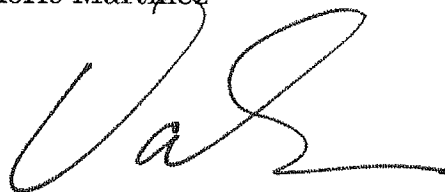


**Baird Middle School**

10621666006084

Principal's Name: Valerie Martinez

Principal's Signature:

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

The Fresno Unified School District Board of Education approved this plan on: May 11, 2016

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

# 2016 - 2017 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

## 1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	ELA (SBAC)	5- Achievement Gap	<a href="#">5997</a>	Number and percentage of students who have an ELA SBAC score and are more than 10% negatively disproportionate	7/67	21.48 %

## 2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	EL Redesignation	4- Continuously Enrolled Redesignation Rate	<a href="#">6338</a>	Number and percentage of English Learner students who have been continuously enrolled for 5 years or more and were redesignated in the current year	61/68	40 %
<input type="checkbox"/>	Elementary	EL Redesignation	3- Borderline to Redesignation Within 365 Days	<a href="#">5968</a>	Number and percentage of English Learner 1st grade-12th grade students identified as meeting borderline criteria for redesignation at the end of spring semester and are redesignated within 365 days	49/67	66.67 %

## 3 Academic Completion

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Middle School Readiness	1- EIS Green Zone Rate	<a href="#">6381</a>	Number and percentage of 2nd-6th grade students meeting EIS attendance, behavior and academic criteria (green zone) *2nd grade excluded from Q1 and Q2 calculations	3/68	55.21 %

## 4 Social Emotional

### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Chronic Absenteeism	3- Attendance Growth	<a href="#">5959</a>	Number and percentage of TK-12th grade students who were chronically absent at the end of previous semester who are no longer chronically absent in the current semester	67/68	%
<input type="checkbox"/>	Elementary	Chronic Absenteeism	2- Appropriate Attendance Intervention	<a href="#">6331</a>	Number and percentage of TK-6th grade students who are chronically absent and have documented evidence of an appropriate attendance intervention	67/68	%
<input type="checkbox"/>	Elementary	Suspension	3- Appropriate Behavior Intervention	<a href="#">6302</a>	Number of TK-6th grade students who have at least 1 suspension incident (on-campus or out of school) and have an appropriate ATLAS portfolio entry	59/67	%
<input type="checkbox"/>	Elementary	Suspension	1- Suspension Rate	<a href="#">6109</a>	Number and percentage of students who have been suspended and/or expelled	53/68	2.78 %
<input type="checkbox"/>	Elementary	Suspension	4- Behavior Growth	<a href="#">3684</a>	Number and percentage of TK-12th grade students who had at least 1 suspension incident in the previous semester and have not had a suspension incident in the current semester	38/64	66.67 %
<input type="checkbox"/>	Middle	Chronic Absenteeism	3- Attendance Growth	<a href="#">5959</a>	Number and percentage of TK-12th grade students who were chronically absent at the end of previous semester who are no longer chronically absent in the current semester	17/17	%
<input type="checkbox"/>	Middle	Chronic Absenteeism	2- Appropriate Attendance Intervention	<a href="#">5957</a>	Number and percentage of 7-8th grade students who are chronically absent and have documented evidence of an appropriate attendance intervention	17/17	%
<input type="checkbox"/>	Middle	Suspension	3- Appropriate Behavior Intervention	<a href="#">6282</a>	Number and percentage of 7-8th grade students with one or more suspension incidents (on-campus and/or out of school) and have an appropriate ATLAS Portfolio admin entry or SESS contact	16/17	3.85 %

## 5 Climate Culture

### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Student	2- Overall Student	<a href="#">2080</a>	<b>District Dashboard (Goal 2):</b> Number and percentage of unique students who are engaged in any	11/67	86.81

Engagement Participation

Goal 2 activities (Activities, Arts or Athletics)

%



Middle

Student Engagement

2- Overall Student Participation

[2080](#)

**District Dashboard (Goal 2):**

Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)

9/17

87.5 %

Instructional Superintendent Approval :  No  Yes | Approval Date :

[Only assigned Principal/Vice Principal can save changes]

# B. Action Plan

<b>Domain</b>	<input checked="" type="checkbox"/> <b>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</b>	<input type="checkbox"/> <b>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</b>	<input type="checkbox"/> <b>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</b>
<b>Action # 1</b>	<p><i>Detail the action: To address the needs of students entering Baird significantly below grade level in reading, including English learner, African American and SPED students, Baird will refine its RTI process in grades 5-8 and continue its summer program. This will involve identifying students, performing individual diagnostics, team teaching and coaching, PL provided by EL/Literacy experts, and academic literacy integration with departments and grade levels, along with accompanying materials, as needed. An additional reading class will be provided at the 5<sup>th</sup> grade level to support reading proficiency.</i></p>		
<p><i>SQII Element: 5997 (ELA SBAC and Achievement Gap)</i></p>	<p><i>SQII Sub-element(s): 5997 achievement gap</i></p>	<p><i>Site Growth Target: 67%</i></p>	<p><i>Vendor (contracted services) Education and Leadership Foundation, Follett, Jr. Library Guild, Noodle Tools, History Alive, Newsela, AVID Tutors</i></p>
<p><i>(X) On-going</i></p>	<p><i>Reasoning: (X)Data (X) Research-based (X) Local Knowledge/Context</i></p>		
<p><i>SMART Goal: By June 2017, the ELA SBAC will show no more than 15% of Baird students who have an ELA SBAC score and are more than 10% negatively disproportionate to a total of 67% meeting or exceeding standard.</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> <li>• <i>Silvaroli Reading Inventory</i></li> <li>• <i>In-class assessments aligned within ELA dept.</i></li> <li>• <i>CELDT, ELDA, SBAC, DRP Reports</i></li> <li>• <i>Illuminate Interim Assessments</i></li> <li>• <i>Student Reflection &amp; Goal Setting</i></li> <li>• <i>Instructional Practice Guide Observations(Where are you currently?)</i></li> <li>• <i>ILT Reports (what are these?)</i></li> <li>• <i>RTI Student Progress Folders</i></li> </ul>		<p><i>Owner(s)</i></p> <p><i>ELA AC</i></p> <p><i>Grade Level AC</i></p> <p><i>GLA, VP</i></p> <p><i>GLA, Teachers</i></p> <p><i>Teachers</i></p> <p><i>Admin team</i></p> <p><i>Lead teachers</i></p> <p><i>RTI staff</i></p>	<p><i>Timeline</i></p> <p><i>August, May</i></p> <p><i>Quarterly</i></p> <p><i>Fall &amp; Spring</i></p> <p><i>Fall &amp; Spring</i></p> <p><i>Monthly</i></p> <p><i>Weekly/Monthly Reports</i></p> <p><i>Bi-monthly</i></p> <p><i>Daily</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I): Counselors working individually and in small groups with parents. AVID Parent Workshops. Parent University Workshops.</i></p>			

*Describe related professional learning: AVID Summer Institute, CISC Symposium, CAFE, SXSW, Coaching and staff PL on literacy (Buyback, Institute Days), process & standards-based grading (4hrs/year), RTI framework (1 hr/mo.), AVID Strategies (1 hr/mo.), Curriculum Mapping/Continuum (2 hr./Qtr)*

*Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): RTI, YMA and YWA classes as well as a Literacy Center embedded in the school day; individual reading diagnostics on all new students identified as struggling readers at start of year; in-class tutors, leveled and primary language student reading materials, cross-disciplinary materials and digital texts to increase student accessibility to complex text.*

*Specify additional targeted actions for EL students: placement in RTI ELA classes with bilingual support*

**Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Subs	2,284
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Teacher Suppl.	6,393
1	1	Sup & Conc	In-House Instructional Staff Development	Travel				PL/Conf/Travel	7,000
1	1	EL	Instruction	Books & Other Reference				Books for EL academic literacy	1,030
1	1	Sup & Conc	Instruction	Materials & Supplies				Materials & Supplies	2,841
1	1	Title 1 Basic	Instruction	Materials & Supplies				Materials and supplies related to literacy across the content areas	2,290
<b>Total</b>									<b>\$21,838</b>

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 2</b>	Detail the action: Baird’s RTI program will be expanded to include one RTI Math section at all four grade levels and summer program, to follow the successful format utilized currently in ELA: small groups, leveled instruction, diagnostics, process grading, progress monitoring.		
SQII Element: 2200 (D/F Q1), 3789 (D/F Math), 4762 (D/F Math S2), 6169 (SBAC Math)(These could go down in progress) Math SBAC	SQII Sub-element(s):3742 (7 <sup>th</sup> /8 <sup>th</sup> current D/F in Math; C+ prior)	Site Growth Target: no greater than 20% of students with D or F	Vendor (contracted services) Education & Leadership Foundation Math 180
(X) New Action	Reasoning: (X) Data (X) Research-based (X) Local Knowledge/Context		
Write a SMART Goal to address each data point: By June 2017, grade distribution indicators will demonstrate no more than 20% of Baird students earning a D or F in any quarter (80/20 rule). SBAC results will indicate at least 38% of Baird students meeting or exceeding standard on SBAC Math.			
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) <ul style="list-style-type: none"> <li>• Math 180 (current use? Current performance?)</li> <li>• In-class assessments aligned within Math dept.</li> <li>• SBAC</li> <li>• Illuminate Interim Assessments</li> <li>• Student Reflection &amp; Goal Setting</li> <li>• Instructional Practice Guide Observations</li> <li>• ILT</li> </ul>		Owner(s) Math AC Grade Level AC GLA GLA Teachers Admin team Lead Teachers	Timeline Quarterly Fall & Spring Fall & Spring Fall & Spring Quarterly Weekly/Monthly Reports Bi-monthly
Explain the Targeted Actions for Parent Involvement (required by Title I): Parent portal, Edutext, ATLAS, Baird website, Parent Center, School Readiness Facilitator, Parent-Teacher Conferences, PTA meetings, Parent workshops(purpose behind the involvement activity?)			
Describe related professional learning: Math 180 (8 hrs), District-provided PL (8 hrs), process & standards-based grading (see above), RTI framework (see above), Curriculum Mapping/Continuum (see above), AVID Strategies (see above)			
Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): RTI, YMA and YWA classes as well Math 180 embedded in the school day; individual math diagnostics for all new students identified as significantly below grade level at start of year; in-class tutors, adaptive technology to fill gaps in students’ conceptual understanding of mathematics, intensive Block 8 tutorial implemented weekly.			



Specify additional targeted actions for EL students: placement in RTI math classes with bilingual support

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			Education and Leadership Foundation	ELF - Consulting Services	31,000
								Total	\$31,000

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 3</b>	Detail the action: In order for parents to support their child at home and impact their achievement at school, a multi-pronged approach to serving our parents, both English- and non-English speaking, will include the following: bilingual parent facilitator, support staff and bilingual office staff 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 AC of the school year with accompanying action plan for communication, parent/student events in keeping with Baird’s magnet focus (festivals, Camp WINK, Mothers’ Day Tea, Father’s Breakfast, Mother/Son & Father/Daughter dances, etc.		
SQII Element: 356 (Parents Agree/Respected)	SQII Sub-element(s):		Site Growth Target: 0% (maintain current status)
(X) On-going	Reasoning: (X) Data <input type="checkbox"/> Research-based (X) Local Knowledge/Context		
Write a SMART Goal to address each data point: No less than 86% of parents will respond “Agree” or “Strongly Agree” to the statement “I feel respected and welcome at my child’s school.”			
Explain the Progress Monitoring using the Cycle of Continuous Improvement model:		Owner(s)	Timeline
<ul style="list-style-type: none"> <li>Edutext, (What is your current data? Parents utilizing?)</li> <li>ATLAS</li> </ul>		District VP	Monthly Quarterly

<ul style="list-style-type: none"> <li>• Baird website</li> <li>• Parent Center</li> <li>• School Readiness Facilitator</li> <li>• Parent-Teacher Conference</li> <li>• PTA meetings</li> <li>• Parent workshops</li> <li>• Parent Surveys</li> <li>• ILT</li> </ul>	Librarian School Facilitator Principal Grade Level ACs School Facilitator Academic Couns. GLA Lead Teachers	Monthly Daily Daily As needed Monthly Fall & Spring Spring Spring
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*Explain the Targeted Actions for Parent Involvement (required by Title I):*

*Describe related professional learning: AVID Summer Institute (3 days/yr), CISC Symposium (3 days/yr), School Psychologist-provided PL (1.5 hr/qtr) new learnings from some of these areas*

*Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):*

*Specify additional targeted actions for EL students: translation services for 504, IEP and other parent meetings, tutoring by bilingual staff*

<b>Budgeted Expenditures</b>									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	3	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Facltr, Schl Readiness	0.3750		School Readiness Facilitator	11,215
3	3	Title 1 Basic	Parent Participation	Other Classified-Supplemental				Supplemental contract for Parent Facilitator - interpreting, etc.	586
<b>Total</b>									<b>\$11,801</b>

<b>Domain</b>	<input checked="" type="checkbox"/>	<b>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</b>	<input type="checkbox"/>	<b>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</b>	<input type="checkbox"/>	<b>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</b>
<b>Action # 4</b>	<p><i>Detail the action: To address the needs of students who have almost met, met or exceeded standards on ELA and Math SBAC, Baird will provide acceleration opportunities via Math 180 targeted program and summer bridge program. This program will provide a diagnostic as well as individualized adaptive instruction designed to accelerate students in this category.</i></p>					
<p><i>SQII Element: 6356 (Meet/Exceed Math SBAC)</i></p>		<p><i>SQII Sub-element(s): 6356 (Meet/Exceed Math SBAC)</i></p>		<p><i>Site Growth Target:35%</i></p>		<p><i>Vendor (contracted services) Follett, Noodle Tools Math 180</i></p>
<p><i>(X) New Action <input type="checkbox"/> On-going</i></p>		<p><i>Reasoning: <input type="checkbox"/> Data (X) Research-based <input type="checkbox"/> Local Knowledge/Context</i></p>				
<p><i>Write a SMART Goal to address each data point: By June 2017, Baird students nearly meeting, meeting or exceeding the SBAC target in ELA and Math will increase to 35%.change percentage</i></p>						
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> <li>• <i>Illuminate Interim Assessments</i></li> <li>• <i>Instructional Practice Guide observations</i></li> <li>• <i>ILT Reports</i></li> <li>• <i>SQII/school data you will monitor (how are you performing now?)</i></li> <li>• <i>How will you monitor the summer bridge program?</i></li> </ul>				<p><i>Owner(s)</i></p> <p><i>GLA Admin team Lead teachers</i></p>		<p><i>Timeline</i></p> <p><i>Fall, Winter &amp; Spring Weekly/Monthly Reports Bi-monthly</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I): Parent portal, Edutext, ATLAS, Baird website, Parent Center, School Readiness Facilitator, Parent-Teacher Conferences, PTA meetings, Parent workshops</i></p>						
<p><i>Describe related professional learning: AVID Summer Institute (see above), CISC Symposium (see above)</i></p>						
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): Students who are meeting standards</i></p>						
<p><i>Specify additional targeted actions for EL students: Math 180, scaffolding, heterogeneous groupings</i></p>						

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology	12,000
								Total	\$12,000

Domain	<input checked="" type="checkbox"/>	1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/>	2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/>	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 5</b>	Detail the action: To address the needs of all students in gaining mastery in Math, Baird will continue to offer a Math Projects companion course in grades 5 and 6 to gauge, monitor and increase the percentage of students meeting the math facts fluency standard at Baird on a weekly basis. (The Baird standard is 98 correct out of 100 in 3 minutes or less.)					
SQII Element: 6354 (Meet/Exceed Math SBAC)		SQII Sub-element(s): 6356 (Meet/Exceed Math SBAC)		Site Growth Target: +20%		Vendor (contracted services)
<input type="checkbox"/> New Action (X) On-going		Reasoning: (X) Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context				
Write a SMART Goal to address each data point: By June 2017, 100% of Baird students in grades 5 and 6 will increase their math fluency rate by 20% as compared to August 2016.						
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)				Owner(s)		Timeline
<ul style="list-style-type: none"> <li>• Illuminate Interim Assessments</li> <li>• Instructional Practice Guide Observations</li> <li>• Math Fluency Assessments</li> <li>• ILT Reports</li> <li>• SQII/school data you will use to monitor?</li> </ul>				GLA Admin team Math AC Lead teachers		Fall, Winter & Spring Daily Quarterly Quarterly
Explain the Targeted Actions for Parent Involvement (required by Title I): Parent portal, Edutext, ATLAS, Baird website, Parent Center, School Readiness Facilitator, Parent-Teacher Conferences, PTA meetings, Parent workshops, monthly communication with parents re: students' progress toward the math fluency standard.						
Describe related professional learning: AVID Summer Institute (see above), CISC Symposium (see above)						

*Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): Math 180, Ken Ken, flash cards and other math manipulatives will be used to give students sufficient practice in math fluency to positively impact their meeting grade level standards.*

*Specify additional targeted actions for EL students: heterogeneous groupings in Math Projects classes, Khan Academy, Math 180*

<b>Domain</b>	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 6</b>	<i>Detail the action: To maintain and further improve Baird’s already low suspension rate, we will provide ongoing support/monitoring of students who exhibit behaviors that lead to suspension, to include trauma-sensitive PL for staff, counselors working with parents, social skills classes, class meetings, Goal 2 engagement, and Block 8 enrichment classes.</i>		
<i>SQII Element: 3963 (Suspensions)</i>	<i>SQII Sub-element(s): 4081 (Suspension – African American)</i>	<i>Site Growth Target: 3%</i>	<i>Vendor (contracted services) AVID</i>
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going	<i>Reasoning: <input type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</i>		
<i>Write a SMART Goal to address each data point: By June 2017, Baird data will show less than 3% of students suspended for the 16-17 school year overall and in any racial/ethnic subgroup.</i>			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i>		<i>Owner(s)</i>	<i>Timeline</i>
<ul style="list-style-type: none"> <li>• <i>EIIS Tool</i></li> <li>• <i>Goal 2 Rosters</i></li> <li>• <i>SQII (which elements?)</i></li> <li>• <i>ILT</i></li> <li>• <i>How will you monitor class meeting effectiveness?</i></li> </ul>		<i>Academic Couns.</i> <i>Campus Culture</i> <i>Principal</i> <i>Lead Teachers</i> <i>Principal</i>	<i>Quarterly</i> <i>Quarterly</i> <i>Quarterly</i> <i>Quarterly</i> <i>Monthly?</i>
<i>Explain the Targeted Actions for Parent Involvement (required by Title I): Parent portal, Edutext, ATLAS, Baird website, Parent Center, School Readiness Facilitator, Parent-Teacher Conferences, PTA meetings, Parent workshops</i>			

*Describe related professional learning: AVID Summer Institute (see above), CISC Symposium (see above), PL series on Effects of Trauma on Learning (see above) (AVID summer institute supports suspensions?)*

*Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): African American students?*

*Specify additional targeted actions for EL students: Spanish-language support for students and parents, Young Men’s and Young Women’s Alliance, AVID Scholars and AVID Elective Classes*

<b>Domain</b>	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 7</b>	<p><i>Detail the action: English Learner students at Baird need level 3 RTI intervention in order to close the achievement gap. The three main areas of need are: academic vocabulary development, reading comprehension strategies, and writing craft and structure. To address these needs, Baird will continue to enroll EL students in RTI ELA classes at all four grade levels, providing the support of four adults in each class. Individual diagnostics and curriculum will be provided for the purpose of targeted intervention. (What are you doing differently for EL students vs. total population?)Why this action.?</i></p>		
<i>SQII Element: 6338 (EL Redesignation)</i>	<i>SQII Sub-element(s): 4021 (CELDT)</i>	<i>Site Growth Target: 67% redesignation</i>	<i>Vendor (contracted services) Education &amp; Leadership Foundation, Follett, Jr. Library Guild, Noodle Tools</i>
<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i>	<input checked="" type="checkbox"/> <i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input checked="" type="checkbox"/> <i>Research-based</i> <input checked="" type="checkbox"/> <i>Local Knowledge/Context</i>		
<i>Write a SMART Goal to address each data point: By June 2017, at least 67% of English learner students who have been continuously enrolled for 5 years or more will be redesignated in the current year.</i>			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i>		<i>Owner(s)</i>	<i>Timeline</i>
<ul style="list-style-type: none"> <li>• <i>Silvaroli Reading Inventory</i></li> <li>• <i>In-class assessments aligned within ELA dept.</i></li> <li>• <i>CELDT, ELDA, SBAC, DRP Reports</i></li> <li>• <i>Illuminate Interim Assessments</i></li> </ul>		<i>ELA AC</i> <i>Grade Level AC</i> <i>GLA, VP</i> <i>GLA, Teachers</i>	<i>August, May</i> <i>Quarterly</i> <i>Fall &amp; Spring</i> <i>Fall &amp; Spring</i>

<ul style="list-style-type: none"> <li>• <i>Student Reflection &amp; Goal Setting</i></li> <li>• <i>Instructional Practice Guide Observations</i></li> <li>• <i>ILT</i></li> <li>• <i>ELAC</i></li> <li>• <i>What do you monitor differently than for all students?</i></li> </ul>	<i>Teachers</i> <i>Admin team</i> <i>Lead teachers</i> <i>GLA</i>	<i>Quarterly</i> <i>Daily</i> <i>Bi-annually</i> <i>Monthly</i>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I): Parent portal, Edutext, ATLAS, Baird website, Parent Center, School Readiness Facilitator, Parent-Teacher Conferences, PTA meetings, Parent workshops</i></p>		
<p><i>Describe related professional learning: AVID Summer Institute (see above), One-on-One mentoring by EL Specialist (30 hr/year), CISC Symposium (see above)</i>  <i>Is this PL? or support for students?</i></p>		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p>		
<p><i>Specify additional targeted actions for EL students: see above</i></p>		

<b>Budgeted Expenditures</b>									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	1	EL	Instruction	Other Classified-Other				RTI Tutors	9,082
7	3	EL	Instruction	Direct-Other (Dr)				CELDT Assessors by REA	556
								Total	\$9,638

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 8</b>	Detail the action: Through maintaining our status as an AVID National Demonstration School, Baird will support all students via the AVID Scholars 9-week elective wheel classes, schoolwide binder checks, Cornell notetaking, goal setting, Socratic Seminars and Costa’s Levels of Questioning, and AVID Elective classes at 7 <sup>th</sup> and 8 <sup>th</sup> grades. Additionally, YMA and YWA will continue to be incorporated into the AVID Elective program.		
SQII Element: 2524 (HS Readiness)	SQII Sub-element(s): N/A	Site Growth Target: +7% to 62% HS Readiness	Vendor (contracted services) AVID Center AVID Tutors
<input type="checkbox"/> New Action (X) On-going	Reasoning: (X) Data (X) Research-based (X) Local Knowledge/Context		
Write a SMART Goal to address each data point: By June 2017, at least 62% of Baird 8 <sup>th</sup> grade students will meet the criteria for HS readiness under the CORE Waiver.			
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) <ul style="list-style-type: none"> <li>• AVID Data Submission (What data set improvement do you expect to see?)</li> <li>• ISS/CSS</li> <li>• Instructional Practice Guide Observations (Where are you currently performing)</li> <li>• How do you monitor your YMA and YWA programs?</li> <li>• What do you need to monitor in regards to the key components of AVID? What improvements are you targeting to improve?</li> </ul>		Owner(s)  AVID Coord. AVID Coord. Admin team	Timeline  Fall Fall & Spring Weekly
Explain the Targeted Actions for Parent Involvement (required by Title I): AVID Parent Workshops, AVID Family Night, College Making it Happen, College Tours for Parents			
Describe related professional learning: AVID Summer Institute (see above), CISC Symposium (see above), District-provided PL (TBA)			
Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): Who are you targeting for YMA and YWA?  Specify additional targeted actions for EL students: Priority placement in AVID for EL students			



Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
8	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				AVID Teacher Suppl.	4,649
8	1	Title 1 Basic	Instruction	Travel				AVID Summer Institute	4,000
Total									\$8,649

C.1. Budget – Allocations and Planned Expenditures

*(Insert Budget Report)*

D.1. Centralized Services - No Centralized Services are utilized at this time.

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2016/17

Baird - 0030

**ON-SITE ALLOCATION**

<b>3010</b>	<b>Title I</b>	<b>\$18,876</b>
7090	LCFF Supplemental & Concentration	\$65,382
7091	LCFF for English Learners	\$10,668
		\$94,926
<b>TOTAL 2016/17 ON-SITE ALLOCATION</b>		<b>\$94,926</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$586
Remaining Title I funds are at the discretion of the School Site Council	\$18,290
Total Title I Allocation	\$18,876

Note: LCFF Library Materials/Unit 7099 funds are now included in Additional Library Supplies/Unit 0625 and given to the school to be prioritized by the Librarian.

# 2016-2017 Budget for SPSA/School Site Council

## State/Federal Dept 0030 Baird Middle (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Mat & Supp			: Materials and supplies related to literacy across the content areas	2,290.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Subs	2,284.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Teacher Suppl.	6,393.00
1	1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	2,841.00
1	1	Sup & Conc	In-House Instructional Staff Deve	Travel			PL/Conf/Travel	7,000.00
1	1	EL	Instruction	Bks & Ref			: Books for EL academic literacy	1,030.00
2	1	Sup & Conc	Instruction	Cons Svc/Oth			Education and Leadership Foundation : ELF - Consulting Services	31,000.00
3	3	Title 1 Basic	Parent Participation	Oth Cls-Supp			Supplemental contract for Parent Facilitator - interpreting, etc.	586.00
3	3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Facitr, Schl Readiness	0.375	School Readiness Facilitator	11,215.00
4	1	Title 1 Basic	Instruction	Nc-Equipment			: Technology	12,000.00
7	1	EL	Instruction	Oth Cls-Oth			RTI Tutors	9,082.00
7	3	EL	Instruction	Direct-Other			CELDT Assessors by REA	556.00
8	1	Title 1 Basic	Instruction	Travel			: AVID Summer Institute	4,000.00
8	1	Sup & Conc	Instruction	Teacher-Supp			AVID Teacher Suppl.	4,649.00
								<b>\$94,926.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$18,876.00
Sup & Conc	7090	\$65,382.00
EL	7091	\$10,668.00
<b>Grand Total</b>		<b>\$94,926.00</b>

Domain Totals	Budget Totals
Academic	\$82,569.00
Culture & Climate	\$12,357.00
<b>Grand Total</b>	<b>\$94,926.00</b>

E.1. Assurances

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.
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.
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.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees received 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 educationally disadvantaged students, students with disabilities, gifted and talented students, English Learners, and migrant students.
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.
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.
Strategies to improve students' achievement, meet measurable objectives, provide high quality professional development, and support struggling students use scientifically-based research. The reforms provide opportunities for all students to meet State Standards by implementing the Common Core, extending learning time, and supporting grade-level and school-level student transitions.
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 for annual approval by the Board of Education.

E.2. 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 - Catherine Dunlap</b>				X	
3. <b>Secretary - Doug Wilkins</b>		X			
4. <b>Vice President - Josie Aguilar</b>				X	
5. <b>Charles Rocha</b>		X			
6. <b>Ann Wimer</b>		X			
7. <b>Pat Caire</b>		X			
8. <b>Mona Martin</b>			X		
9. <b>Riley Gould</b>					X
10. <b>Nico Stacy-Alcantara</b>					X
11. <b>Leilyn Alvarez</b>					X
12. <b>Shannon Crass</b>				X	
13. <b>Michelle Littlewood</b>				X	
14.					
15.					
<input checked="" type="checkbox"/> ELAC operated as a school advisory committee.		<input type="checkbox"/> ELAC voted to fold into the SSC - Date _____.			


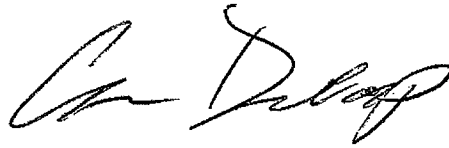
<b>Title I School Site:</b>
(X) This site operates as a non-Title I school.

E.3. 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 consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.			
<b>Title</b>	<b>Print Name Below</b>	<b>Signature Below</b>	<b>Date</b>
<b>Principal</b>	<b>Valerie Martinez</b>		
<b>SSC Chairperson</b>	<b>Catherine Dunlap</b>		

E.4. Addendum – Attach Site Parent Involvement Policy/Compact/SSC Bylaws

E.3. Required Signatures

School Name: Baird Middle			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance and consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.			
Title	Print Name Below	Signature Below	Date
Principal	Valerie Martinez		4/14/16
SSC Chairperson	Catherine Dunlap		4/14/16

E.4. Addendum – Attach Site Parent Involvement Policy/Compact/SSC Bylaws