

**Baird Middle**

106216660060841

Principal's Name: Valerie Martinez

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Valerie Martinez', written over the printed name.

The Fresno Unified School District Board of Education approved this plan on: May 23, 2018

Title I SWP

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<b>District Goals</b>	
<p>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.</p>	
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**

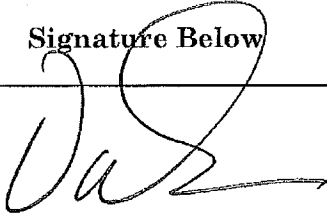

<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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>
1. <b>Principal – Valerie Martinez</b>	X				
2. <b>Chairperson – Karina Navarro</b>			X		
3. <b>Diane Parrish</b>				X	
4. <b>Timona Martin</b>			X		
5. <b>Fermin Magaña</b>		X			
6. <b>Jason Isaac</b>		X			
7. <b>Charles Rocha</b>		X			
8. <b>Manpreet Kaberwal</b>				X	
9. <b>Deega Mohammed</b>				X	
10. <b>Rowan Falke</b>					X
11. <b>Chase Nutting</b>					X
12. <b>Gabriel Deslauriers</b>					X
13.					
14.					
15.					

Check the appropriate box below:
N/A ELAC reviewed the SPSA as a school advisory committee.
N/A ELAC voted to consolidate with the SSC. Date _____.

**Required Signatures**

<b>School Name:</b>			
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.			
<b>Title</b>	<b>Print Name Below</b>	<b>Signature Below</b>	<b>Date</b>
<b>Principal</b>	Valerie Martinez		3/23/18
<b>SSC Chairperson</b>	Karina Navarro		3/23/18

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2018/19

Baird - 0030

**ON-SITE ALLOCATION**

3010	Title I	\$19,680
7090	LCFF Supplemental & Concentration	\$90,516
7091	LCFF for English Learners	\$7,620
<b>TOTAL 2018/19 ON-SITE ALLOCATION</b>		<b>\$117,816</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$656
Remaining Title I funds are at the discretion of the School Site Council	\$19,024
Total Title I Allocation	\$19,680

## Baird Middle 2018-2019 - Single Plan for Student Achievement (SPSA)

### Goal 1 - All Students will excel in reading, writing and math

#### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current %	Target %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	61.953	100
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	46.801	100
One D or F on Any Report Card (grades 2-12)	45.719	20

#### Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<b>1</b> What were the key factors that contributed to these performance outcomes for each metric.	<b>2</b> What were the key factors that contributed to the disproportionality for any significant subgroups.
<p><b>SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)</b></p> <p>Universal Screening, Tiered System of Supports, Camp WINK, Schoolwide Scholars program</p> <p><b>SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)</b></p> <p>Universal Screening, Tiered System of Supports, Camp WINK, Schoolwide Scholars program</p> <p><b>One D or F on Any Report Card (grades 2-12)</b></p> <p>Universal Screening, Tiered System of Supports, Camp WINK, Schoolwide Scholars program, Lunch Bunch, After School Tutorial, a move to standards-based grading</p>	<p><b>SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)</b></p> <p>Misplacement of students in support classes, non-standards based grading practices, less than full implementation of Tier 2</p> <p><b>SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)</b></p> <p>Misplacement of students in support classes, non-standards based grading practices, less than full implementation of RTI</p> <p><b>One D or F on Any Report Card (grades 2-12)</b></p> <p>Inconsistent grading practices</p>

**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<b>1</b> SSC:	<b>2</b> ELAC:	<b>3</b> Staff:
Balance out grading practices.	N/A	A schoolwide shift in grading practices is needed via a move

Continue with Block 8 tutoring.  
Weight assessments more than homework or classwork.  
Increase amount of group work.

to standards-based grading beginning in the 2018-19 school year.  
Creation of an Intervention Team to examine logistics, characteristics, and effectiveness of quality intervention.  
Refinement of Tier 1 and 2 practices will result in improved outcomes for SBAC ELA and Math.  
Implement "Explore Time" (Tier 2) on Thurs/Fri to get more students help where they need it.  
Vertical teamwork to reduce the number of struggling students.  
Additional supports during Block 8 for Math and ELA  
BSU meeting once per week.  
Include more culturally relevant resources and reading materials.  
Increase the number of parent workshops.  
Home Visits.  
Incentives for academic growth.  
Shift Lunch Bunch to a mandatory intervention; no more opt-out.

**Step 3:** Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

Title I funds were used for professional development to further equip our staff in ramping up our Tiered System of Supports as well as our AMD program. We plan to increase the amount of funding for professional learning opportunities for staff in the 2018-19 school year.

## Action 1

**Title:** Goal 1 Actions 2018-19: Reading, Writing & Math

### Action Details:

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

- Universal Screening (DRP, SBAC, I-Ready) -iReady also used during Camp WINK for all incoming Baird students
- Camp WINK (Binder organization, Agenda Planner, Note taking support)
- Schoolwide Scholars Program (Scholars classes, WICOR, Academic Language)
- The Baird Way
- New Parent Orientation
- Schoolwide PLI
- *Teacher supplemental contracts for PLI*
- PLC Professional Development for all Teachers
- GALE Learning Resources for Teachers and Students
- Promote/encourage reading literacy via access to current, engaging independent reading material for students at all levels



- Provide access for all students to current, innovative technology and databases
- Schoolwide protocol for power standards assessments

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

- Scholars classes grades 5-8
- Tier 2 Reteaching/Acceleration built into master schedule with 100% teacher participation
- *Transportation costs* to be provided for teachers attending conferences
- Availability of intervention for "will" during Explore Time 2x/week
- Academic Support Time M-F, 8:45-9:15 a.m.
- Performing Arts integrated into 7th grade magnet wheel
- Cultural Arts class Block 8
- Mandatory Lunch Bunch 2x/week with academic counselor
- One-on-One goal setting and grade chats with academic counselor
- Targeted Parent Workshops (Spanish-speaking)
- Schoolwide protocol for team evaluation of Tier 2 reteaching

Tier 3: Baird Middle School will provide intensive support for students who are significantly below grade level, utilizing *Educational Leadership foundation* for the following Tier 3 Intervention supports:

- RTI Math and ELA classes staffed with two teachers and two or more college tutors at every grade level
- Hybrid YMA and YWA Scholars classes
- Block 8 Intervention twice each week for ELA and Math
- Designated ELD during Block 8 with ELA teacher
- Summer Intensive Literacy Program
- iReady support
- After School Tutoring
- Parent Workshops (parents of students in the after school program)
- Intervention Coordinator/Team to oversee all three tiers
- Schoolwide protocol for identification and monitoring of Tier 3 students/intervention effectiveness

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

#### Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Data used to monitor effectiveness of Tier 1, 2 & 3 implementation is as follows:

- DRP (4x/year)
- District Interim (2x/year)
- iReady (3x/year)
- SBAC (end of year)
- ELPAC (Spring)
- Grades (monthly/quarterly) (weekly for Lunch Bunch and Alliance)

[Owner\(s\):](#)

Principal, Co-Admin, ILT, Scholars Coordinator,  
Academic Counselor, Intervention Team

[Timeline:](#)

\*See info at left

**Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):**

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Universal screeners administered to all students at start of school year; iReady assessments administered pre-/mid-/post); RTI tutors in ELA and Math RTI classes; Lunch Bunch 2x/week; Academic Support Time; Block 8 Tier 3 support by ELA and Math teachers 2x/week; Designated ELD; after school tutoring, Alliance classes, Scholars classes, elective wheel, Academic Support Time, Lunch Bunch. *Incentives will be offered to students that make significant gains in the areas of reading and math as indicated on district, state, and school assessments.*

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

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A multi-pronged approach to serving our parents, both English- and non-English speaking will include the following: bilingual parent facilitator and after school program leader, support staff and counselor communication via phone, website, personal letters and phone calls, School Messenger, and face-to-face meetings; grade level team identification of home language during the first PLC of the school year with accompanying action plan for communications, parent/student events in keeping with Baird's magnet focus (festivals, Camp WNK, Mom's Tea, Dad's Breakfast, etc.). In addition, Alliance Parent Meetings, Parent/Teacher Conferences, Spanish Language Parent Workshops and Enrichment Trips, SSTs, 504s and IEPs.

**Specify enhanced services for EL students:**

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Pyramid Response to Intervention, Schoolwide Scholars, Designated ELD

**Describe Professional Learning related to this action:**

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*As Baird strives for sustained, substantive school improvement and a continued increase in student achievement, teachers will attend and utilize Solution Tree PLC & RTI Institutes, AMD Pathways, Baird Buyback Days, GALE Learning Resources, PLI (Professional Learning Initiative), new HSS textbook adoption. Substitute teachers will be secured for teachers that attend various PL opportunities.*

# 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0553 Addicott (Locked)

## G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Separate Classes: Special Educati	Mat & Supp			Unique Materials and Supplies **NO FOOD NO INCENTIVES**	318.00
G1A1	Sup & Conc	Separate Classes: Special Educati	Mat & Supp			: Unique Materials and Supplies	1,663.00
G1A1	LCFF: EL	Separate Classes: Special Educati	Mat & Supp			: Unique Materials and Supplies	1,058.00
G1A2	Title 1 Basic	Separate Classes: Special Educati	Cons Svc/Oth			MOVE International : MOVE Training. Vendor Number 03360.	1,500.00
G1A2	Sup & Conc	Separate Classes: Special Educati	Teacher-Subs			Substitute Support for MOVE Training	585.00
G1A2	Sup & Conc	Separate Classes: Special Educati	Teacher-Supp			Supplemental Contract for MOVE Teacher	718.00
G1A3	Sup & Conc	Separate Classes: Special Educati	Mat & Supp			Replacement and Purchase of new equipment for students.	2,000.00
G1A3	Sup & Conc	Separate Classes: Special Educati	Direct-Maint			Maintain our specialized equipment.	900.00
G1A4	LCFF: EL	Separate Classes: Special Educati	Nc-Equipment			Technology to help facilitate communication opportunities	5,000.00
G1A5	Sup & Conc	Separate Classes: Special Educati	Teacher-Subs			Substitute Support for Teachers.	5,271.00
G1A6	Title 1 Basic	In-House Instructional Staff Deve	Cons Svc/Oth			To Be Determined : Professional Learning/Training	2,000.00
G1A6	Title 1 Basic	Parent Participation	Mat & Supp			Supplies and Materials for Parent Involvement ** NO FOOD NO INCENTIVES**	92.00
G1A6	Sup & Conc	Separate Classes: Special Educati	Direct-Graph			: Posters, charts, and other materials needed to carry out Professional Learning/Training.	500.00

**\$21,605.00**

**Goal 2 - All Students will engage in arts, activities, and athletic**

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	83.779	100

Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p><b>1</b> What were the key factors that contributed to these performance outcomes for each metric.</p>	<p><b>2</b> What were the key factors that contributed to the disproportionality for any significant subgroups.</p>
<p><b>Goal 2 Participation Rate</b></p> <p>70% of Baird staff sponsored a club in 2017-18. Club Fair recruitment. Cumbersome process for entering data in the tool that records Goal 2 participation.</p>	<p><b>Goal 2 Participation Rate</b></p> <p>N/A</p>

**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p><b>1</b> SSC:</p>	<p><b>2</b> ELAC:</p>	<p><b>3</b> Staff:</p>
<p>Expand intramural sports.</p> <p>Make sports flyers available to all students to increase awareness.</p> <p>Increase club offerings and advertise strategically throughout the school year.</p>	<p>N/A</p>	<p>Conduct interest inventory the year prior to determine club and Block 8 offerings for the following year based on student interest.</p> <p>Increase the number of clubs by including non-teaching staff.</p> <p>Promote monthly Club Shirt Day.</p> <p>Club recognition at quarter award assemblies - stand up and be recognized.</p> <p>Club reports included in bulletin.</p> <p>Baird Explorer or other type award with points earned towards incentives each semester.</p> <p>Improve attendance taking by club sponsors to reflect true club involvement.</p>

## Action 1

Title: Goal 2 Actions 2018-19: Arts, Activities & Athletics

### Action Details:

Tier 1: Baird Middle School will provide Tier 1 support for student engagement through the following means:

- Camp WINK for all new students (orientation, engagement)
- Block 8 Enrichment Classes (Art, Music, Dance, Mosaic, Rube Goldberg, Academic Pentathlon, Science Olympiad, Tournament of Technology, etc.)
- The Baird Way (SEL competencies, Goal 2 Involvement)
- Safe & Civil Class Meetings
- Hands-on Elective Wheel class components (robotics, coding, organic gardening, college trips, guest speakers, etc.)
- No-cut sports (Track & Field, Cross Country, Wrestling)
- Grade Level Field Trips
- Time scheduled during staff meetings to capture club attendance in ATLAS
- Club Rush in Quarters 1 & 3

Tier 2: Baird Middle School will provide Tier 2 support for student engagement through the following means:

- Scholars classes grades 5-8
- Tier 2 Reteaching/Acceleration built into master schedule
- Academic Support Time M-F, 8:45-9:15 a.m.
- Lunch Bunch 2x/week with academic counselor
- One-on-One goal setting and grade chats with academic counselor
- Targeted Parent Workshops (Spanish-speaking)
- Know More Program
- Social Skills classes
- Seasonal Sports Teams
- Leadership/School Site Council
- 5th Grade San Francisco Trip
- 6th Grade Camp
- Clubs and Club Field Trips
- 8th Grade Civic Learning

Tier 3: Baird Middle School will provide intensive support for student engagement through the following means:

- Young Men's Alliance
- Young Women's Alliance
- Wonder Valley Ranch
- Intramurals
- Campus Culture Recruitment

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

### Explain the Progress Monitoring and data used for this Action

[Describe Direct Instructional Services to students, including materials and supplies required \(curriculum and instruction\):](#)

Instruction via Science Olympiad, Tournament of Technology, Academic Pentathlon, sports teams, field trips,

[Specify enhanced services for EL students:](#)

Spanish-language parent workshops and enrichment trips, Baile Folklorico, Spanish literacy instruction, Spanish club.

leadership conferences, parent workshops, Block 8 enrichment classes, Camp WINK, No More, Social Skills classes, OLWEUS Anti-Bullying meetings, and civic learning.

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

A multi-pronged approach to serving our parents, both English- and non-English speaking will include the following: bilingual parent facilitator and after school program leader, support staff and counselor communication via phone, website, personal letters and phone calls, School Messenger, and face-to-face meetings; grade level team identification of home language during the first PLC of the school year with accompanying action plan for communications, parent/student events in keeping with Baird's magnet focus (festivals, Camp WINK, Mom's Tea, Dad's Breakfast, etc.). In addition, Alliance Parent Meetings, Parent/Teacher Conferences, Spanish Language Parent Workshops and Enrichment Trips, SSTs, 504s and IEPs.

**Describe Professional Learning related to this action:**

OLWEUS, Safe & Civil, , GALE Learning resources, Campus Culture professional learning opportunities for staff.

## 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0553 Addicott (Locked)

### G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Separate Classes: Special Educati	Mat & Supp			: Garden supplies needed for Student Garden	300.00
G2A1	Sup & Conc	Separate Classes: Special Educati	Local Mileag			: Traveling expense for staff to field trip locations.	100.00
G2A1	Sup & Conc	Separate Classes: Special Educati	Recreation			: Costs associated with Field Trips and On-Site Experiences	700.00

**\$1,100.00**

**Goal 3 - All Students will demonstrate the character and competencies for workplace success**

**School Quality Review**

**School Level Dashboard**

Goal 3 Metrics	Current %	Target %
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**Needs Assessment**

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

**1** What were the key factors that contributed to these performance outcomes for each metric.

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**2** What were the key factors that contributed to the disproportionality for any significant subgroups.

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**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

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**2** ELAC:

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**3** Staff:

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**Goal 4 - All Students will stay in school on target to graduate**

**School Quality Review**

**School Level Dashboard**

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	2.946	0.946
Suspensions Per 100	6.032	5.032

**Needs Assessment**

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

**1** What were the key factors that contributed to these performance outcomes for each metric.

**Chronic Absenteeism**  
One student with chronic absenteeism.

**Suspensions Per 100**  
Suspensions dropped by 1.71. This was primarily in 8th grade, due to both YMA and 8th grade US History implementation of civic learning.

**2** What were the key factors that contributed to the disproportionality for any significant subgroups.

**Chronic Absenteeism**  
One student with chronic absenteeism.

**Suspensions Per 100**  
A major incident, which resulted in multiple-day suspensions, resulted in disproportionality.

**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

No suggestions.

**2** ELAC:

N/A

**3** Staff:

Chronic absenteeism was due to three students in particular. Suspensions were down overall, but higher for African American students due to one incident with multiple days of suspension.

Increase tutoring services to include more bilingual tutors.

Grade level team time focused on EL students.

Mentoring for English Learner students.

Professional Learning for staff on highly effective strategies for English learners

Increase the number of parent workshops.

Incentives for academic growth.

Home visits.

**Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:**

- (1) Baird will continue to ensure that accountability systems, teacher training, curriculum, and instructional materials are aligned with challenging State academic standards so that students, teachers, parents, and administrators can measure progress against district and state expectations for student academic achievement;
- (2) Baird will continue to address and meet the educational needs of low-achieving students, EL students, students with disabilities, and foster youth through our tiered system of interventions.
- (3) Closing the achievement gap between high- and low-performing children, especially the achievement gaps between ethnic minority and nonminority students, and between disadvantaged children and their more advantaged peers through our tiered system of interventions
- (4) Holding one another accountable for improving the academic achievement of all students, and identifying first best instruction practices to ensure all students receive a high-quality education;
- (5) Distributing and targeting resources sufficiently where needs are greatest;
- (6) improving and strengthening accountability, teaching, and learning by using researched best strategies, and assessments designed to ensure that students are meeting State content standards and increasing achievement overall.
- (7) Providing children enriched and accelerated educational opportunities, including the use of school wide programs or additional services that increase the amount and quality of instructional time;
- (8) Ensuring the access of children to effective, scientifically based instructional strategies and challenging academic content;
- (9) Significantly elevating the quality of instruction by providing staff substantial opportunities for professional development;
- (10) Affording parent's substantial and meaningful opportunities to participate in the education of their children.

## Action 1

**Title:** Goal 4 Actions 2018-19: Stay in School On Target to Graduate

### Action Details:

Tier 1: Baird Middle School will provide Tier 1 support through the following means so that all students will stay in school on target to graduate:

- Universal Screening
- Schoolwide Scholars Program (Scholars classes, WICOR, Academic Language)
- Camp WINK (orientation, engagement)
- Block 8 Enrichment Classes (Art, Music, Dance, Mosaic, Rube Goldberg, Academic Pentathlon, Science Olympiad, Tournament of Technology, etc.)
- The Baird Way (SEL competencies, Goal 2 Involvement)
- Safe & Civil Class Meetings
- Career Cruising
- Hands-on Elective Wheel class components (robotics, coding, organic gardening, college trips, guest speakers, etc.)
- No-cut sports (Track & Field, Cross Country, Wrestling)
- Field Trips
- Parent Workshops
- Parent Facilitator
- Schoolwide PLI
- PLC Professional Development for Teachers
- High Leverage EL Strategies Professional Development for all Teachers
- GALE Learning Resources for Teachers and Students

Tier 2: Baird Middle School will provide Tier 2 support through the following means so that all students will stay in school on target to graduate:

- Know More
- Social Skills classes
- Seasonal Sports Teams
- Leadership/School Site Council
- Clubs and Club Field Trips
- Lunch Bunch
- Khan Academy
- Parent Workshops

Tier 3: Baird Middle School will provide intensive support through the following means so that all students will stay in school on target to graduate:

- RTI Math and ELA classes staffed with two teachers and two or more college tutors at every grade level
- Young Men's Alliance
- Young Women's Alliance
- Block 8 Intervention twice each week for ELA and Math
- Designated ELD during Block 8 with ELA teacher
- Summer Intensive Literacy Program
- iReady support
- After School Tutoring
- Parent Workshops (parents of students in the after school program)
- Wonder Valley Ranch
- Intramurals
- Campus Culture Directors
- Small Group Counseling
- After School Tutoring
- Spanish-speaking Parent Facilitator
- "Blue Pals" - police mentors for African American and EL students

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

#### Explain the Progress Monitoring and data used for this Action

##### [Describe Direct Instructional Services to students, including materials and supplies required \(curriculum and instruction\):](#)

Universal screeners administered to all students at start of school year; iReady assessments administered pre-/mid-/post); RTI tutors in ELA and Math RTI classes; Lunch Bunch 2/week; Academic Support Time; Block 8 Tier 3 support by ELA and Math teachers 2x/week; Designated ELD; after school tutoring, Alliance classes, Scholars classes, elective wheel, Academic Support Time, Lunch Bunch.

##### [Explain the actions for Parent Involvement \(required by Title I\):](#)

A multi-pronged approach to serving our parents, both English- and non-English speaking will include the following: bilingual parent facilitator and after school program leader, support staff and counselor communication via phone, website, personal letters and phone calls, School Messenger, and face-to-face meetings; grade level team identification of home language during the first PLC of the school year with accompanying action plan for communications, parent/student events in keeping with Baird's magnet focus (festivals, Camp WINK, Mom's Tea, Dad's Breakfast, etc.). In addition, Alliance Parent Meetings, Parent/Teacher Conferences, Spanish Language Parent Workshops and Enrichment Trips, SSTs, 504s and IEPs.

##### [Specify enhanced services for EL students:](#)

Pyramid Response to Intervention, Schoolwide Scholars, Designated ELD

##### [Describe Professional Learning related to this action:](#)

OLWEUS, Safe & Civil, Campus Culture, Solution Tree (PLC) Institutes, GALE Learning Resources, PLI (Professional Learning Initiative)

## 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0553 Addicott (Locked)

### G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Separate Classes: Special Educati	Teacher-Subs			Substitute Support for Teachers Transition	1,405.00
G4A1	Sup & Conc	Separate Classes: Special Educati	Oth Cls-Sub			Substitute Support for Paras Transition	645.00
G4A1	Sup & Conc	Separate Classes: Special Educati	Mat & Supp			: Materials to Support Transitioning Students	200.00
G4A2	Sup & Conc	Separate Classes: Special Educati	Ins Aide-Sub			Supplemental Contracts for Paras Sensory Room	1,291.00
G4A2	Sup & Conc	Separate Classes: Special Educati	Mat & Supp			: Sensory Room: Supplies and Snacks	300.00
G4A2	Sup & Conc	Separate Classes: Special Educati	Direct-Graph			Graphics needed to help advertise Sensory Room being made a available to families of Addicott and LAIP students.	100.00
G4A3	Sup & Conc	Separate Classes: Special Educati	Mat & Supp			: Parent Materials to Celebrate Attendance	200.00
G4A3	LCFF: EL	Separate Classes: Special Educati	Mat & Supp			: Attendance Awards and Support	800.00

**\$4,941.00**

# 2018-2019 Budget for SPSA/School Site Council

## State/Federal Dept 0553 Addicott (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Separate Classes: Special Educati	Mat & Supp			Unique Materials and Supplies **NO FOOD NO INCENTIVES**	318.00
G1A1	Sup & Conc	Separate Classes: Special Educati	Mat & Supp			: Unique Materials and Supplies	1,663.00
G1A1	LCFF: EL	Separate Classes: Special Educati	Mat & Supp			: Unique Materials and Supplies	1,058.00
G1A2	Title 1 Basic	Separate Classes: Special Educati	Cons Svc/Oth			MOVE International : MOVE Training. Vendor Number 03360.	1,500.00
G1A2	Sup & Conc	Separate Classes: Special Educati	Teacher-Subs			Substitute Support for MOVE Training	585.00
G1A2	Sup & Conc	Separate Classes: Special Educati	Teacher-Supp			Supplemental Contract for MOVE Teacher	718.00
G1A3	Sup & Conc	Separate Classes: Special Educati	Mat & Supp			Replacement and Purchase of new equipment for students.	2,000.00
G1A3	Sup & Conc	Separate Classes: Special Educati	Direct-Maint			Maintain our specialized equipment.	900.00
G1A4	LCFF: EL	Separate Classes: Special Educati	Nc-Equipment			Technology to help facilitate communication opportunities	5,000.00
G1A5	Sup & Conc	Separate Classes: Special Educati	Teacher-Subs			Substitute Support for Teachers.	5,271.00
G1A6	Title 1 Basic	In-House Instructional Staff Deve	Cons Svc/Oth			To Be Determined : Professional Learning/Training	2,000.00
G1A6	Title 1 Basic	Parent Participation	Mat & Supp			Supplies and Materials for Parent Involvement ** NO FOOD NO INCENTIVES**	92.00
G1A6	Sup & Conc	Separate Classes: Special Educati	Direct-Graph			: Posters, charts, and other materials needed to carry out Professional Learning/Training.	500.00
G2A1	Sup & Conc	Separate Classes: Special Educati	Mat & Supp			: Garden supplies needed for Student Garden	300.00
G2A1	Sup & Conc	Separate Classes: Special Educati	Local Mileag			: Traveling expense for staff to field trip locations.	100.00
G2A1	Sup & Conc	Separate Classes: Special Educati	Recreation			: Costs associated with Field Trips and On-Site Experiences	700.00
G4A1	Sup & Conc	Separate Classes: Special Educati	Teacher-Subs			Substitute Support for Teachers Transition	1,405.00
G4A1	Sup & Conc	Separate Classes: Special Educati	Oth Cls-Sub			Substitute Support for Paras Transition	645.00
G4A1	Sup & Conc	Separate Classes: Special Educati	Mat & Supp			: Materials to Support Transitioning Students	200.00
G4A2	Sup & Conc	Separate Classes: Special Educati	Ins Aide-Sub			Supplemental Contracts for Paras Sensory Room	1,291.00
G4A2	Sup & Conc	Separate Classes: Special Educati	Mat & Supp			: Sensory Room: Supplies and Snacks	300.00
G4A2	Sup & Conc	Separate Classes: Special Educati	Direct-Graph			Graphics needed to help advertise Sensory Room being made a available to families of Addicott and LAIP students.	100.00
G4A3	Sup & Conc	Separate Classes: Special Educati	Mat & Supp			: Parent Materials to Celebrate Attendance	200.00
G4A3	LCFF: EL	Separate Classes: Special Educati	Mat & Supp			: Attendance Awards and Support	800.00

\$27,646.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$3,910.00
Sup & Conc	7090	\$16,878.00
LCFF: EL	7091	\$6,858.00
<b>Grand Total</b>		<b>\$27,646.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$21,605.00
G2 - All students will engage in arts, activities, and athletics	\$1,100.00
G4 - All students will stay in school on target to graduate	\$4,941.00
<b>Grand Total</b>	<b>\$27,646.00</b>