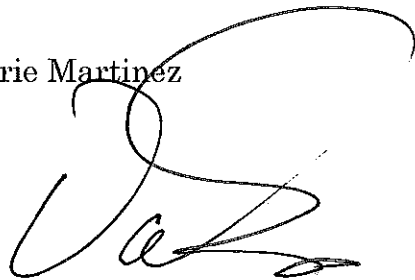


Baird Middle

10621666006084

Principal's Name: Valerie Martinez

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Valerie Martinez', written over the printed text 'Principal's Signature:'. The signature is fluid and cursive.

The Fresno Unified School District Board of Education approved this plan on: May 29, 2019

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum</i>

District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation 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

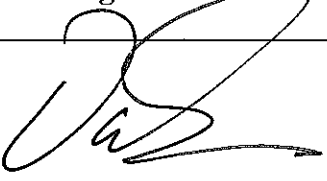

<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Valerie Martinez	X				
2. Chairperson – Marti Pereschica		X			
3. Elly Alvarado		X			
4. Edward Mertens		X			
5. Jason Isaac		X			
6. Gabriella Her			X		
7. Deega Mohamed				X	
8. Manpreet Kaberwal				X	
9. Sebastian Leyva Gonzales- Jimenez					X
10. James Hallier					X
11. Matthew Pitcher					X
12. Zakariah Mohamed					X
13. Jaspreet Kaberwal					X
14. Milaya Stone					X
15. Maddie Baker					X

Check the appropriate box below:
ELAC reviewed the SPSA as a school advisory committee. <input type="checkbox"/>
X ELAC voted to consolidate with the SSC. Date: 5/1/19

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		3/20/19
SSC Chairperson	Marti Pereschica		3/20/19

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2019/20

Baird - 0030

ON-SITE ALLOCATION

3010	Title I	\$20,631
7090	LCFF Supplemental & Concentration	\$87,660
7091	LCFF for English Learners	\$9,525
TOTAL 2019/20 ON-SITE ALLOCATION		\$117,816

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$897
Remaining Title I funds are at the discretion of the School Site Council	\$19,734
Total Title I Allocation	\$20,631

Baird Middle 2019-2020 - School Plan for Student Achievement (SPSA)

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	100 %	61.407 %	2017-2018	100 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	100 %	46.655 %	2017-2018	100 %
One D or F on Any Report Card (grades 2-12)	20 %	45.351 %	2017-2018	20 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Universal Screening (target met), Tiered System of Supports (target met), Camp WINK (on track to meet target), Schoolwide Scholars program (target met)

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Universal Screening (target met), Tiered System of Supports (target met), Camp WINK (on track to meet target), Schoolwide Scholars program (target met)

One D or F on Any Report Card (grades 2-12)

Universal Screening (target met), Tiered System of Supports (target met), Camp WINK (on track to meet target), Schoolwide Scholars program (target met), After School Tutorial (on track to meet target), move to standards-based grading (not meeting target).

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Misplacement of students in support classes, non-standards based grading practices, less than full implementation of Tier 2 (low-performing student groups: SPED, EL, African American, SES)

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Misplacement of students in support classes, non-standards based grading practices, less than full implementation of RTI (low-performing student groups: SPED, EL, African American, SES)

One D or F on Any Report Card (grades 2-12)

Inconsistent grading practices across all groups

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Professional development this year focused on refinement of our PLC and MTSS work via in-person training by Dr. Luis Cruz of Solution Tree. For 2019-20, we will continue with PD by Solution Tree, with the focus on PLC work in singleton schools as well as schoolwide grading and assessment practices. We are collaborating with the Specialty Region on this upcoming professional development.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

A schoolwide grading and assessment policy will be crafted and tested in the 2019-2020 school year, with support from Cassandra Erkins and Aaron Hansen of Solution Tree. In addition, the Thrively platform will be introduced schoolwide to support increased student engagement and reduced Ds and Fs.

Step 4: Stakeholder Involvement. 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:

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

2 ELAC:

N/A

3 Staff:

A schoolwide shift in grading practices is needed via a move 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.

Action 1

Title: Goal 1 Actions 2019-2020: Reading, Writing & Math

Action Details:

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

- Universal Screening (SBAC, I-Ready)
- Camp WINK (Binder organization, Agenda Planner, Note taking support)
- Schoolwide Scholars Program (Scholars classes, WICOR, Academic Language) - aligned with each grade level as an extension of literacy in each content area
- The Baird Way
- New Parent Orientation
- Schoolwide PLI
- *Teacher supplemental contracts for PLI*
- *Kagan* professional development for staff
- PLC Professional Development for staff
- 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 and literacy standards assessments
- Late start and/or more minimum days for teacher collaboration/PLC work
- Staff Reflection/non-student day at end of quarters 1, 2, 3

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

- Scholars classes grades 5-8
- Tier 2 EXPLORE Time for intervention on grade level standards and acceleration - increase number of tutors
- *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.
- Cultural Arts classes Block 8
- One-on-One goal setting and grade chats with academic counselor
- Targeted Parent Workshops (English- and Spanish-speaking)
- Schoolwide protocol for team evaluation of Tier 2 reteaching and acceleration

Tier 3: Baird Middle School will provide intensive support for students who are significantly below grade level, utilizing *Guevara Arts & Leadership* 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 *with tutors*
- Block 8 Intervention twice each week for ELA and Math
- Designated ELD during Block 8 with ELA teacher
- Summer Intensive Literacy Program
- *iReady* support
- *Additional teachers* for 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:

- iReady (3x/year)
- SBAC (end of year)
- ELPAC (Spring)
- Grades (monthly/quarterly)

Owner(s):

ILT, Intervention Team

Timeline:

*See info at left

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. 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.

Specify enhanced services for EL students:

MTSS, Pyramid Response to Intervention, Schoolwide Scholars, Designated ELD

Specify enhanced services for low-performing student groups:

Low-performing groups: SPED, EL, African American, SED

Additional Strategies to Support:

- ELA teachers will provide Designated ELD and RFEP monitoring to students at their grade level
- An increase in the number of Spanish-speaking parent workshops
- Summer Literacy Program for African American students
- Redesign of RSP push-in support
- Thrively strengths-based platform

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:

As Baird strives for sustained, substantive school improvement and a continued increase in student achievement, teachers will attend and utilize Solution Tree and other professional development, Baird Buyback Days, PLI (Professional Learning Initiative), *Substitute teachers will be secured for teachers that attend various PL opportunities.*

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0030 Baird Middle (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	Instruction	Teacher-Supp			Teacher supplemental contracts, to equal \$5,363 from 3010, now split 3010- \$1,423 7090- \$3,940	1,423.00
G1A1	Title 1 Basic	Instruction	Travel			Conferences	5,495.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Kagan : Consulting - PL for teachers	5,598.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher substitutes, ELPAC Assessors	7,059.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher supplemental contracts, to equal \$5,363 from 3010, now split 3010- \$1,423 7090- \$3,940	3,939.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance and repair of tablet computers	1,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Guevara Arts and Leadership : Student Support Services	40,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Education Elements : Personalized Learning support for teachers and students	14,000.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Crt Supr-Sub			Administrative substitutes	3,175.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Travel			Conferences	1,340.00
G1A1	Sup & Conc	Other Pupil Services	Oth Cls-Supp			RTI tutors	15,982.00
G1A1	LCFF: EL	Instruction	Travel			: Conference	5,525.00
G1A1	LCFF: EL	Parent Participation	Direct Trans			EL parent field trips	3,000.00

\$107,536.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	100 %	99.834 %	2017-2018	100 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

<p>1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.</p> <p>Goal 2 Participation Rate</p> <p>80% of Baird staff sponsored a club in 2018-19. Club Fair recruitment. Cumbersome process for entering data in the tool that records Goal 2 participation. (on track to meet target)</p>	<p>2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.</p> <p>Goal 2 Participation Rate</p> <p>N/A</p>
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Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

None.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

The addition of bilingual Latina staff member to our Campus Culture team has increased our CC staff by 1/3. She is working to involve more student of color in Leadership and other activities of the school. Personal invitations have gone out to students in need. We added choir and ukulele classes as well as enrichment in Saturday Academy.

Step 4: Stakeholder Involvement. 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>1 SSC:</p>	<p>2 ELAC:</p>	<p>3 Staff:</p>
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<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> <p>Recruit students of color for leadership roles.</p>
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Action 1

Title: Goal 2 Actions 2019-2020: 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)
- *Thrively* strengths-based learning and social justice lessons
- 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
- *Nearpod* and other platforms for personalized learning
- Updated sound system for Baird Amphitheater events
- *CAPHERD* Conference
- Supplemental contract for parent involvement

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.
- 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

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

Goal 2 engagement chart, parent participation,

Owner(s):

Intervention Team, ILT

Timeline:

Fall - Spring 2019-2020

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, leadership conferences, parent workshops, Block 8 enrichment classes, Camp WINK, Know More, Social Skills classes, Thrively curriculum, and civic learning.

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

Low performing student groups: Latino, African American, Low SES
Young Men's & Women's Alliance
Thrively Platform
Leadership Recruitment
Blue Pals
Block 8

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 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:

Thrively strengths-based curriculum and social justice lessons, Campus Culture professional learning opportunities for staff.

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0030 Baird Middle (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	Instruction	Mat & Supp			Materials, supplies, incentives	1,001.00
G2A1	LCFF: EL	Instruction	Mat & Supp			Materials, supplies, incentives	1,000.00

\$2,001.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
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Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

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Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

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Step 4: Stakeholder Involvement. 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:

2 ELAC:

3 Staff:

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	0.946 %	4.426 %	2017-2018	2.426 %
Suspensions Per 100	5.032 %	5.44 %	2017-2018	4.44 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

<p>1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.</p> <p>Chronic Absenteeism</p> <p>One student with chronic absenteeism. (on target)</p> <p>Suspensions Per 100</p> <p>Suspensions dropped by 1.71. This was primarily in 8th grade, due to both YMA and 8th grade US History implementation of civic learning. (on target)</p>	<p>2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.</p> <p>Chronic Absenteeism</p> <p>One student with chronic absenteeism.</p> <p>Suspensions Per 100</p> <p>A major incident, which resulted in multiple-day suspensions, resulted in disproportionality.</p>
--	--

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- (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.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

We will continue our effective work in this area.

Step 4: Stakeholder Involvement. 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.

Action 1

Title: Goal 4 Actions 2019-20: 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, Mosaics, Rube Goldberg, Academic Pentathlon, Science Olympiad, Tournament of Technology, etc.)
- The Baird Way (SEL competencies, Goal 2 Involvement)
- Xello - career exploration assessments
- 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
- Schoolwide PLI
- PLC Professional Development for Teachers
- High Leverage EL Strategies Professional Development for all Teachers
- EdTech Conferences
- increase the number of computer tablet carts

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
- Khan Academy
- *Thrively*
- 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
- Wonder Valley Ranch
- Intramurals
- Campus Culture Directors
- Small Group Counseling
- After School Tutoring
- "Blue Pals" - police mentors for Baird students

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

iReady reports, club participation, after school tutoring rosters, grade monitoring, Thrively reports, D/F weekly reports

Owner(s):

ILT, Intervention Team

Timeline:

Fall to Spring 2019-2020

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; 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.

Specify enhanced services for EL students:

Pyramid Response to Intervention, Schoolwide Scholars, Designated ELD

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 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 low-performing student groups:

Low performing groups: SPED, African American, SES

Small group counseling, social skills classes, parent workshops and family trips, Designated ELD extra time and support, civic learning instruction

Describe Professional Learning related to this action:

Thrively, Campus Culture, Solution Tree professional development, PLI (Professional Learning Initiative) professional development

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0030 Baird Middle (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	Title 1 Basic	Parent Participation	Oth Cls-Supp			Parent and community outreach	8,115.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Sub			Classified substitute	164.00

\$8,279.00

2019-2020 Budget for SPSA/School Site Council

State/Federal Dept 0030 Baird Middle (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Teacher supplemental contracts, to equal \$5,363 from 3010, now split 3010- \$1,423 7090- \$3,940	1,423.00
G1A1	Title 1 Basic	Instruction	Travel			Conferences	5,495.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Kagan : Consulting - PL for teachers	5,598.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher substitutes, ELPAC Assessors	7,059.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher supplemental contracts, to equal \$5,363 from 3010, now split 3010- \$1,423 7090- \$3,940	3,939.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance and repair of tablet computers	1,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Guevara Arts and Leadership : Student Support Services	40,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Education Elements : Personalized Learning support for teachers and students	14,000.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Crt Supr-Sub			Administrative substitutes	3,175.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Travel			Conferences	1,340.00
G1A1	Sup & Conc	Other Pupil Services	Oth Cls-Supp			RTI tutors	15,982.00
G1A1	LCFF: EL	Instruction	Travel			: Conference	5,525.00
G1A1	LCFF: EL	Parent Participation	Direct Trans			EL parent field trips	3,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp			Materials, supplies, incentives	1,001.00
G2A1	LCFF: EL	Instruction	Mat & Supp			Materials, supplies, incentives	1,000.00
G4A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Parent and community outreach	8,115.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Sub			Classified substitute	164.00

\$117,816.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$20,631.00
Sup & Conc	7090	\$87,660.00
LCFF: EL	7091	\$9,525.00
Grand Total		\$117,816.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$107,536.00
G2 - All students will engage in arts, activities, and athletics	\$2,001.00
G4 - All students will stay in school on target to graduate	\$8,279.00
Grand Total	\$117,816.00