

Baird Middle

10621666006084

Principal's Name: Timona Martin

Principal's Signature:

A handwritten signature in black ink, appearing to read "Timona Martin", written in a cursive style.

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

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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

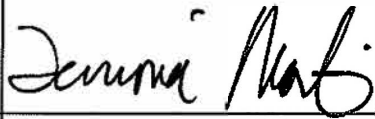

<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 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 - Mona Martin	X				
2. Chairperson - Karla Reeve		X			
3. Secretary- Gabriella Her		X			
4. Teacher - Fermin Magana		X			
5. Teacher - Mary Janzen		X			
6. Teacher - Maricela Limon		X			
7. Parent - Janelle Pitt				X	
8. Parent - Deega Mohamed				X	
9. Classified - Amy Schmidt			X		
10. Student - Addy Crass					X
11. Student - Emma Mijanos					X
12. Student - Olivia Guerrero					X
13.					
14.					
15.					

Check the appropriate box below: N/A
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input type="checkbox"/> 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	Timona Martin		3/31/2022
SSC Chairperson	Karla Reeve		03/31/2022

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

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2022/23

Baird - 0030

ON-SITE ALLOCATION

3010	Title I	\$21,675
7090	LCFF Supplemental & Concentration	\$80,010
7091	LCFF for English Learners	\$7,520
7099	ESSER III (learning loss/COVID impact, one-time funds)	\$29,972
TOTAL 2022/23 ON-SITE ALLOCATION		\$139,177

* 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	\$1,008
	Remaining Title I funds are at the discretion of the School Site Council	\$20,667
	Total Title I Allocation	\$21,675

Baird Middle 2022-2023 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPAC - percentage of students who scored 4			56.25 %	2020-2021	100 %
i-Ready ELAD2 proficiency - percentage of students on/above	✓		46.3 %	2021-2022	100 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		37.63 %	2021-2022	100 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

- Universal Screening (target met), Tiered System of Supports (developing), Camp WINK (on track to meet), Schoolwide Scholars Program (target met), After School Tutoring & Saturday Academy (on track to meet target).
- There is a need to focus on guiding questions #'s (3. How will we respond for those students who have not yet learned? and 4. How will we respond for students who have already demonstrated mastery or are ready to do more?) to refine our Tier 2 supports and enrichment.
- There is an increased need to focus more intensely on a standards-based grading system at all grade levels.
- There is a need for increased analysis of student work during PLC meetings where teachers identify and determine how and what will be retaught to ensure all students understand the concepts and skills.

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

Afri. Amer.: 60.71% Asian: 73.69% Filipino: 50% Hispanic: 67.44% Nat. Amer: 50% Pacific Is.: 55.55% Two or more races: 66.67% White: 87.64%

I-Ready ELAD2 On Level

We have less than full implementation of standards based grading and Tier 2 instruction for (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. Our departments have not developed CFA's for two reasons. 1. We are a school of "singletons" and 2. PLC has been reduced drastically.

I-Ready Math D2 On Level

We have 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. Our departments have not developed CFA's for two reasons. 1. We are a school of "singletons" and 2. PLC time has been reduced drastically.

EL Reclassification Rate

Less than full implementation of standards based grading and Tier 2 instruction (low-performing student groups: SPED, EL, African American, SES). No targeted EL support

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 (Intended actions for the current school year vs. Actual actions that occurred).

- PLC time was drastically cut this year for both grade level and departments.
- PLC's struggle with collaborating & calibrating CFA's as we are a school of "singletons".
- ELD resources are not being utilized within the classroom to support differentiated instruction, such as the ELD companion workbook.
- Most PD opportunities were limited to virtual options and conferences were eliminated for all staff.
- development this year focused on work via online training by Doug Fischer (Distance Learning Playbook), PD centered around cultural proficiency, and social emotional well-being.
- RTI with designated tutors targeting math classes at each grade level.
- After school tutoring includes ELD intervention twice a week for one hour.

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 2022-23 SPSA.

- For the 2022-2023 school year, we will continue PD centered around cultural proficiency, schoolwide grading and assessment practices, standards based grading and equitable teaching practices (Unbound Standards Institute). PD development on fostering well-being will also continue in 2022-2023.
- The instructional Leadership Team with the support of a Consultant/Coach will continue to refine and adjust the grading policy throughout the 2022-2023 academic year.
- Fund a .4 instructional coach to focus specifically on supporting teachers in the areas of culturally relevant teaching and helping support with PL around developing CFAs.
- Increase participation in Extended Learning opportunities (Utilizing an Extended Learning coordinator, ELF and Teaching Fellows, Saturday Academy, After School tutoring, Winter, and Summer sessions).
- Provide additional instructional support using RTI tutors during Math and English classes.
- Restructure the IPG into questions format for planning purposes
- ILT lead professional development on culturally-responsive teaching practices that includes building background knowledge through questioning, academic discourse, re-teaching, rigor (Unbound Standards Institute)
- Offer access to the Bullard region "Wellness Hub", to be utilized for SEL support services (counseling etc.)

Step 4: Educational Partner 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:

- SEL to address student self efficacy (the belief in one's capabilities to achieve a goal or an outcome)

- Implement a SEL learning program that is woven in daily minutes for students

2 ELAC:

N/A

3 Staff:

Standards-based grading practices schoolwide.

Continuation to examine logistics, characteristics, and effectiveness of quality intervention with ILT.

Refinement of Tier 1 and 2 practices will result in improved outcomes for SBAC ELA and Math.

Continue to embed time during the school day(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, to include the development of an Ethnic Studies elective for 7th/8th grades.

Increase the number of parent workshops on SEL development and wellness

Incentives for academic growth.

Additional in class supports w/RTI tutors

Tier 1 - Extended Day learning opportunities for enrichment and not just intervention.

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 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 (PBIS)
- New Parent Orientation
- Schoolwide PLI
- Cultural Proficiency professional development for staff
- SEL 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
- Library access to resources an technology during each block, lunch, and after school
- 3 week Summer Enrichment Academies for all Baird students

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 for intervention on grade level standards and acceleration
- Transportation costs to be provided for teachers attending conferences
- Availability of intervention for "will" during AFT, Bk. 8, Sat. Academy, and AST
- Availability of academic supports for "skill" embedded into classes for students - having RTI tutors assigned to all math and ELA classes

- Academic Support Time MF, 8:45-9:15 a.m.
- Cultural Arts classes Block 8
- Ethnic Studies class grades 7-8 during block 8
- One-on-One goal setting and grade chats with academic counselor
- High School credit classes offered to 7th and 8th grade students (Algebra, Span. 1&2), Native Speakers 1&2)
- Targeted Parent Workshops (English- and Spanish-speaking)
- Schoolwide protocol for Tier 2 reteaching and acceleration
- Spanish 1 offered to 8th grade students
- Offer access to the Bullard region "Wellness Hub", to be utilized for SEL support services (counseling etc.)

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

- Hybrid YMA and YWA AVID "like" classes with tutors
- ELA and Math Intervention with RTI tutors utilizing vendors such as "Teaching Fellows", "ELF", "Moreno Institute" etc.
- Designated ELD with ELA teacher
- SEL (Standard English Learner) Consultant/Coach
- i-Ready support
- Additional teachers and supports for After School Tutoring utilizing vendors such as "Teaching Fellows", "ELF", "Moreno Institute" etc.
- Parent Workshops (parents of students in the after school program)
- Offer access to the Bullard region "Wellness Hub". to be utilized for SEL support services (counseling etc.)
- 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)
- dept. and grade level PLC assessment data (monthly or as needed)
- IGP walks (weekly)
- Classroom Observations and Feedback (weekly)

Owner(s):

- ILT
- dept. PLC
- grade level PLC
- Admin. team
- Student support 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, Ethnic Studies 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:

Specify enhanced services for low-performing student groups:

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

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

-RTI with certificated tutors

2022-2023 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	3,715.00
G1A1	Title 1 Basic	Instruction	Oth Cls-Supp			Additional tutor supports in classrooms and after-school	3,960.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: technology subscriptions	4,000.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			teacher supplemental contracts, including ELPAC	5,571.00
G1A1	Sup & Conc	Instruction	Oth Cls-Supp			Additional tutor supports in classrooms and after-school	3,870.00
G1A1	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : Tier 2&3 support in literacy and math. \$68,000 split funded with 0181 7090-\$40,000 0181-\$28,000	40,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			student laptop maintenance and repair	2,137.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			*Other* : Vendor TBD : SEL support rallies, motivational speakers	7,000.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin. subs	3,255.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Mat & Supp			: materials and supplies	1,910.00
G1A1	Sup & Conc	In-House Instructional Staff Deve	Travel			conferences	4,350.00
G1A1	One-time School	Instruction	Oth Cls-Supp			supplemental contracts for classified staff	8,000.00
G1A1	One-time School	Instruction	Oth Cls-Supp			Additional tutor supports in classrooms and after-school	5,250.00
G1A1	One-time School	Instruction	Bks & Ref			: PL, books, SEL materials and supplies **No food or incentives**	4,722.00
G1A1	One-time School	In-House Instructional Staff Deve	Travel			: conferences	4,000.00

\$101,740.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓		79.02 %	2021-2022	100 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

Two elective wheel classes and two year long electives (CTE agriculture, CTE technology), offer student-centered and real-world learning experiences throughout the year with experiential learning. Block 8 courses (culinary arts, Science Olympiad, TOT, Leadership, Yearbook, and more) offered daily and quarterly, provide all students experiential learning throughout the year. Baird Agriculture students will participate in IdeaFest 2022. IdeaFest celebrates both student research and improves each participant's ability to communicate their research and grow through audience participation and feedback.

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

There is no significant dis-proportionality for any significant subgroup

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 (Intended actions for the current school year vs. Actual actions that occurred).

Due to COVID and limitations placed on activities and visitors to sites, some changes to programs were required. Though students had virtual options, the experiences were good, but not the same as that when students are not participating virtually.

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 2022-23 SPSA.

- Increase opportunities for exposure to agriculture related field trips, guest speakers for CTE classes, tech careers and field trips.
- Saturday Academy collaboration with FSU to bring awareness of careers in Ag
- Increase mentoring opportunities in YMA/YWA through iMentor (student mentors at Edison and Bullard)

- increase student participation in TOT, Science Olympiad, Academic Pentathlon, YMA/YWA
- collaborate with Bullard High School and the CTE department to establish a Social Justice pathway at Baird
- students to participate in ideaFest annually with our Agriculture classes
- students to participate in TOT competition with our Technology classes
- embed Mindset into our block 8 classes where students will explore the world and solve real-world challenges together as they learn math, science & STEAM
- Baird will hire an Extended Learning Coordinator to help facilitate opportunities for student and parent engagement
- Baird will replace the Scholars elective with the Alliance elective.

Step 4: Educational Partner 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 strategies to help students with organization

2 ELAC:
N/A

3 Staff:
- expand "What It Takes To Be Great" at all grade levels
--offer Span. 1 to 8th grade students

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, Mosaics, Minecraft, Academic Pentathlon, Science Olympiad, Tournament of Technology, etc.)
- The Baird Way (SEL competencies, Goal 2 Involvement)
- Hands-on Elective Wheel class components (robotics, coding, agriculture and agribusiness, 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
- Add more CTE program offerings

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
- offer Ethnic Studies as a bk. 8 elective to 7th & 8th grade students with the potential to earn high school credit
- 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 documentation in ATLAS, parent participation, additional CTE support for staff, addition of an Extended Learning Coordinator

Owner(s):

Student Support Coordinator, ILT, Admin. team, CTE department

Timeline:

Fall - Spring 2022-2023

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, 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

Block 8

BSU

Ethnic Studies elective for 7th/8th grade students

-offer Span. 1 to 8th grade students

2022-2023 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	3,617.00

\$3,617.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		15.06 %	2021-2022	1 %
Suspension Rate - Semester 1	✓		1.33 %	2021-2022	1 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

Chronic Absenteeism: 3 students with Chronic absenteeism, 4 students as severely chronic absenteeism
 In large part because of school closures and COVID related illnesses, the percentage of students with absences in school increased significantly.

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

No significant inequities contributed to the disproportionality

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 (Intended actions for the current school year vs. Actual actions that occurred).

- (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 and SEL needs of low-achieving students, EL students, students with disabilities, and foster youth through our tiered system of interventions.
- (3) Closing the opportunity gap between high- and low-performing children, especially the 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.

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 2022-23 SPSA.

- (1) Baird will identify resources to help improve the connection from home to school and expand parent involvement.
- (2) Baird will hire an Extended Learning Coordinator to help facilitate opportunities for student and parent engagement
- (3) Baird will have a full-time academic counselor for the 2022-2023 school year
- (4) Baird will replace the Scholars elective with the Alliance elective.

Step 4: Educational Partner 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:
none	N/A	- restorative practices PL for staff

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
- *Hire an Extended Learning Coordinator*
- 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
- **Implement a SEL learning program that addresses (anti-bullying, discrimination, harassment, and inclusivity)**
- Summer Academies and Enrichment

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
- Ethnic Studies elective 7th/8th grade students

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
- *i-Ready* support
- After School Tutoring
- Parent Workshops
- Wonder Valley Ranch
- Intramurals
- Campus Culture Directors
- Small Group Counseling

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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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, student support Team

Timeline:

Fall to Spring 2022-2023

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

Ethnic Studies elective 7th/8th grade students

2022-2023 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 and supplies to support agriculture and tournament of technology elective classes. **No food or incentives**	3,500.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Materials, supplies & incentives	2,750.00
G3A1	Sup & Conc	Parent Participation	Mat & Supp			climate and culture engagement opportunities	2,050.00
G3A1	One-time School	Instruction	Cons Svc/Oth			Khepra Curriculum Group : Ethnic studies PL and curriculum for 5th-8th elective class	8,000.00

\$16,300.00

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	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓		98.41 %	2021-2022	100 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

The current SPSA metrics were: Overall Positive in Belonging Domain, and site defined "Substantive school improvement and a continued increase in student achievement". Staff participated in several PL opportunities around CPT (LGBTQ+, anti-racism training). Wellness opportunities for staff (Yoga class on campus, fitness challenges, presentation by Claremont EAP presented on wellness for staff at one of the Buybacks, and some staff have attended FUSD LGBTQ+ webinars.

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

No resource inequities identified

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 (Intended actions for the current school year vs. Actual actions that occurred).

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. Off site PL opportunities did not exist this year, but virtual was available to staff. CLEAR conducted a PL, Buyback focused on SEL supports for adults.

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, **intended** 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.

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 2022-23 SPSA.

For the 2022-2023 metric (percent favorable in organizational culture domain). Organizational culture defined, is shared beliefs and values established by leaders and then communicated and reinforced through various methods,

ultimately shaping staff perceptions, behaviors and understanding.

Baird will continue to implement Cultural Proficiency PL, parent and staff SEL PL, send admin. and teachers to conferences where cultural competence and relevance are the focus. In alignment with the FUSD vision, mission, and values, Baird has revised the school's vision, mission, and values statements so that they align with FUSD's. In addition, the staff created collective commitments.

Step 4: Educational Partner 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:

- bring in FUSD data measuring the (metrics) diversity of classified and certificated staff.

2 ELAC:

N/A

3 Staff:

- bring in an DEI consultant for PL
-offer Span. 1 to 8th grade students

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
- Equity Walk as an observational walkthroughs of the school and classrooms for purposes of identifying evidence of equitable educational practices system wide.
- Expanding Spanish Language Program: Grades 5-8 with additional HS credit classes
- Campus Culture Directors
- Cultural Proficiency PL
- Ethnic Studies curriculum and PL
- Health & Wellness PL
- Annual CLEAR Summit
- Conferences
- FSU Teacher recruitment
- Recruitment of Extended Learning Coordinator to ensure equitable practices, and to increase student, staff and family involvement
- Health and wellness classes on site for staff
- Offer access to the Bullard region "Wellness Hub", to be utilized for SEL support services (counseling etc.)

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 Tutors
- Recruitment of Community Ed Teachers
- Baird Staff Presentation at Educational Conferences on equitable practices

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 0%, Latino 34%, Asian 42%

Owner(s):

Admin Team, ILT

Timeline:

Fall 2023

[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
- Ethnic Studies curriculum and PL
- Community Ed Teachers to bring diverse opportunities for student engagement
- Conferences (Unbound Ed, Solution Tree)
- Work with FUSD HR to recruit and hire staff and teachers of color

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

- Cultural Proficiency Training
- Equity Consultant
- Ethnic Studies curriculum and PL
- Community Ed Teachers
- Conferences

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

- Cultural Proficiency Training
- Equity Consultant
- Ethnic Studies curriculum and PL
- Community Ed Teachers
- Conferences

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	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓		77.89 %	2021-2022	100 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

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.

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

Limitations to school participation due to COVID
 Proximity to Baird as many of our students live outside of the Bullard region
 Baird receives the least amount of funding out of all Middle Schools in FUSD.
 Not all communications are translated thus lack of participation

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 (Intended actions for the current school year vs. Actual actions that occurred).

As the pandemic prevented opportunities for parents to be involved with in-person events (IEP's, 504's, award ceremonies, classroom helpers, volunteers, festivals, mom's and dad's events, etc.), parent engagement was very limited. Though parent workshops were offered, many did not participate as they were virtual.

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 2022-23 SPSA.

1) Baird will hire an Extended Learning Coordinator to help facilitate opportunities for student and parent engagement

- (2) Baird will have a full-time academic counselor for the 2022-2023 school year
- (3) Baird will replace the Scholars elective with the Alliance elective.
- (4) Baird will provide parent workshop opportunities that focus on SEL, wellness, and child development

Step 4: Educational Partner 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:
-The pandemic prevented some opportunities for parent engagement, which contributed to the low % of those that reported favorable.	N/A	-Hiring a Spanish Speaking Extended Learning Coordinator can help bridge the communication gap with some of parents.

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
- Ethnic studies elective course for 7th and 8th graders
- Back to School Night
- Fundraisers
- Grade Level Field Trips
- 6th Grade Camp
- Clubs that promote family involvement (Adventure Club, BSU, Pride Club etc.)
- Ag program brings in families - AG EXPO, ideaFest
- 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
- **Minecraft ESports**
- 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
- **.4 Instructional Coach**
- 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\(s\):](#)

Student Support Coordinator, ILT. site admin. climate and culture

[Timeline:](#)

Fall - Spring 2022-2023

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

Family Engagement Report

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

Campus Culture Directors, Student Support Coordinator, site admin. Team, ILT

[Timeline:](#)

Ongoing 2022-2023

[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 Extended Learning Coordinator**
- **Student Support Coordinator**
- **Campus Culture Directors**
- **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

[Specify Direct Service and Opportunities for parents and families to support low-performing student groups:](#)

Spanish literacy instruction

Spanish club

BSU

ELF tutors and coordinators

Interact Teaching Fellows

Underserved student groups: Latino, African American, Low SES

Young Men's & Women's Alliance

Leadership Recruitment

Block 8

AASL Cohort/BSU

Interact Fellows

Saturday Academy

"Choose Again" parent workshops

"Choose Again" staff PL

2022-2023 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			*Other* : vendor TBD: Parent & Community Engagement	10,000.00
G5A1	LCFF: EL	Instruction	Travel			EL/literacy/CP conferences	3,520.00
G5A1	LCFF: EL	Parent Participation	Direct Trans			EL parent educational trips	4,000.00

\$17,520.00

2022-2023 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	3,715.00
G1A1	Title 1 Basic	Instruction	Oth Cls-Supp			Additional tutor supports in classrooms and after-school	3,960.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: technology subscriptions	4,000.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			teacher supplemental contracts, including ELPAC	5,571.00
G1A1	Sup & Conc	Instruction	Oth Cls-Supp			Additional tutor supports in classrooms and after-school	3,870.00
G1A1	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : Tier 2&3 support in literacy and math. \$68,000 split funded with 0181 7090-\$40,000 0181-\$28,000	40,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			student laptop maintenance and repair	2,137.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			*Other* : Vendor TBD : SEL support rallies, motivational speakers	7,000.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin. subs	3,255.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Mat & Supp			: materials and supplies	1,910.00
G1A1	Sup & Conc	In-House Instructional Staff Deve	Travel			conferences	4,350.00
G1A1	One-time School	Instruction	Oth Cls-Supp			supplemental contracts for classified staff	8,000.00
G1A1	One-time School	Instruction	Oth Cls-Supp			Additional tutor supports in classrooms and after-school	5,250.00
G1A1	One-time School	Instruction	Bks & Ref			: PL, books, SEL materials and supplies **No food or incentives**	4,722.00
G1A1	One-time School	In-House Instructional Staff Deve	Travel			: conferences	4,000.00
G2A1	Sup & Conc	Instruction	Teacher-Subs			Teacher subs	3,617.00
G3A1	Sup & Conc	Instruction	Mat & Supp			materials and supplies to support agriculture and tournament of technology elective classes. **No food or incentives**	3,500.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Materials, supplies & incentives	2,750.00
G3A1	Sup & Conc	Parent Participation	Mat & Supp			climate and culture engagement opportunities	2,050.00
G3A1	One-time School	Instruction	Cons Svc/Oth			Khepra Curriculum Group : Ethnic studies PL and curriculum for 5th-8th elective class	8,000.00
G5A1	Title 1 Basic	Parent Participation	Cons Svc/Oth			*Other* : vendor TBD: Parent & Community Engagement	10,000.00
G5A1	LCFF: EL	Instruction	Travel			EL/literacy/CP conferences	3,520.00
G5A1	LCFF: EL	Parent Participation	Direct Trans			EL parent educational trips	4,000.00

\$139,177.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$21,675.00
Sup & Conc	7090	\$80,010.00
LCFF: EL	7091	\$7,520.00
One-time School	7099	\$29,972.00
Grand Total		\$139,177.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$101,740.00
G2 - Expand student-centered and real-world learning experiences	\$3,617.00
G3 - Increase student engagement in their school and community	\$16,300.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$17,520.00
Grand Total	\$139,177.00