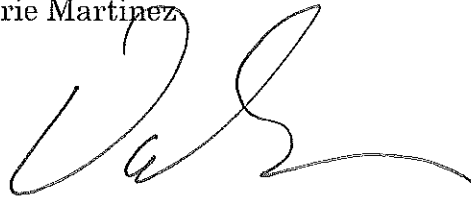


Baird Middle

10621666006084

Principal's Name: Valerie Martinez

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Valerie', written over a horizontal line.

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

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/Parent and Family Engagement Policy /Compact **See Addendum</i>

District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including 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 District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

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

Consolidated Program Assurances



<p>The School Site Council (SSC) develops and revises the School 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 and Family Engagement 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 School 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. Co-Chairperson – Timona Martin			X		
3. Janet Poindexter		X		X	
4. Gabriella Her			X		
5. Marcela Limon		X			
6. Francine Pedersen		X			
7. Steven Jaurena		X			
8. Manpreet Kaberwal				X	
9. Deega Mohammed				X	
10. Erica Jimenez				X	
11. Nico Preis					X
12. Milaya Stone					X
13. Kimora Phillips					X
14. Sebastian Gonzalez Jimenez					X
15. Karina Navarro			X		

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

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 School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Valerie Martinez		4/12/2021
SSC Co-Chairperson	Timona Martin		4/12/2021

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 2021/22

Baird - 0030

ON-SITE ALLOCATION

3010	Title I	\$20,619
7090	LCFF Supplemental & Concentration	\$75,980
7091	LCFF for English Learners	\$7,239
7099	School Opening Support <i>(New! One-time funds)</i>	<u>\$5,240</u>
TOTAL 2021/22 ON-SITE ALLOCATION		\$109,078

* 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	\$783
Remaining Title I funds are at the discretion of the School Site Council	<u>\$19,836</u>
Total Title I Allocation	\$20,619

Baird Middle 2021-2022 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate		15.38 %	2019-2020	100 %
One D or F on Any Report Card (Grades 02-12)		36.42 %	2020-2021	0.1 %
I-Ready ELAD2 On Level		47.49 %	2020-2021	100 %
I-Ready Math D2 On Level		41.28 %	2020-2021	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.

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

I-Ready ELA D2 On Level

Universal Screening (target met), Tiered System of Supports (target met), Camp WINK (on track to meet target), Schoolwide Scholars Program, (target met), After School Tutoring & Saturday Academy (on track to meet target).

I-Ready Math D2 On Level

Universal Screening (target met), Tiered System of Supports (target met), Camp WINK (on track to meet target), Schoolwide Scholars Program, (target met), After School Tutoring & Saturday Academy (on track to meet target).

EL Reclassification Rate

Universal Screening (target met), Tiered System of Supports (target met), Camp WINK (on track to meet target), Schoolwide Scholars Program, (target met), After School Tutoring & Saturday Academy (on track to meet target), move to standards-based grading (on track to meet target).

One D or F on Any Report Card (Grades 02-12)

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

I-Ready ELA D2 On Level

Misplacement of students in support classes, improved but less than full implementation of standards-based grading and Tier 2 instruction (low-performing student groups: SPED, EL, African American, SES). After school tutoring is not accessible to athletes and students who must arrive home by regular (not late) bus. Only two teachers currently working after school.

I-Ready Math D2 On Level

Misplacement of students in support classes, improved but less than full implementation of standards-based grading and Tier 2 instruction (low-performing student groups: SPED, EL, African American, SES). After school tutoring is not accessible to athletes and students who must arrive home by regular (not late) bus. Only two teachers currently working after school.

EL Reclassification Rate

Misplacement of students in support classes, improved but less than full implementation of standards-based grading and Tier 2 instruction (low-performing student groups: SPED, EL, African American, SES). After school tutoring is not accessible to athletes and students who must arrive home by regular (not late) bus.

Universal Screening (target met), Tiered System of Supports (target met), Camp WINK (on track to meet target), Schoolwide Scholars Program, (target met), After School Tutoring & Saturday Academy (on track to meet target), move to standards-based grading (on track to meet target).

bus. Only two teachers currently working after school.

One D or F on Any Report Card (Grades 02-12)

Misplacement of students in support classes, improved but less than full implementation of standards-based grading and Tier 2 instruction (low-performing student groups: SPED, EL, African American, SES). After school tutoring is not accessible to athletes and students who must arrive home by regular (not late) bus. Only two teachers currently working after school.

Step 2: For the current year, 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 standards based grading policy and MTSS/CPT work via online training by Doug Fischer (Distance Learning Playbook - Teaching for Engagement and Impacting in any Setting). For 2021-22, we will continue with PD centered around cultural proficiency, schoolwide grading and assessment practices, standards based grading and equitable teaching practices (Unbound Standards Institute). Professional development on fostering well-being will be added in 2021-22.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

An aligned schoolwide grading and assessment policy will be implemented in the 2021-2022 school year. The Instructional Leadership Team with the support of a Consultant/Coach will continue to refine and adjust the grading policy throughout the 2021-2022 academic year. Increased participation in Extended Learning Opportunities (After School Tutoring utilizing ELF, Saturday Academy, Winter and Summer sessions).

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.
 After school tutoring.
 Extended opportunities for learning.
 Consistent grading practices.
 Increase collaboration opportunities

2 ELAC:

N/A

3 Staff:

Standards-based grading practices schoolwide.
 Continuation of 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.
 Continue "Explore Time"(Tier 2) to get more students help where they need it.
 Vertical teamwork to reduce the number of struggling students.
 Additional after school supports for Math and ELA.
 Continue cultural proficiency work amongst staff.

Include more culturally relevant resources and reading materials.
Increase the number of parent workshops.
Home Visits.
Incentives for academic growth.

Action 1

Title: Goal 1 Actions - STUDENTS: Improve academic performance

Action Details:

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

- Universal Screening (SBAC, i-Ready)
- *Cultural Proficiency professional learning*
- *Camp WNK* (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 (PBIS)
- New Parent Orientation
- Schoolwide PLI
- *CLEAR professional learning*
- 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
- 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 Tier 2 instruction through the following means:

- Scholars classes grades 5-7 (except for students in high school credit world language or music classes)
- Tier 2 EXPLORE Time for intervention on grade level standards and acceleration
- *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 Tier 2 reteaching and acceleration
- *AVID* elective classes grades 7-8

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

- Hybrid YWA and YWA *AVID* classes *with tutors*
- *ELA and Math Intervention*
- Designated ELD during Block 8 with ELA teacher
- *SEL (Standard English Learner) Consultant/Coach*
- *Summer Intensive Literacy Program*
- *i-Ready* 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:

-SEL (Standard English Learner) *Consultant/Coach*

-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* (from 3 to 4)

-*Summer Literacy Program for SELs*

-Redesign of RSP push-in support

-Consulting/Coaching for Literacy and SEL support

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0030 Baird Middle (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Teacher supplemental contracts - No IEPs	1,415.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher supplemental contracts, including ELPAC	3,593.00
G1A1	Sup & Conc	Instruction	Oth Cls-Supp			Additional tutoring services	12,680.00
G1A1	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : Education & Leadership Foundation - Tier 2 & 3 support in literacy & math \$68,000 Split Funded: \$40,000-7090, \$28,000-0181	40,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Student laptop maintenance and repair	2,137.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Jessica McDivitt Educational Consulting : Jessica McDivitt: Literacy PL/Coaching	1,250.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin subs	3,161.00
G1A1	Sup & Conc	In-House Instructional Staff Deve	Travel			: Conferences	3,401.00
G1A1	One-Time School	Instruction	Nc-Equipment			: Student computers	2,500.00

\$70,137.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	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.

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Student-centered real world learning experience - Site Defined

Camp WNK (We Include New Kids) will focus on expanding student-centered and real-world learning experiences. New Baird students will orient to the campus and our four magnet programs: Agriculture, AVID, Technology, and World Languages through experiential learning during the two-day camp experience.

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

Student-centered real world learning experience - Site Defined

This is a new district goal for 2021-22.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Due to school closures, limited opportunities and budget constraints, our orientation camp was not able to be held. A virtual version of the camp took place; however, it was not the same as the students interacting with their teachers and classmates in person.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

The addition of bilingual Latina staff member to our Campus Culture team. Recruit additional students and staff for Saturday Academy/extended opportunities. We added guitar 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.

1 SSC:
<p>Increase club offerings and advertise strategically throughout the school year.</p> <p>Increased flexibility in parent workshop offerings to accommodate families.</p>

2 ELAC:
N/A

3 Staff:
<p>Conduct interest inventory in early fall to determine club and Block 8 offerings for the following year based on student interest.</p> <p>Increase the number of clubs by adding community educator 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>

Action 1

Title: Goal 2 Actions - STUDENTS: Expand learning experiences

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)
- Hands-on Elective Wheel class components (robotics, coding, organic gardening, college trips, guest speakers, etc.)
- Grade Level Enrichment Field Trips
- Time scheduled during staff meetings to capture club attendance in ATLAS
- Club Rush in Quarters 1 & 3
- Updated sound system for Baird Amphitheater events
- Conferences
- 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 Enrichment Trip
- 6th Grade Camp
- Clubs and Club Field Trips
- 8th Grade Civic Learning
- Saturday Academy events and field trips

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
- Extended Learning Opportunities (Winter & Summer Sessions)
- Campus Culture Recruitment of underserved student groups

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 2020-2021

[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 Mbore, Social Skills classes, and civic learning.

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

Spanish-language parent workshops and enrichment trips, 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

Leadership Recruitment

Blue Pals

Block 8

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0030 Baird Middle (Locked)

G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Teacher-Subs			Teacher subs	3,515.00

\$3,515.00

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		2.02 %	2020-2021	0.02 %
Suspensions students with 1 or more		0 %	2020-2021	0 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.</p>	<p>2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.</p>
<p>Chronic Absenteeism</p> <p>One student with chronic absenteeism. (on target)</p> <p>Suspensions students with 1 or more</p> <p>Suspensions dropped. The previous year, this was primarily in 8th grade, due to both YMA and 8th grade US History implementation of civic learning. (on target)</p>	<p>Chronic Absenteeism</p> <p>One student with chronic absenteeism.</p> <p>Suspensions students with 1 or more</p> <p>Disproportionality in female/male suspensions. More Hispanic males were suspended than any other group.</p>

Step 2: For the current year, 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 all staff 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 with 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, scientificallybased 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 (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

We will continue to refine 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 a few students in particular. Suspensions were down overall, but higher for Hispanic students. 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 3 Actions - STUDENTS: Increase student engagement

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
- *Community Event Planner*
- Parent Workshops
- Schoolwide PLI
- PBIS/SEL Professional Development for Teachers
- 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
- Tutor.com
- 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 Tutors for Math and ELA
- Young Men's Alliance
- Young Women's Alliance
- Explore Time Intervention twice each week for ELA and Math
- Designated ELD during Block 8 with ELA teacher
- Summer Intensive Literacy Program
- *i-Ready* support
- After School Tutoring
- Parent Workshops
- Wonder Valley Ranch
- Intramurals
- Campus Culture Directors
- Small Group Counseling
- "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, 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; 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

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

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0030 Baird Middle (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Mat & Supp			Materials, supplies & incentives	1,000.00
G3A1	Sup & Conc	Instruction	Nc-Equipment			Equipment	5,243.00
G3A1	One-Time School	Instruction	Mat & Supp			: Materials, supplies & incentives	2,740.00

\$8,983.00

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Student Survey - Included		66.55 %	2019-2020	100 %
Staff Survey – Overall Positive in Belonging Domain		92.21 %	2019-2020	100 %
Staff Goal - Site Defined		0 %	2020-2021	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.

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff Goal - Site Defined

As Baird strives for sustained, substantive school improvement and a continued increase in student achievement, 100% of teachers will attend and utilize CLEAR and other professional development, Baird Buyback Days, PLI (Professional Learning Initiative), Substitute teachers will be secured for teachers that attend various PL opportunities. Cultural Proficiency Training, SEL, Campus Culture professional learning opportunities for staff.

Staff Survey – Overall Positive in Belonging Domain

As Baird strives for sustained, substantive school improvement and a continued increase in student achievement, teachers will attend and utilize CLEAR and other professional development, Baird Buyback Days, PLI (Professional Learning Initiative), Substitute teachers will be secured for teachers that attend various PL opportunities. Cultural Proficiency Training, SEL, Campus Culture professional learning opportunities for staff.

Student Survey - Included

As Baird strives for sustained, substantive school improvement and a continued increase in student achievement, teachers will attend and utilize CLEAR and other professional development, Baird Buyback Days, PLI (Professional Learning Initiative), Substitute teachers will be secured for teachers that attend various PL opportunities. Cultural Proficiency Training, SEL, Campus Culture professional learning opportunities for staff. Schoolwide supports for SEL & academic.

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

Staff Goal - Site Defined

Disproportionality of staff diversity and longevity of current staff.

Staff Survey – Overall Positive in Belonging Domain

Disproportionality of staff diversity and longevity of current staff.

Student Survey - Included

Disproportionality of staff diversity. Not being a neighborhood school presents unique challenges.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

N/A

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Expanding Spanish Language Program: Grades 5-8 with additional HS credit classes
Continuing Cultural Proficiency training
Continuing partnerships with Community Educators of Color
Equity Consultant - Equity Focused Coaching for Teachers and Staff
Campus Culture Directors representative of our student body
Annual CLEAR Summit
Conferences
FSU Teacher recruitment
Recruitment of Bilingual Coordinator and Tutors
Recruitment of Community Ed Teachers
Baird Staff Presentation at Educational Conferences
Baird Staff to work with FUSD HR to recruit and retain teachers of color by influencing policies and removing barriers

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:

Allocation of resources for professional development & coaching.
Hire more Spanish speaking staff members.
Hire more Teachers of color that representative of our student diversity.

2 ELAC:

Allocation of resources for professional development & coaching.
Hire more Spanish speaking staff members.
Hire more Teachers of color that representative of our student diversity.

3 Staff:

Allocation of resources for professional development & coaching.
Hire more Teachers of color that representative of our student diversity.

Action 1

Title: Goal 4 Actions - STAFF: Diversity

Action Details:

Tier 1: Baird Middle School will provide Tier 1 support to increase recruitment and retention of staff reflecting on the diversity of our community:

- Equity Consultant - Equity Focused Coaching for Teachers and Staff
- Expanding Spanish Language Program: Grades 5-8 with additional HS credit classes
- Campus Culture Directors
- Cultural Proficiency PL
- Health & Wellness PL
- Annual CLEAR Summit
- Conferences
- FSU Teacher recruitment

Tier 2: Baird Middle School will provide Tier 2 support to increase recruitment and retention of staff reflecting on the diversity of our community:

- Recruitment of Bilingual Coordinator and Tutors
- Recruitment of Community Ed Teachers
- Baird Staff Presentation at Educational Conferences

Tier 3: Baird Middle School will provide intensive support to increase recruitment and retention of staff reflecting on the diversity of our community:

- Baird Staff to work with FUSD HR to recruit and retain teachers of color by influencing policies and removing barriers

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](#)

Admin Staff: Black 50%, Latina 50%

Teaching Staff: Asian <1%, Black 1%, Latino 33%, White 67%

Classified Staff: Native American 8%, White 8%, Black 8%, Latino 34%, Asian 42%

Owner(s):

Admin Team, ILT

Timeline:

Spring 2021

[Describe Direct Services and/or Professional Development to staff, including materials and supplies required \(curriculum and instruction\) in support of hiring and retention:](#)

- **Cultural Proficiency Training**
- **Equity Consultant**
- **Community Ed Teachers**
- **Conferences**

[Specify Professional Development or Staff Services to support EL students:](#)

- **Cultural Proficiency Training**
- **Equity Consultant**
- **Community Ed Teachers**

[Specify Professional Development or Staff Services to support low-performing student groups:](#)

- **Cultural Proficiency Training**
- **Equity Consultant**
- **Community Ed Teachers**

- **Conferences**
- **Additional Spanish Teacher**

- **Conferences**

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0030 Baird Middle (Locked)

G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Instruction	Cons Svc/Oth			Choose Again Society : Choose Again: Health & Wellness PL - consulting	3,204.00
G4A1	Title 1 Basic	Instruction	Cons Svc/Oth			CLEAR (Center for Leadership, Education & Research) : CLEAR: CP & Anti-Racism PL	4,000.00

\$7,204.00

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Parent Survey - Respected and welcomed		95.09 %	2019-2020	100 %
Parent Survey - Safe and secure		97.97 %	2019-2020	100 %
Family Goal - Site Defined		0 %	2020-2021	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.

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Goal - Site Defined

100% of Baird families will be engaged in multiple opportunities for school engagements and learning opportunities. 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.

Parent Survey - Respected and welcomed

100% of Baird Parents will feel respected and welcomed via a multiple pronged system for school events and learning opportunities. (See above)

Parent Survey - Safe and secure

100% of Baird Parents will feel safe and secure via a multiple pronged system for school events and learning opportunities. (See above)

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

Family Goal - Site Defined

Proximity to school being a Magnet.

Baird receives the least amount of funding out of Middle Schools.

Parent Survey - Respected and welcomed

Lack of translated grade level and individual teacher communications. Though we have improved our schoolwide communication, we are still lacking in this area.

Parent Survey - Safe and secure

N/A

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

N/A

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Camp WNK for incoming 5th/6th graders (due to COVID we weren't able to hold this last year).
Student Bridge opportunities between grade levels.
Continued Coffee Hours
Utilize Live Stream and Teams to gain a greater audience at school events, etc.

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:

Continue eliciting feedback from all stakeholders - new formats.
Provide more informal feedback opportunities for all stakeholders.
Stakeholder focus groups.

2 ELAC:

Continue eliciting feedback from all stakeholders - new formats.
Provide more informal feedback opportunities for all stakeholders.
Stakeholder focus groups.

3 Staff:

Continue eliciting feedback from all stakeholders - new formats.
Provide more informal feedback opportunities for all stakeholders.
Stakeholder focus groups.

Action 1

Title: Goal 5 Actions - FAMILIES: Increase opportunities

Action Details:

Tier 1: Baird Middle School will provide Tier 1 support to increase inclusive opportunities for families to engage in their students' education:

- Equity Consultant
- 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)
- Hands-on Elective Wheel class components (robotics, coding, organic gardening, college trips, guest speakers, etc.)
- No-cut sports (Track & Field, Cross Country, Wrestling)
- Campus Culture Directors
- Fall & Spring Festivals
- Mom's Tea, Dad's Breakfast, Jog-a-thon, etc.
- Greek Olympics
- Medieval Fair

- Back to School Night
- Fundraisers
- Grade Level Field Trips
- 6th Grade Camp
- Clubs that promote family involvement (Adventure Club, BSU, etc.)
- Ag program brings in families - AG EXPO
- Updated sound system for Baird Amphitheater events
- Supplemental/Independent contracts for parent involvement

Tier 2: Baird Middle School will provide Tier 2 support to increase inclusive opportunities for families to engage in their students' education:

- Parent meetings with Academic Counselor
- Targeted Parent Workshops (Spanish-speaking, Parenting Skills, SEL, etc.)
- School Site Council
- 5th Grade San Francisco Trip
- Clubs and Club Field Trips
- 8th Grade Civic Learning
- Science Olympiad
- Academic Decathlon
- Tournament of Technology
- Sports Banquets

Tier 3: Baird Middle School will provide intensive support to increase inclusive opportunities for families to engage in their students' education:

- Young Men's Alliance
- Young Women's Alliance
- Summer Literacy Program
- After School Program
- Saturday Academy
- Small group counseling with parents
- Blue Pals - Police mentors for Baird students and families
- EL Consultant

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](#)

Climate and Culture Survey - Parent & Student Responses

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

Intervention Team, ILT

[Timeline:](#)

Fall - Spring 2020-2021

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

Family Engagement Report

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

Campus Culture Directors, Parent Engagement Coordinators, Intervention Team, ILT

[Timeline:](#)

Ongoing 2021-2022

[Describe Direct Services and Opportunities for parents and families, including materials and supplies required \(curriculum and instruction\) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:](#)

- **Engagement via Parent Coordinators**
- **On/Off Site Family Events & Engagement Opportunities**
- **Books, workshops, refreshments, incentives, etc.**

Specify Direct Service and Opportunities for parents and families to support EL students:

Spanish-language parent workshops and enrichment trips

Spanish literacy instruction

Spanish club

ELF tutors and coordinators

Interact Fellows

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

Underserved student groups: Latino, African American, Low SES

Young Men's & Women's Alliance

Leadership Recruitment

Blue Pals

Block 8

AASL Cohort

Interact Fellows

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0030 Baird Middle (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Cons Svc/Oth			Vendors TBD : Parent & Community Engagement	12,000.00
G5A1	LCFF: EL	Instruction	Travel			: EL/Literacy/CP Conferences	3,239.00
G5A1	LCFF: EL	Parent Participation	Direct Trans			EL parent educational trips	4,000.00

\$19,239.00

2021-2022 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 - No IEPs	1,415.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher supplemental contracts, including ELPAC	3,593.00
G1A1	Sup & Conc	Instruction	Oth Cls-Supp			Additional tutoring services	12,680.00
G1A1	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : Education & Leadership Foundation - Tier 2 & 3 support in literacy & math \$68,000 Split Funded: \$40,000-7090, \$28,000-0181	40,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Student laptop maintenance and repair	2,137.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Jessica McDivitt Educational Consulting : Jessica McDivitt: Literacy PL/Coaching	1,250.00
G1A1	Sup & Conc	Instructional Supervision & Admi	Crt Supr-Sub			Admin subs	3,161.00
G1A1	Sup & Conc	In-House Instructional Staff Deve	Travel			: Conferences	3,401.00
G1A1	One-Time School	Instruction	Nc-Equipment			: Student computers	2,500.00
G2A1	Sup & Conc	Instruction	Teacher-Subs			Teacher subs	3,515.00
G3A1	Sup & Conc	Instruction	Mat & Supp			Materials, supplies & incentives	1,000.00
G3A1	Sup & Conc	Instruction	Nc-Equipment			Equipment	5,243.00
G3A1	One-Time School	Instruction	Mat & Supp			: Materials, supplies & incentives	2,740.00
G4A1	Title 1 Basic	Instruction	Cons Svc/Oth			Choose Again Society : Choose Again: Health & Wellness PL - consulting	3,204.00
G4A1	Title 1 Basic	Instruction	Cons Svc/Oth			CLEAR (Center for Leadership, Education & Research) : CLEAR: CP & Anti-Racism PL	4,000.00
G5A1	Title 1 Basic	Parent Participation	Cons Svc/Oth			Vendors TBD : Parent & Community Engagement	12,000.00
G5A1	LCFF: EL	Instruction	Travel			: EL/Literacy/CP Conferences	3,239.00
G5A1	LCFF: EL	Parent Participation	Direct Trans			EL parent educational trips	4,000.00
Total							\$109,078.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$20,619.00
Sup & Conc	7090	\$75,980.00
LCFF: EL	7091	\$7,239.00
One-Time School	7099	\$5,240.00
Grand Total		\$109,078.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$70,137.00
G2 - Expand student-centered and real-world learning experiences	\$3,515.00
G3 - Increase student engagement in their school and community	\$8,983.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$7,204.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$19,239.00
Grand Total	\$109,078.00