Essential grade level literacy standards, strengthening of ACs so that all meet the highest level by June 2018.

### Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

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Pyramid Response to Intervention, Schoolwide AMD strategies and onboarding of students are designed to meet the needs of all students to ensure their success.

**Baird Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Facltr, Schl Readiness	0.2500			\$ 7,705.00
1	2	LCFF: EL	Attendance & Social Work Services	Classified Support-Regular	Facltr, Schl Readiness	0.1250			\$ 3,852.00
1	1	Sup & Conc	Other Pupil Services	Other Classified-Supplemental				RTI Tutors - Classified Support	\$ 26,515.00
1	1	LCFF: EL	Instruction	Teacher-Substitute Salaries				Certificated Sub	\$ 2,321.00
1	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Teacher Supplemental - Camp WINK	\$ 3,000.00
1	1	Sup & Conc	Instruction	Materials & Supplies				Materials/Supplies	\$ 1,460.00
1	1	Title 1 Basic	Instruction	Materials & Supplies				DRP Vendor/Questar	\$ 799.00
								<b>Total</b>	<b>\$ 45,652.00</b>

## Action # 2

### Domain

1. Academic Performance

2. Social/Emotional Learning (SEL) and Culture & Climate

### School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	65.98	100	Other - Please specify within action
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	42.29	100	Other - Please specify within action
2080 - Students engaged in a goal 2 activity	76.33	100	Other - Please specify within action
3158 - Students with a D or F on their report card	36.06	20	Other - Please specify within action
917 - EL's Re-designated	11	100	Education and Leadership Foundation

New-Action

On-going

**Reasoning:**

Strong Evidence

Moderate Evidence

Promising Evidence

### Detail the Action

Our root cause analysis revealed that we need to provide a specific time within the regular school day for reteaching of grade level standards as well as separate interventions for "skill" and "will". In addition, teachers reported a need for professional development in best Tier 2 strategies to reduce the need for Tier 3. Differentiated instruction as well as additional time during the regular school day are needed to meet stated goals. Accountable Communities will continue using CFA data to reteach essential grade level standards as well as to refine their practices as ACs.

Tier 2: Baird Middle School will provide best 2nd instruction through the following means:

- AMD Elective Classes at the 7th & 8th grade levels, to include a Bilingual AMD class as monies become available (contract with AMD Center) - Students who fit the AMD profile are invited to apply, interview and, if selected, are enrolled in a 2-year AMD Elective program with highly trained AMD teachers.
- Spanish Literacy class at the 5th/6th grade levels as monies become available - for students whose first language is Spanish or who have been enrolled in a dual immersion program.
- Tier 2 Reteaching/Acceleration day built into master schedule - All teachers at Baird have designated Mondays as reteaching of grade level standards/acceleration for students who met standards the previous week.
- Academic Support Time daily - Additional time within the school day, M-F, provided for individual or small group reteaching of content standards based on student need. Progress monitoring component for students not meeting standards led by teachers, administrators and parents.
- Lunch Bunch 2x/week - all grade levels - Additional time within the school day (Tue/Thu) provided for students who are not completing their work due to lack of will. Progress monitoring component led by academic counselor.
- One-on-One grade chats with academic counselor -

### SMART Goals

By June of 2018, 100% of Baird students will score at or above grade level on SBAC and be engaged in at least one Goal 2 activity each quarter; at least 80% of Baird students will earn grades of "C" or better in all classes on each quarterly report card; and 100% of English learners will be redesignated as English proficient.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

**Details: Explain the data which will specially monitor progress toward each indicator target**

Data used to monitor Tier 2 implementation success is as follows:

- DRP (3x/year)
- District CFA (2x/year)
- AMD Certification Essentials/Revalidation (2x/year)
- LAS (2x/year)
- SBAC (end of year)
- Goal 2 Involvement (monthly)
- Grades (monthly - weekly for AMD, Spanish Literacy & Lunch Bunch students)
- EISS tool
- Monthly progress monitoring with Lunch Bunch

**Owner(s):**

Principal, Co-Admin, ILT, AMD Coordinator, Academic Counselor, Grade level and Content Area ACs, Campus Culture Team

**Timeline:**

\*See info at left

**Explain the Targeted Actions for Parent Involvement (required by Title I):**

In addition to targeted actions for parent involvement outlined under Action #1, parents of students who need Tier 2 support will receive additional time with counselors and teachers to outline the need for Tier 2 intervention. AVID Parent Workshops, one-on-one meetings with academic counselor, as needed.

**Describe Related Professional Learning:**

Site-based PL will be provided to teachers in facilitation of second tier teaching strategies, assessment, grading practices and AVID strategies.

**Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):**

LAS administered 2x/year for students whose home language is Spanish, reteaching of grade level standards utilizing the GVC on Mondays in content area classes, culturally relevant texts, AVID Elective classes, Lunch Bunch, Academic Support Time with teachers daily

**Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:**

Tier 2 supports provide additional instructional time for students not meeting grade level standards.

Baird Budgeted Expenditures											
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
2	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				AVID Teacher Supplemental	\$	1,001.00	
2	1	Title 1 Basic	School Administration	Travel				AVID SI Travel/conference/training - Administration	\$	8,000.00	
2	1	LCFF: EL	Instruction	Travel				Conference/Travel for Teachers	\$	1,447.00	
2	1	Title 1 Basic	Instruction	Prof/Consulting Svc & Operating			Avid Center	AVID Site Fee	\$	3,700.00	
									Total	\$	14,148.00

**Action # 3**

Domain  1. Academic Performance  2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	65.98	100	Education and Leadership Foundation
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	42.29	100	Education and Leadership Foundation
2080 - Students engaged in a goal 2 activity	76.33	100	Education and Leadership Foundation
3158 - Students with a D or F on their report card	36.06	20	Education and Leadership Foundation
917 - EL's Re-designated	11	100	Education and Leadership Foundation

New-Action    
  On-going    
 Reasoning:    
 Strong Evidence    
 Moderate Evidence    
 Promising Evidence

Detail the Action

Our root cause analysis revealed a need for small group instruction at students' i + 1 level for students significantly below grade level in reading and math. Additionally, intensive supports targeted for social/emotional, behavioral and language needs must be provided for via additional time during the regular school day without removing students from enrichment opportunities.

Tier 3: Baird Middle School will provide intensive support for students who are significantly below grade level through the following means:

- RTI Math classes staffed with 2 teachers and 2 college tutors at every grade level - Students are selected based on both universal screening and ongoing assessment. Students far below grade level receive targeted instruction (i + 1) as well in grade level standards. Small group instruction. Students are exited throughout the year as they meet grade level standards and receive ongoing monitoring by teacher, AC and counselor.
- RTI ELA classes staffed with 2 teachers and 2 college tutors at every grade level - See RTI Math description above.
- Hybrid AMD/YMA class for students with high behaviors and low grades - Mentoring class within the school day for students with SEL and academic needs.
- Spanish Literacy class for 5th/6th grade students who are EL, LTEL, RFEP - as monies become available
- Bilingual AMD class for 7th/8th grade students who are EL, LTEL, RFEP and/or dual immersion - as monies become available
- Block 8 Intervention - additional literacy and math instruction within the school day 2x/week with tutors - Additional time within the school day (Tue/Thu) to support students who are far below grade level in reading and/or math. Instruction is matched to student need based on data. Tutors assist. These student receive Block 8 enrichment on MW/F. Services provided by most qualified teachers at each grade level.
- Block 8 Social Skills classes - Additional time within the school day (Tue/Thu) for students identified as needing intensive social skills training. Services provided by academic counselor.
- Designated ELD - Additional English language instruction within the school day (Tue/Thu) for students identified as LTEL or at risk for LTEL to receive designated ELD instruction from ELA teacher and bilingual tutors.
- Summer School - Additional literacy and math instruction outside the regular school year for students identified as needing intensive intervention in reading and/or math. Targeted instruction with site-designed curriculum based on identified areas of need.

SMART Goals



By June of 2018, 100% of Baird students will score at or above grade level on SBAC and be engaged in at least one Goal 2 activity each quarter; at least 80% of Baird students will earn grades of "C" or better in all classes on each quarterly report card; and 100% of English learners will be redesignated as English proficient.

**Explain the Progress Monitoring using the Cycle of Continuous Improvement model:**

**Details: Explain the data which will specially monitor progress toward each indicator target**

Data used to monitor Tier 3 implementation success is as follows:

- DRP (3x/year)
- District CFA (2x/year)
- AMD Certification Essentials/Revalidation (2x/year)
- LAS (2x/year)
- SBAC (end of year)
- CELDT (Fall)
- Goal 2 Involvement (monthly)
- Suspensions (Quarterly)
- Grades (monthly)
- EIS tool

**Owner(s):**

Principal, Co-Admin, ILT, AMD Coordinator, Academic Counselor

**Timeline:**

\*See info at left.

**Explain the Targeted Actions for Parent Involvement (required by Title I):**

For parents of students receiving Tier 3 supports, additional workshops will be held to review goal setting and progress of individual students, one-on-one meetings with mentoring teacher, academic counselor and school psychologist, as needed. EL parents will receiving training in their primary language.

**Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):**

RTI Math and RTI English classes at every grade level, YWA/AMD and YWA/AMD hybrid classes at 7th and 8th grades, Designated ELD classes 2x/week, Block 8 Social Skills classes 2x/week, Block 8 intervention 2x/week for students needing Tier 3 support who are not enrolled in RTI Math or RTI English, extended learning through Baird's summer school program.

**Describe Related Professional Learning:**

AMD Summer Institute, Solution Tree Conferences, Baird Buyback PL

**Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:**

Our Tier 3 AMD classes provide additional academic and SEL support for students struggling in either area. Priority for Tier 3 supports is given to economically disadvantaged and English learner students. Additional time is provided twice a week in Block 8 for Designated ELD instruction for our EL students.

Baird Budgeted Expenditures											
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
3	1	Title 1 Basic	Instruction	Materials & Supplies				Materials / Supplies .... NO FOOD, NO Incentive	\$	1,420.00	
3	1	Title 1 Basic	Parent Participation	Materials & Supplies				Parent Participation/involvement	\$	496.00	
3	1	Sup & Conc	Instruction	Sub-agreements for Services			Education and Leadership Foundation	RTI Tutors	\$	40,000.00	
										<b>Total</b>	\$ 41,916.00

**Action # 4**

Domain  1. Academic Performance  2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	65.98	100	
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	42.29	100	
3158 - Students with a D or F on their report card	36.06	20	
917 - EL's Re-designated	11	100	

New-Action    
  On-going    
 Reasoning:    
 Strong Evidence    
 Moderate Evidence    
 Promising Evidence

Detail the Action

Our root cause analysis revealed that a multi-pronged approach to serving our parents, both English- and non-English speaking, is needed in order to meet our goals. Support will include the following: bilingual parent facilitator hired to coordinate all parent-related activities at Baird, as well as communication and training between school and parents; support staff and bilingual office staff will assist with communication; grade level team identification of home language during the first AC of the school year with accompanying action plan for communication, parent/student events in keeping with Baird's magnet focus (festivals, Camp WINK, Mothers' Day Tea, Father's Breakfast, parent workshops, one-on-one parent conferences, etc.

SMART Goals

No less than 86% of parents will respond "Agree" or "Strongly Agree" to the statement "I feel respected and welcome at my child's school" on the annual parent survey.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

Edutext Participation - Quarterly

ATLAS usage - Quarterly

Baird website usage - Monthly

Parent Center event participation - Monthly

Parent-Teacher conference attendance - As needed

PTA meetings - Monthly

Parent workshop attendance - Fall, Spring

Parent Survey responses - Spring

Parent Involvement/Volunteers - Monthly

Owner(s):

Principal, co-admin

Timeline:

\*See at left.

Explain the Targeted Actions for Parent Involvement (required by Title I):

Parent workshops provided by bilingual staff to share student progress data, training on parental support of students, new parent orientation.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Describe Related Professional Learning:

Staff-provided PL gleaned from new learnings at AMD Summer Institute (3 days/year), RTI Conference (3 days/yr) as well as additional site PL provided by School Psychologist on SEL.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Translation services for 504, IEP and other parent meetings, bilingual staff to provide daily tutoring in math and ELA for students needing Tier 2 and 3 help.

**Action # 5**

Domain  1. Academic Performance  2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	65.98	100	
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	42.29	100	
917 - EL's Re-designated	11	100	
2080 - Students engaged in a goal 2 activity	76.33	100	

New-Action    
  On-going    
 Reasoning:    
 Strong Evidence    
 Moderate Evidence    
 Promising Evidence

Detail the Action

Our root cause analysis revealed that our AVID program needed to be paired with our RTI program to provide greater clarity and impact for student achievement. By maintaining our status as an AMD National Demonstration School, Baird will provide Tier 1 support for all students via the AVID Scholars 9-week elective wheel classes, schoolwide binder checks, Cornell notetaking, goal setting Socratic Seminars and other WICOR strategies. Baird will provide Tier 2 support via AVID Elective classes at the 7th and 8th grades. Baird will provide Tier 3 support via hybrid YWA/AMD and YWA/AMD classes for students not yet meeting AMD criteria.

SMART Goals

By June 2018, 100% of Baird students will score at or above grade level on the CAASP and be engaged in a Goal 2 Activity. 100% of English learners at Baird will be redesignated.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target AMD Data Submission AMD Essentials via ISS and CSS	Owner(s): AMD Coordinator	Timeline: AMD Center
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Explain the Targeted Actions for Parent Involvement (required by Title I): AMD Parent Workshops, AMD Family Night, College Making it Happen, College Tours for parents, focus on families of 1st generation college goers	Describe Related Professional Learning: AMD Summer Institute
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Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):	Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:
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YMA and YWA students enrolled in the AMD program with subsequent AMD supports, AMD curriculum, college workshops and tours, A-G planning

Priority placement in AMD for English learner students

# 2017-2018 Budget for SPSA/School Site Council

## State/Federal Dept 0030 Baird Middle

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Supp			Teacher Supplemental - Camp WINK	3,000.00
1	1	Title 1 Basic	Instruction	Mat & Supp			: DRP Vendor/Questar	799.00
1	1	Sup & Conc	Instruction	Mat & Supp			: Materials/Supplies	1,460.00
1	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Facltr, Schl Readiness	0.250		7,705.00
1	1	Sup & Conc	Other Pupil Services	Oth Cls-Supp			RTI Tutors - Classified Support	26,515.00
1	1	LCFF: EL	Instruction	Teacher-Subs			Certificated Sub	2,321.00
1	2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Facltr, Schl Readiness	0.125		3,852.00
2	1	Title 1 Basic	Instruction	Teacher-Supp			AVID Teacher Supplemental	1,001.00
2	1	Title 1 Basic	Instruction	Cons Svc/Oth			Avid Center : AVID Site Fee	3,700.00
2	1	Title 1 Basic	School Administration	Travel			: AVID SI Travel/conference/training - Administration	8,000.00
2	1	LCFF: EL	Instruction	Travel			: Conference/Travel for Teachers	1,447.00
3	1	Title 1 Basic	Instruction	Mat & Supp			Materials / Supplies .... NO FOOD, NO Incentive	1,420.00
3	1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation/involvement	496.00
3	1	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : RTI Tutors	40,000.00
								<b>\$101,716.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$18,416.00
Sup & Conc	7090	\$75,680.00
LCFF: EL	7091	\$7,620.00
<b>Grand Total</b>		<b>\$101,716.00</b>

Domain Totals	Budget Totals
Academic	\$90,159.00
SEL / Culture & Climate	\$11,557.00
<b>Grand Total</b>	<b>\$101,716.00</b>