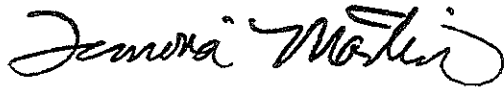


Baird Middle

10621666006084

Principal's Name: Timona Martin

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

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Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	• <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>

District Goals	
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.	
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

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.

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 receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.

School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (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 and Family Engagement Policy and the Parent-School Compact.

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.

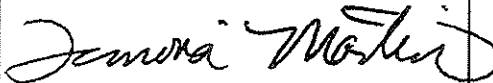
The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and rewritten during the second semester of each school year for annual approval by the Board of Education.

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Timona Martin	X				
2. Chairperson - Tamara Youpel			X		
3. Edward Mertens		X			
4. Karla Valdez-Ruelas		X			
5. Elly Alvarado		X			
6. Brent Wong		X			
7. Aaron Mireles			X		
8. Amy Schmidt				X	
9. Adam Hogan				X	
10. Kristin Telles				X	
11. Elizabeth Garvin				X	
12. Tiffany Gonzales					X
13. Annalee Telles					X
14.					
15.					

Check the appropriate box below:
☐ ELAC reviewed the SPSA as a school advisory committee.
☒ ELAC voted to consolidate with the SSC. Date 10/23/24.

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 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		4/2/25
SSC Chairperson	Tamara Youpel		4/2/25

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

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

FY 2025/26

Baird - 0030

ON-SITE ALLOCATION

3010	Title I	\$26,460	*
7090	LCFF Supplemental & Concentration	\$87,084	
7091	LCFF for English Learners	\$4,818	

TOTAL 2025/26 ON-SITE ALLOCATION	\$118,362
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* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Parent Involvement Budget - Minimum	\$980
Program Budget	\$25,480
Total Title I Allocation	\$26,460

ESSA Assistance Status: Not Identified for Assistance

Baird Middle 2025-2026 - SPSA Draft Edits

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review
School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✓	35.9 pts	23.6 pts	2023-2024	38.6 pts
SBAC ELA - percentage of students met/exceeded standard	✓	100.1 %	62.4 %	2023-2024	67.4 %
SBAC Math - Average distance from standard	✓	42 pts	-18.2 pts	2023-2024	-3.2 pts
SBAC Math - percentage of students met/exceeded standard	✓	100.2 %	44.8 %	2023-2024	49.8 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

ELA performance has been *declining or stagnating* since 2019; the average distance above the “Standard Met” benchmark has shrunk over time rather than improving. Students as a whole are *not* making the expected gains in ELA, and the gap between where they currently perform and the standard appears to be widening (or at best not closing).

Math performance, demonstrates that students remain below the “*Standard Met*” benchmark and have not closed the gap over the past several years. Despite some year-to-year fluctuations, the overall trend shows that a substantial portion of students are still not meeting the grade-level standard in math.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- 1. Limited PLC time; fewer opportunities for peer feedback and difficulty using common assessments
- 2. Insufficient implementation and understanding of evidence-based strategies
- 3. Resource constraints

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- 1. Dedicated PLC Time and Peer Feedback Opportunities
 - Focus on Data: Use district created FIABs and IAB's, Interim data, iReady data, teacher created CFU's and student work samples to identify instructional gaps, monitor progress, and adjust teaching strategies.
 - Peer Feedback & Sharing Best Practices: Create structures for teachers to observe each other's lessons for focused feedback on evidence-based strategies.
- 2. Evidence-Based Instructional Strategies & Professional Development
 - Training & Coaching: Provide targeted PD on research-backed literacy and math interventions (e.g., explicit modeling, guided practice, formative assessment techniques).
 - Differentiation & Scaffolding: Equip teachers with strategies to meet the needs of English learners, students with disabilities, and African American students, ensuring lessons are accessible and culturally responsive.
 - On-Site Support: Include coaching cycles or instructional leadership support to reinforce newly learned strategies in real-time.
- 3. Equitable Resource Allocation
 - Intervention Materials & Personnel: Ensure struggling learners—and particularly those from disproportionately low-performing groups—have access to appropriate tutoring, co-teaching supports, or additional aides.
 - Progress Monitoring Systems: Continuing work with AMA and CIPL on data collecting efforts to help teachers and administrators track student growth and quickly identify those needing more intensive support.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Goal 1 Actions - Baird MTSS for ALL students

Partially Implemented

- Fully Implemented:
- Supplemental contract for classified staff/tutor to support in a before school program that will focus on homework help, academic chats, grade trackers etc.
- Partially Implemented:
- FIAB's, Iterims, iReady assessment
 - PLC planning (PLC+)
 - Professional development in research-based instructional strategies (CORWIN)
 - Web based resources and materials to support achievement in mathematics (i-Ready, etc.) (5TH – 8TH)
 - Supplemental materials to support professional learning and implementation of tier 1 instructional practices
 - Substitutes for teacher planning days
 - Technology - purchase, replace, update and repair (PTLW)
 - Provide Tier 1,2, and Tier 3 supports at all grade levels embedded into class blocks to include RTI tutors in all math classes
 - Supplemental web based resources for the monitoring of student activity during Tier 2 instruction (HP classroom, Go Guardian etc.)
- Not Implemented:
- District adopted math curriculum

- Supplemental contracts for teachers to provide academic tutoring, plus contracted tutoring
- Supplemental contracts for teachers to plan instruction prior to the beginning of the year
- Supplemental contracts for teachers to attend Math conferences and/or other innovative math instruction professional development

Action 2: All students will excel in Mathematics

Partially Implemented

Not Implemented

- District adopted math curriculum
- Supplemental contracts for teachers to attend Math conferences and/or other innovative math instruction professional development
- Supplemental contract for math coaching

Partially Implemented

- FIAB's, Interim assessments, iReady assessment
- PLC planning
- Professional development in research-based instructional strategies
- Web based resources and materials to support achievement in mathematics (i-Ready, etc.)
- Supplemental materials to support professional learning and implementation of tier 1 instructional practices
- Supplemental contracts for teachers to provide academic tutoring, plus contracted tutoring
- Supplemental contracts for teachers to plan instruction prior to the beginning of the year
- Substitutes for teacher planning days
- Technology - purchase, replace, update and repair
- Provide Tier 1,2, and Tier 3 supports at all grade levels embedded into class blocks to include RTI tutors in all math classes
- Supplemental web based resources for the monitoring of student activity during Tier 2 instruction (HP classroom, Go Guardian etc.)
- Supplemental contract for classified staff/tutor to support in a before school program that will focus on homework help, academic chats, grade trackers etc.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Goal 1 Actions - Baird MTSS for ALL students

Partially Effective

Based on the goals set forth in our 2023–24 SPSA, the evaluation indicates that the actions and strategies implemented were only partially effective. While notable growth can be observed the data confirms that we did not meet or exceed the overall targets established per the SPSA.

Action 2: All students will excel in Mathematics

Partially Effective

Based on the goals set forth in our 2023–24 SPSA, the evaluation indicates that the actions and strategies implemented were only partially effective. While notable growth can be observed the data confirms that we did not meet or exceed the overall targets established per the SPSA.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

1. Dedicated PLC Time and Peer Feedback Opportunities
- Schedule regular data chats with lead teachers
 - Math coach to work with admin and teachers to look at district resources, outside resources, create common formative assessments, identifying instructional gaps, and aligning goals
 - Provide subs for coverage for peer-to-peer observations
2. Evidence-Based Instructional Strategies & Professional Development
- Continue PD work with Corwin (PL for admin and teachers around instructional feedback that includes rigor, student engagement, and teacher clarity)
 - Work with Link to Literacy or similar vendor to support intervention
 - Work with Taylor'd Consulting around culturally relevant and equitable practices
 - Admin to schedule regular coaching sessions with lead teachers
 - Admin to schedule regular classroom walkthroughs and provide feedback to teachers
3. Equitable Resource Allocation
- CTFF supporting before and after school program working with identified students who need additional academic support
 - PL and contract for a staff member to work with EL's, and RFEP students
 - Work with Taylor'd Consulting around culturally relevant and equitable practices
 - Utilize AA counselor to support AA students academically in classrooms, and academic counseling
 - Conduct parent workshops
 - Utilize AMA to help collect data to inform instruction and programs
 - Utilize CIPL resources that align with instructional goals, standards, and interventions

Section D: 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.

SSC:	ELAC:	Staff:
- Increase fundraising opportunities to potentially offset budget reduction - PTO is needed at the site - Bring back family engagement events and opportunities. - Continue the efforts around supporting students with SEL and behaviors (Student Support Center). - Increase the number of days a Social Worker on campus.	N/A	- Have Sat. Academy for students and offer an Arts program and tie in literacy. - Host Sat. parent workshops for new families

Action 1 :

Goal 1 Actions - Baird MTSS for ALL students

Action Details:

Baird will ensure that al students have access to grade-level instruction in ELA/Literacyas outlined in the California ELA/Literacy Standards. Teachers will work together to set quarterly goals and yearly targets for student performance, and outline aligned assessments to monitor learning and provide intervention. Teachers will leverage board adopted curriculum and Common Core Exemplar Texts to ensure that students access grade-level text and tasks. In addition, teacher teams will work with colleagues to develop common learning targets and success criteria. Teachers will share with students and engage them in goal setting and self-analysis. Finally, PLC teams will analyze data to audit equitable access to learning across all student groups. Resources and time will be allocated to develop a more cohesive and timely response to Tier 2 and 3 academic support through grade-level MTSS teams

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

This year, each teacher team will provide an outline of each quarter of instruction to the department administrator which will include common learning targets, success criteria, and an assessment schedule. Agendas and minutes will be collected during AC's with measures of progress and review of actions taken by AC. Common Formative Assessment Data will be shared bi-monthly at AC meetings. Additionally, below are specific instructional services to benefit students.

- 1. Utilize consulting services for all teachers, across the curriculum, to assist teachers in the implementation of daily lessons that incorporate content and social-emotional learning with an emphasis on ensuring grade-level outcomes and a gradual release of responsibility.
- 2. Offer a zero period PE class so more students can take our Spanish 1 class and participate in music classes.
- 3. Provide funding for teachers to attend additional training support, as needed, outside of the regular duty day.
- 4. Seek out additional funding to establish teacher steering committee to review progress in ELA/Literacy and ELD
- 5. Provide teachers with additional time for lesson study, planning, and examination of student progress through quarterly planning days and summer planning hours.
- 6. Engage the staff in common readings (professional books) to build a shared understanding of Tier 1 instruction and equitable practices..
- 7. Summer planning retreats for Instructional Leadership Team and Climate Culture Teams to develop yearly school-wide plans based on SPSA
- 8. Summer PL for new teachers to on-ramp new staff to school-wide instructional focus areas.
- 9. Provide additional support for EL students and students needing Tier 2 & Tier 3 Academic Support in math and ELA
- 10. Hire Teaching Fellows (or other vendor) to provide in-class support to students as determined by assessment data.
- 11. Provide educational field trips

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

EL Students will be identified and monitored by teachers through PLC collaboration and the use of ELlevation. Teachers will also leverage supports in the SpringBoard ELD companion during push-in support for grade-level instruction for integrated ELD. Technology resources will also be used to ensure EL students have access to adaptive features for Tier 1 and 2 supports available in the adopted curriculum for all content areas. Funding for ELPAC assessors will also be provided as in the past. There will also be after-school, before school, and lunchtime tutorial that focuses on EL support. Funding for EL fieldtrips. .2 FTE to provide additional support for ELs and to conduct quarterly data chats. There will be weekly meetings "huddles" with the academic counselor and admin.team to monitor progress and communicate back to teachers

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

1. Create sub-agreements w/vendors to provide student support in academics and SEL.
2. Work with Taylor'd consulting to support with the work we have started around equity and cultural proficiency initiatives.
3. Consulting for Administration.
4. Purchase technology to support students at Tier 2 and Tier 3 of instruction, focusing on intervention, personalized learning, and progress monitoring.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

1. Give departments planning days
2. Create contracts for teachers to provide student supports
3. Fund student study trips
4. Create classified supplemental contracts for student and family engagement
5. Create incentives, give rewards, host SEL assemblies, and purchase SEL curriculum and resources.

As a site: What are the planned actions to support this student group?

1. Utilize consulting services for all teachers, across the curriculum, to assist teachers in the implementation of daily lessons that incorporate content and social-emotional learning with an emphasis on ensuring grade-level outcomes and a gradual release of responsibility.
2. Provide funding for teachers to attend additional training support, as needed, outside of the regular duty day.
3. Seek out additional funding to establish teacher steering committee to review progress in ELA/Literacy and ELD
4. Provide teachers with additional time for lesson study, planning, and examination of student progress through quarterly planning days and summer planning hours.
5. Engage the staff in common readings (professional books) to build a shared understanding of Tier 1 instruction and equitable practices..
6. Summer planning retreats for Instructional Leadership Team and Climate Culture Teams to develop yearly school-wide plans based on SPSA
7. Summer PL for new teachers to on-ramp new staff to school-wide instructional focus areas.
8. Provide additional support for EL students and students needing Tier 2 & Tier 3 Academic Support in math and ELA
9. Hire Teaching Fellows (or other vendor) to provide in-class support to students as determined by assessment data.
10. Provide educational field trips Purchase

Progress Monitoring: Outcomes

Reasoning for using this action

☒ Strong Evidence

☒ Moderate Evidence

☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. - Teachers collaborate to establish quarterly goals and yearly targets for student performance in ELA/Literacy. - Common learning targets and success criteria are developed and shared among teacher teams. - Teachers engage students in goal setting and self-analysis of their learning progress. - PLC teams begin analyzing data to assess equitable access to grade-level instruction across all student groups. - Resources and time are allocated for initial planning of cohesive Tier 2 and Tier 3 academic support structures.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. - Teachers collaboratively analyze CAASPP and district assessment data to inform instruction and intervention. - Professional development supports teachers in deepening best instructional practices. - Students engage in rich discussions that require reasoning and justifying their thinking. - A clear, schoolwide plan for ELA support and intervention is implemented and communicated with stakeholders. - Use of technology and hands-on learning tools to enhance engagement and critical thinking.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. - All student groups show measurable improvement in ELA/Literacy achievement, closing gaps in equitable access. - A sustainable, data-driven MTSS system effectively supports students needing Tier 2 and Tier 3 interventions. - Teachers and PLC teams demonstrate a strong culture of collaboration, continuously improving instructional practices. - Students exhibit greater confidence and independence in literacy skills, applying them across disciplines. - A well-established cycle of assessment, intervention, and reflection leads to sustained academic growth schoolwide.

Action 2 :

All students will excel in Mathematics

Action Details:

Baird will implement mathematics support for all students aligned to the CCSS with an emphasis on conceptual understanding through the lens of focus, coherence and rigor. Particular attention will be placed on Math Practice and utilizing CAASPP and district aligned resources.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- District adopted math curriculum
- FIAB's, Iterims, iReady assessment
- PLC planning
- Professional development in research-based instructional strategies
- Web based resources and materials to support achievement in mathematics (i-Ready, etc.)
- Supplemental materials to support professional learning and implementation of tier 1 instructional practices
- Supplemental contracts for teachers to provide academic tutoring, plus contracted tutoring
- Supplemental contracts for teachers to plan instruction prior to the beginning of the year

- Supplemental contracts for teachers to attend Math conferences and/or other innovative math instruction professional development
- Substitutes for teacher planning days
- Technology - purchase, replace, update and repair
- Provide Tier 1,2, and Tier 3 supports at all grade levels embedded into class blocks to include RTI tutors in all math classes
- Supplemental web based resources for the monitoring of student activity during Tier 2 instruction (HP classroom, Go Guardian etc.)
- Supplemental contract for classified staff/tutor to support in a before school program that will focus on homework help, academic chats, grade trackers etc.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

Equal access to all available resources to identified students

Differentiated instruction and professional development to support the implementation

Continued PL in the areas of Cultural Proficiency and JEDI

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

1. Create sub-agreements w/vendors to provide student support in academics and SEL.
2. Work with Taylor'd consulting to support with the work we have started around equity and cultural proficiency initiatives.
3. Purchase technology to support students at Tier 2 and Tier 3 of instruction, focusing on intervention, personalized learning, and progress monitoring.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

1. Give departments planning days
2. Create contracts for teachers to provide student supports
3. Fund student study trips
4. Create classified supplemental contracts for student and family engagement
5. Create incentives, give rewards, host SEL assemblies, and purchase SEL curriculum and resources.

As a site: What are the planned actions to support this student group?

1. Utilize consulting services for all teachers, across the curriculum, to assist teachers in the implementation of daily lessons that incorporate content and social-emotional learning with an emphasis on ensuring grade-level outcomes and a gradual release of responsibility.
2. Provide funding for teachers to attend additional training support, as needed, outside of the regular duty day.
3. Seek out additional funding to establish teacher steering committee to review progress in ELA/Literacy and ELD
4. Provide teachers with additional time for lesson study, planning, and examination of student progress through quarterly planning days and summer planning hours.
5. Engage the staff in common readings (professional books) to build a shared understanding of Tier 1 instruction and equitable practices..

6. Summer planning retreats for Instructional Leadership Team and Climate Culture Teams to develop yearly school-wide plans based on SPSA.

7. Summer PL for new teachers to on-ramp new staff to school-wide instructional focus areas.

8. Provide additional support for EL students and students needing Tier 2 & Tier 3 Academic Support in math and ELA.

Progress Monitoring: Outcomes

Reasoning for using this action

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
We will achieve these changes in knowledge and learning... Include how these outcomes will be measured and who will monitor them. - All math instruction is aligned to CCSS with a clear focus on conceptual understanding. - Teachers consistently implement lessons that emphasize focus, coherence, and rigor in math instruction. - Regular use of Math Practice Standards in daily instruction, reinforcing problem-solving, reasoning, and communication of mathematical thinking. CAASPP and district-aligned resources are integrated into instruction, assessments, and interventions. - Targeted intervention and enrichment opportunities are provided for students based on data from formative and summative assessments.	Shape these behaviors... Include how these outcomes will be measured and who will monitor them. - Teachers collaboratively analyze CAASPP and district assessment data to inform instruction and intervention. - Professional development supports teachers in deepening conceptual understanding and best instructional practices. - Students engage in rich mathematical discussions that require reasoning and justifying their thinking. - A clear, schoolwide plan for math support and intervention is implemented and communicated with stakeholders. - Use of technology and hands-on learning tools to enhance engagement and conceptual understanding.	And ultimately achieve these impacts. Include how these outcomes will be measured and who will monitor them. - Increased student confidence and proficiency in math, as reflected in growth on CAASPP and other assessments. - Students independently applying Math Practice Standards across various content areas. - A strong math culture where students embrace challenges, persist in problem-solving, and see themselves as mathematicians. - Families actively engaged in supporting math learning at home through school-provided resources and workshops. - Cross-curricular connections where math is integrated into science, technology, and other subjects to reinforce coherence in learning.

2025-2026 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	Bks & Ref			Books and educational resources for staff and students	3,000.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology for students	3,460.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			TBD : Sub-agreement w/vendor to provide student support in academics and SEL at all Tiers.	7,000.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			TBD : Consulting services & PI to support equity and cultural proficiency initiatives	8,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Dept. planning days	7,156.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Contracts for teachers to provide student supports	7,356.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.2000	Raaktin R Praseutsky (Employee # 1061816). Hired 8/9/2021. He will have a .8 and a .2	30,240.00

\$66,212.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	100 %	76.2 %	2024-2025	77.3 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Students at Baird Middle School report below-target engagement with student-centered and real-world learning experiences, which may impact their readiness for college and career success.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Lack of Block 8 offerings and clubs based on student voice and student choice
- Lack of Climate and Culture team to advise on relevant experiences
- Lack of relevant social-emotional lessons
- Limited exposure to career pathways and guest speakers to help connect real-world applications

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Obtain student voice in preferred options for block 8 & clubs on campus
- Rebuild Climate and Culture team
- Utilize different platforms for social emotional lessons
- Bring more guest speakers on campus to discuss career pathways and real-world applications of learning

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Goal 2 Actions - STUDENTS: Expand learning experiences Partially Implemented

Fully Implemented	Partially Implemented	Not Implemented
Tier 1: Baird Middle School will provide Tier 1 support to expand student engagement through the following means: • Grade Level Enrichment Field Trips	Tier 1: Baird Middle School will provide Tier 1 support to expand student engagement through the following means: • Supporting development of student skills, including use of technology relevant to the demands of both college and career • Hands-on Elective Wheel class components (robotics, coding, agriculture and agribusiness, college trips, guest speakers, etc.) • Club Rush in Quarters 1 & 3 • Support with the purchase of relevant materials in order to enhance student interactions with STEM careers and pathways • Conferences (Climate & Culture, Campus Culture, CTE)	Tier 1: Baird Middle School will provide Tier 1 support to expand student engagement through the following means: • Time scheduled during staff meetings to capture club attendance in ATLAS • Supplemental contract for Parent Engagement Coordinator
Tier 2: Baird Middle School will provide Tier 2 support to expand student engagement through the following means: One-on-One goal setting and grade chats with academic counselor • Social Skills curriculum • Seasonal Sports Teams • 5th Grade Enrichment Trip • 6th Grade Camp • 7th grade "What It Takes To Be Great" • 8th Grade Civic Learning • Ethnic Studies as an elective for 7th & 8th grade students • Ethnic Studies Field Study trips	Tier 2: Baird Middle School will provide Tier 2 support to expand student engagement through the following means: • Know More Program • Leadership/School Site Council • Clubs and Club Field Trips • College trips at all grade levels to provide the college experience exposure to students	Tier 2: Baird Middle School will provide Tier 2 support to expand student engagement through the following means: • Targeted Parent Workshops (Spanish-speaking) •

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

- Young Men's Alliance
- Young Women's Alliance

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

- Wonder Valley Ranch
- Extended Learning Opportunities (Winter Session, Summer Session, After-School)
- Campus Culture recruitment of underserved student groups
- Student leadership recruitment of underserved student groups

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

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Goal 2 Actions - STUDENTS: Expand learning experiences

Ineffective

1. Tier 1 Support:

- **Fully Implemented Actions** (Field trips, elective wheel classes, club rush, STEM materials, and conferences) likely contribute positively to engagement by offering hands-on, real-world experiences. However, their effectiveness may depend on:
 - **Participation rates:** If only a subset of students participates, overall engagement metrics may remain lower.
 - **Relevance and interest:** The alignment of field trips and electives with student interests affects engagement levels.
 - **Access and frequency:** Limited availability or scheduling conflicts could prevent broader participation.
- **Partially Implemented Actions** (Club attendance tracking and Parent Engagement Coordinator support) may limit engagement tracking and family involvement, reducing overall impact.
- **Not Implemented Actions** might create gaps in engagement and support, particularly for students needing additional motivation or social connections.

2. Tier 2 Support:

- **Fully Implemented Actions** (One-on-one counseling, seasonal sports, grade-specific trips, and ethnic studies) can improve individual motivation and peer connections, but their effectiveness might be influenced by:
 - **Student-to-counselor ratio:** Limited capacity for personalized attention can reduce impact.
 - **Accessibility of sports and clubs:** Fees, transportation, or skill requirements may limit participation.
 - **Cultural relevance:** Ethnic studies can boost engagement for diverse populations but may not resonate with all students.
- **Partially Implemented Actions** (Know More Program, leadership opportunities, and college trips) may have limited reach if offered inconsistently or to a small group of students.
- **Not Implemented Actions** (Targeted parent workshops, especially for Spanish-speaking families) can limit family engagement and support at home, reducing student motivation.

3. Tier 3 Support:

- **Fully Implemented Actions** (Young Men's and Women's Alliances) provide essential support to high-needs students, improving their sense of belonging and confidence. However, effectiveness may depend on:
 - **Enrollment capacity:** Limited spaces can restrict impact.
 - **Consistency and follow-up:** Irregular participation can reduce long-term benefits.
- **Partially Implemented Actions** (Wonder Valley Ranch trips, extended learning opportunities, and recruitment of underserved groups) might limit access to intensive support, reducing their effectiveness in improving engagement for at-risk students.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- **Conduct Student Surveys and Focus Groups:** Gather student feedback on desired clubs, electives, and Block 8 offerings at the start of the school year. Use digital surveys, suggestion boxes, and classroom discussions to capture diverse perspectives.
- **Expand Block 8 Offerings:** Increase the variety of activities to include options aligned with students' interests (e.g., gaming, performing arts, cultural clubs, coding, robotics, sports).
- **Student-Led Clubs:** Allow students to propose and lead their own clubs with faculty sponsorship, promoting leadership and ownership.
- **Recruit a Diverse Team:** Rebuild the Climate and Culture team with teachers, administrators, counselors, and student representatives to ensure varied perspectives.
- **Regular Meetings and Goal Setting:** Schedule biweekly meetings to assess school climate, review student feedback, and plan engagement initiatives.
- **Student Voice Integration:** Assign student leaders to serve as liaisons, ensuring student input is consistently considered in decision-making.
- **Monitor and Evaluate Impact:** Use surveys, attendance data, and behavior reports to assess the effectiveness of climate and culture initiatives.
- **Tailor Lessons to Student Needs:** Address topics such as stress management, self-confidence, communication, and resilience to meet students' real-life challenges.
- **Professional Development:** Train teachers and staff to deliver SEL lessons effectively and model positive behaviors.
- **Invite Guest Speakers Regularly:** Schedule monthly guest speaker events featuring professionals from diverse career fields (STEM, arts, business, healthcare, trades, etc.).
- **Align with Student Interests:** Select speakers based on student preferences gathered through surveys and club participation.
- **Career Pathway Workshops:** Offer interactive workshops and Q&A sessions to help students explore different career options and pathways.
- **Partnerships with Local Businesses:** Collaborate with local companies and organizations to provide mentorships, job shadowing, and internship opportunities.

Section D: 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.

SSC:

- Increase fundraising opportunities to potentially offset budget reduction

- PTO is needed at the site

- Bring back family engagement events and opportunities.

- Continue the efforts around supporting students with SEL and behaviors (Student Support Center).

- Increase the number of days a Social Worker on campus.

ELAC:

N/A

Staff:

- Have Sat. Academy for students and offer an Arts program and tie in STEM

Action 1 :

Goal 2 Actions - STUDENTS: Expand learning experiences

Action Details:

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

- Supporting development of student skills, including use of technology relevant to the demands of both college and career
- 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
- Support with the purchase of relevant materials in order to enhance student interactions with STEM careers and pathways
- Conferences (Climate & Culture, Campus Culture, CTE)
- Supplemental contract for Parent Engagement Coordinator

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

- One-on-One goal setting and grade chats with academic counselor
- Targeted Parent Workshops (Spanish-speaking)
- Know More Program
- Social Skills curriculum
- Seasonal Sports Teams
- Leadership/School Site Council
- 5th Grade Enrichment Trip
- 6th Grade Camp
- 7th grade "What It Takes To Be Great"
- Clubs and Club Field Trips
- 8th Grade Civic Learning
- Ethnic Studies as an elective for 7th & 8th grade students
- Ethnic Studies Field Study trips
- College trips at all grade levels to provide the college experience exposure to students
- Offer a zero period PE class, so students can take a Spanish and/or music class.

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

- Young Men's Alliance
- Young Women's Alliance
- Wonder Valley Ranch
- Extended Learning Opportunities (Winter Session, Summer Session, After-School)
- Campus Culture recruitment of underserved student groups
- Student leadership recruitment of underserved student groups

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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, civic learning.
- Materials, training, technology and programs around TOT, STEM, CTE
- CTE study trips
- Career Fair during student lunches with representatives from various industries.

- College visits to CSU, UC, and Community College with an intentional focus on SPED, EL Learners, and underserved groups.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Intentional recruitment of EL students for CTE year long electives and for other career experiences and educational fieldtrips.
- funding for guest speakers in alignment with high school pathways to expose students to career options.
- Spanish-language parent workshops and enrichment trips
- Translation Services
- RFEP monitoring
- Materials and training

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

1. Create sub-agreements w/vendors to provide student support in academics and SEL.
2. Work with Taylor'd consulting to support with the work we have started around equity and cultural proficiency initiatives
3. Purchase technology to support students at Tier 2 and Tier 3 of instruction, focusing on intervention, personalized learning, and progress monitoring.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

1. Give departments planning days
2. Create contracts for teachers to provide student supports
3. Fund student study trips
4. Create classified supplemental contracts for student and family engagement
5. Create incentives, give rewards, host SEL assemblies, and purchase SEL curriculum and resources.

As a site: What are the planned actions to support this student group?

1. Utilize consulting services for all teachers, across the curriculum, to assist teachers in the implementation of daily lessons that incorporate content and social-emotional learning with an emphasis on ensuring grade-level outcomes and a gradual release of responsibility.
2. Provide funding for teachers to attend additional training support, as needed, outside of the regular duty day.
3. Seek out additional funding to establish teacher steering committee to review progress in ELA/Literacy and ELD
4. Provide teachers with additional time for lesson study, planning, and examination of student progress through quarterly planning days and summer planning hours.
5. Engage the staff in common readings (professional books) to build a shared understanding of Tier 1 instruction and equitable practices..
6. Summer planning retreats for Instructional Leadership Team and Climate Culture Teams to develop yearly school-wide plans based on SPSA
7. Summer PL for new teachers to on-ramp new staff to school-wide instructional focus areas.
8. Provide additional support for EL students and students needing Tier 2 & Tier 3 Academic Support in math and ELA

9. Hire Teaching Fellows (or other vendor) to provide in-class support to students as determined by assessment data.

10. Provide educational field trips Purchase

11. Offer a zero period PE class to allow more students the opportunity to take a Spanish and/or music class.

Progress Monitoring: Outcomes

Reasoning for using this action

☐ Strong Evidence

☒ Moderate Evidence

☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. - Teachers incorporating more student-led discussions, projects, and inquiry based activities. - Lessons that connect to real-world applications, including career connections and community-based learning. - Increased use of hands-on, experiential learning opportunities across all grade level.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. - Partnerships with local businesses, professionals, and organizations to provide authentic learning experiences. - More student voice and choice in how they demonstrate their learning, such as through presentations, portfolios, or project-based assessments. - Lessons that connect subjects to real-world issues and problem-solving.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. - Students taking the lead in designing and executing real-world projects with community impact. - A school-wide culture where student-centered and experiential learning are embedded into daily instruction. - Long-term collaboration with community organizations, leading to internship opportunities, mentorships, and career pathways for students.

2025-2026 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	Title 1 Basic	Instruction	Direct-Graph			Graphics for projects, student agendas, student showcase	3,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp			CCTE materials and supplies	1,000.00

\$4,000.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		10.1 %	2023-2024	9.5 %
Suspension Rate	✓	0.97 %	3.3 %	2023-2024	2.97 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

While current rates of chronic absenteeism (10.1%) and suspensions (3.3%) provide a baseline for student engagement and behavior, the school aims to reduce these rates to 9.5% and 2.97%, respectively, in the upcoming academic year.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Lack of Student Engagement and Connection:** Students who feel disconnected from their school environment are more likely to miss school or exhibit disruptive behavior. This may stem from a lack of relationships with peers and staff or limited interest in the curriculum.
- Socioeconomic Barriers:** Factors such as transportation issues, family responsibilities, or health challenges can lead to chronic absenteeism. These barriers can also contribute to stress and behavioral issues.
- Behavioral and Mental Health Challenges:** Students experiencing emotional, behavioral, or mental health difficulties may struggle to regulate their behavior, leading to disciplinary actions. Anxiety, depression, and trauma can also impact attendance.
- School Climate and Discipline Practices:** A lack of restorative practices may limit opportunities for conflict resolution and relationship-building.
- Academic Struggles and Lack of Support:** Students who are academically behind may avoid attending school due to feelings of frustration or failure. Limited access to interventions

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- **Student Engagement and Connection:**

- Expand extracurricular activities (ex: Fun Fridays, lunchtime activities) clubs and block 8 offerings
- Increase opportunities for student voice and leadership
- Foster positive relations between students and staff through Scholar's meetings (advisory class)

Socioeconomic Barriers:

- Offer zero period PE for students who would like to access music courses
- Utilize social worker to connect families with resources

Behavioral and Mental Health Challenges:

- Supplemental contracts for student support center
- Provide school-based counseling and social-emotional learning programs.
- Offer professional development for staff on trauma-informed practices and behavior management.

School Climate and Discipline Practices:

- Implement restorative justice programs that focus on conflict resolution and relationship-building.
- Professional learning on culturally responsive and inclusive discipline practices.
- Establish clear, consistent behavior expectations that are communicated to students and families.

Academic Struggles and Lack of Support:

- Offer tutoring, academic interventions, and personalized learning plans.
- Provide after-school programs and before-school programs
- Identify students at risk of falling behind and provide targeted interventions early.

Behavioral and Mental Health Challenges:

- Supplemental contracts for student support center.
- Provide school-based counseling and social-emotional learning programs.
- Offer professional development for staff on trauma-informed practices and behavior management.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Goal 3 Actions - STUDENTS: Increase student engagement

Partially Implemented

Fully Implementation	Partially Implemented	Not Implemented
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 • Camp WINK (orientation, engagement) • Block 8 Enrichment Classes (Art, Music, Dance, Mosaics , Rube Goldberg, Academic Pentathlon, Science Olympiad, Tournament of Technology, etc.) • Xello - career exploration assessments • No-cut sports (Track & Field, Cross Country, Wrestling) • Summer Academies and Enrichment	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: • The Baird Way (SEL competencies, Goal 2 Involvement) • Hands-on Elective Wheel class components (robotics, coding, organic gardening, college trips, guest speakers, etc.) • Parent Workshops • PLC Professional Development for Teachers • Weekly SEL lessons that addresses (anti-bullying, discrimination, harassment, and inclusivity)	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: • Study Trips • SEL Professional Development for Teachers • Equitable Practices Professional Development for Teachers • High Leverage EL Strategies Professional Development for all Teachers • High Leverage Instructional Practices Conferences

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:

- Social Skills classes
- Seasonal Sports Teams
- Leadership/School Site Council
- Tutor.com
- 1.0 Campus Culture Director

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:

- Before and After School Program to include an academic support component
- Know More
- Clubs and Club Field Trips
- Parent Workshops
- Ethnic Studies elective 7th/8th grade students
- A4 student academic support

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:

- Khan Academy

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
- Young Men's Alliance
- Young Women's Alliance

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
- Intervention twice weekly for ELA and Math during bk. 8
- Designated ELD after school tutoring with an ELA teacher
- After School Tutoring
- Parent Workshops
- Wonder Valley Ranch peer bonding
- Small Group Counseling
- Social Skills small group with school psych or school social worker

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:

- Intramurals

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Goal 3 Actions - STUDENTS: Increase student engagement

Partially Effective

Tier 1 Support

- **Fully Implemented Actions**
 - **Universal Screening:** Helps identify at-risk students early, but the impact depends on follow-up interventions.
 - **Camp WINK & Block 8 Classes:** Positive experiences boost school engagement, reducing absenteeism and behavioral issues. Limited choices or scheduling conflicts may reduce effectiveness.
 - **Xello Career Exploration:** Can increase long-term motivation, though its effect on immediate absenteeism and discipline is limited.
 - **No-Cut Sports & Summer Academics:** Promote belonging and physical health, but sports alone may not engage non-athletic students.
- **Partially Implemented Actions**
 - **The Baird Way (SEL Competencies):** Partial implementation limits its effect on behavior and attendance. Consistent SEL lessons can reduce absenteeism and suspensions.
 - **Elective Wheel Classes:** Limited access to hands-on classes can reduce engagement for some students.
 - **Parent Workshops:** Limited family engagement can affect attendance and behavior.
 - **PLC Professional Development:** Without full implementation, teachers may lack tools to manage attendance and behavior effectively.
 - **Weekly SEL Lessons:** Partial implementation reduces the opportunity to address bullying, discrimination, and inclusivity—key factors in absenteeism and suspensions.
- **Not Implemented Actions**
 - **Study Trips:** Missed opportunities to enhance engagement through experiential learning.
 - **SEL & Equitable Practices Professional Development:** Without proper training, teachers may struggle to support diverse learners, increasing disciplinary issues.
 - **EL Strategies & Instructional Practices:** Limited support for English learners may lead to disengagement and absenteeism.

2. Tier 2 Support

- **Fully Implemented Actions**
 - **Social Skills Classes:** Help students develop coping strategies, reducing disciplinary issues.
 - **Seasonal Sports Teams & Leadership:** Improve engagement but may not reach students uninterested in sports or leadership roles.
 - **Tutor.com:** Provides academic support, preventing absenteeism due to academic struggles.
 - **Campus Culture Director:** Helps foster a positive environment, but the impact depends on visibility and student connections.
- **Partially Implemented Actions**
 - **Before/After School Program:** Limited implementation reduces academic support outside regular hours.
 - **Know More Program:** Limited availability reduces its impact on bullying and harassment prevention.
 - **Clubs and Field Trips:** Partial implementation restricts opportunities for students to connect socially.
 - **Ethnic Studies Elective:** Limited to 7th and 8th grades, reducing its impact on younger students.
 - **A4 Academic Support:** Inconsistent access limits its effectiveness for struggling students.
- **Not Implemented Actions**
 - **Khan Academy:** Without this platform, students may lack flexible, personalized academic support.

3. Tier 3 Support

- **Fully Implemented Actions**
 - **RTI Math Tutors & Young Men's/Women's Alliances:** Provide critical academic and social-emotional support.
 - **Small Group Counseling & Social Skills Groups:** Help address underlying issues that contribute to absenteeism and behavior problems.
- **Partially Implemented Actions**
 - **ELA & Math Intervention:** Limited access reduces the impact on struggling students.
 - **ELD After-School Tutoring:** Partial implementation limits support for English learners, increasing disengagement.
 - **After-School Tutoring:** Inconsistent availability reduces its impact.
 - **Wonder Valley Ranch Peer Bonding:** Limited access reduces opportunities for high-risk students to build positive relationships.
- **Not Implemented Actions**
 - **Intramurals:** Without inclusive sports options, some students miss out on opportunities to build confidence and social skills.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- **Fully Implement Weekly SEL Lessons:** Ensure that all students receive consistent, engaging SEL lessons that address anti-bullying, discrimination, harassment, and inclusivity. Use interactive platforms like Nearpod and CASEL-aligned lessons to boost engagement.
- **Expand Hands-On Learning Opportunities:** Fully implement the elective wheel with robotics, coding, organic gardening, and other engaging subjects to make school more relevant and enjoyable. Ensure every student has access to at least one hands-on class.
- **Increase Study Trips and Guest Speakers:** Provide more study trips that align with academic content, career pathways, and cultural awareness. Invite diverse guest speakers to connect classroom learning with real-world applications.
- **Boost Block 8 Offerings Based on Student Choice:** Conduct student surveys to identify high-interest clubs and activities, ensuring more students participate in Block 8 enrichment classes.
- **Provide Teacher Professional Development:** Offer comprehensive training in SEL, equitable practices, and high-leverage instructional strategies to help teachers better support student engagement and manage behavior.
- **Promote No-Cut Sports and Intramurals:** Fully implement intramurals and expand no-cut sports teams to provide more inclusive opportunities for physical activity and social connection.
- **Fully Implement Before and After-School Programs:** Offer academic support, tutoring, and engaging activities before and after school to provide structure and reduce absenteeism.
- **Expand Clubs and Field Trips:** Ensure that clubs are accessible to all students, with regular field trips to enhance engagement and social connection.
- **Increase Access to Academic Support:** Fully implement A4 academic support and introduce Khan Academy as a flexible, personalized learning tool.
- **Enhance Parent Workshops:** Offer more parent workshops to help families support attendance and positive behavior at home, with targeted sessions for Spanish-speaking families.
- **Monitor Attendance and Behavior Data Proactively:** Use real-time data tracking to identify students with attendance and behavior issues, intervening early with additional support.
- **Expand RTI Interventions for ELA and Math:** Provide twice-weekly interventions during Block 8 to help struggling students improve their academic performance and reduce school avoidance.
- **Increase Small Group Counseling and Social Skills Training:** Offer more frequent small group counseling sessions with school psychologists and social workers to address social-emotional challenges.
- **Enhance After-School Tutoring:** Provide designated tutoring for English learners and struggling students, ensuring consistent support with trained ELA teachers.
- **Strengthen Family Engagement:** Offer personalized support and regular communication with families of high-risk students to address attendance and behavior issues.

Section D: 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.

SSC:

- Increase fundraising opportunities to potentially offset budget reduction
- PTO is needed at the site
- Bring back family engagement events and opportunities.
- Continue the efforts around supporting students with SEL and behaviors (Student Support Center).
- Increase the number of days a Social Worker on campus.

ELAC:

N/A

Staff:

- Have Sat. Academy for students and offer an Arts program and tie in literacy.
- Have more CTE teachers to bolster career education related experiences and classes.

Action 1 :

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
- 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)
- Study Trips
- Parent Workshops
- SEL Professional Development for Teachers
- PLC Professional Development for Teachers
- Equitable Practices Professional Development for Teachers
- High Leverage EL Strategies Professional Development for all Teachers
- High Leverage Instructional Practices Conferences
- Weekly SEL lessons 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:

- Before and After School Program to include an academic support component
- 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
- A4 student academic support
- 1.0 Campus Culture Director

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
- Young Men's Alliance
- Young Women's Alliance
- Intervention twice weekly for ELA and Math during bk. 8
- Designated ELD after school tutoring with an ELA teacher
- After School Tutoring
- Parent Workshops
- Wonder Valley Ranch peer bonding
- Intramurals

- Small Group Counseling
- Social Skills small group with school psych or school social worker

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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 professional learning, materials and supplies.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Quarterly cycles of review will be conducted by the Climate and Culture Team to target engagements for students in low-performing groups to include English Learners.

COST team will review weekly behavior data to ensure students that are struggling meet positive behavior expectations and are engaged in some school related activity.

Students on academic probation and on a contract will attend block 8 tutorial to ensure they stay on track and can continue to participate in school activities. Also, to ensure they are not at risk of being revoked.

Students identified as EL will continue to receive designated ELD support during the school day.

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

1. Create sub-agreements w/vendors to provide student support in academics and SEL.
2. Work with Taylor'd consulting to support with the work we have started around equity and cultural proficiency initiatives.
3. Purchase technology to support students at Tier 2 and Tier 3 of instruction, focusing on intervention, personalized learning, and progress monitoring.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

1. Give departments planning days
2. Create contracts for teachers to provide student supports
3. Fund student study trips
4. Create classified supplemental contracts for student and family engagement
5. Create incentives, give rewards, host SEL assemblies, and purchase SEL curriculum and resources.

As a site: What are the planned actions to support this student group?

1. Give departments planning days and fund subs
2. Create contracts for teachers to provide student supports
3. Fund student study trips
4. Create classified supplemental contracts for student and family engagement

5. Create incentives, give rewards, host SEL assemblies, and purchase SEL curriculum and resources.

Progress Monitoring: Outcomes

Reasoning for using this action ☐ Strong Evidence ☒ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. - Students participating in class discussions and collaborative group work more frequently. - Increased attendance at school events, clubs, and extracurricular activities. - Students demonstrating awareness of school and community initiatives through projects, presentations, or assignments	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. - Students taking on leadership roles in clubs, student government, or community service projects. - More students volunteering or engaging in service-learning opportunities outside of school. - Increased student-driven initiatives aimed at improving school culture and community connections	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. - A strong student voice in decision-making processes, such as advisory committees or school improvement plans. - Partnerships between students and local organizations to address community needs. - A sustained culture of engagement where students feel empowered to make a lasting impact in both their school and community.

2025-2026 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			student incentives/rewards/SEL/assemblies	11,506.00
G3A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Classified supplemental for parent and student engagement	18,326.00
G3A1	Sup & Conc	Parent Participation	Mat & Supp			Supplies/incentives/family engagement and events	1,500.00
G3A1	LCFF: EL	Instruction	Mat & Supp			: EL Students	2,409.00

\$33,741.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	100 %	98.4 %	2024-2025	100 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

We did not see full participation in the 2024 Fall survey with only 29% participation. However, this is still a 20% increase from the previous year.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- **Enhance Staff Recognition & Appreciation** – Implement personalized recognition programs, such as shout-outs in meetings, handwritten notes, or a rotating "Staff Spotlight" to ensure all team members feel valued.
- **Increase Transparent Communication & Feedback Opportunities** – Provide more frequent check-ins, anonymous suggestion boxes, and open forums where staff can voice concerns and contribute ideas for school improvement.
- **Strengthen Team-Building & Collaboration** – Organize team-building activities, cross-departmental collaborations, and informal social gatherings to further solidify a positive and cohesive work environment.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- **Enhance Staff Recognition & Appreciation**
Need: A structured and equitable recognition system that ensures all staff, especially receive acknowledgment for their efforts.
Resource Inequities: Staff supporting low-performing student groups may experience higher burnout. Additional incentives (e.g., stipends, professional development opportunities, or wellness resources) could address

this imbalance.

- **Increase Transparent Communication & Feedback Opportunities**

Need: Even though we have the option to have a SBC, staff is not involved in this process. Perhaps more intentional spaces for staff to discuss concerns, including targeted discussions on equity, student needs, and instructional support.

Resource Inequities: Ensure there are more with opportunities to advocate for additional resources or specialized interventions.

- **Strengthen Team-Building & Collaboration**

Need: Though there is currently dedicated time for staff to collaborate on best practices, including strategies for supporting diverse student needs. That time is currently limited to 1 hour a week or less.

Resource Inequities: Prioritize professional learning communities (PLCs) focused on culturally responsive teaching and differentiated instruction to ensure staff supporting struggling student groups have the tools they need for success.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Goal 4 Actions - STAFF: Diversity

Partially Implemented

Full implementation:

- Hire a 1.0 Campus Culture Director
- Ethnic Studies curriculum elective course and ongoing PL for teacher
- Continue the health and wellness classes on site for staff
- Recruitment of Community Education Teachers

Partial implementation:

- Conferences for staff on JEDI (Social Justice, Equity, Diversity and Inclusion)
- Recruitment of Bilingual RTI Tutors

Not implemented:

- Work with a consultant - Equity Focused Coaching for Teachers and Staff
- Cultural Proficiency PL
- Health & Wellness PL for staff
- FSU Teacher recruitment of teachers of color

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Goal 4 Actions - STAFF: Diversity

Partially Effective

Full implementation:

- Hire a 1.0 Campus Culture Director (Effective - CC survey results (students & families) increased, showing favorable results)
- Ethnic Studies curriculum elective course and ongoing PL for teacher (Effective- The students enrolled in the class increased by 50% and the teacher is receiving ongoing PL)
- Continue the health and wellness classes on site for staff (Effective - Baird was able to offer fitness classes for two quarters. The number of community and staff increased by 50%)
- Recruitment of Community Education Teachers (Effective - We contracted with WorkEd for two quarters. In addition to supporting in our ASP, they also taught to students in our block 8 class. 40 students participated).

Partial implementation:

- Conferences for staff on JEDI (Social Justice, Equity, Diversity and Inclusion) - (Somewhat effective - Though admin. was able to attend two conferences, teaching staff was not able to attend. The hope is to have at least ILT teachers attend with admin. next year).
- Recruitment of Bilingual RTI Tutors - (Somewhat effective - We were able to secure CTFF tutors instead of RTI tutors to support in our BSP and ASP. The plan was to have RTI tutors to support in math classrooms. Our budget did not allow us to bring in RTI tutors.

Not implemented:

- Work with a consultant - Equity Focused Coaching for Teachers and Staff (Not implemented - Our site budget did not allow us to bring in a consultant. However next year, we will be a part of the Bullard Region equity/cultural proficiency model working with a consultant)
- Cultural Proficiency PL (Not implemented - participation was optional)
- Health & Wellness PL for staff (Not implemented - This initiative was developed by our school social worker, who is no longer working at our site.
- FSU Teacher recruitment of teachers of color (Not implemented - A district-led effort that did not come to fruition.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

• **Equity-Focused Coaching for Teachers and Staff**

- Establish a formal partnership with an equity-focused consultant to provide ongoing coaching sessions.
- Schedule regular professional development (PD) days dedicated to equity-based instructional strategies.
- Integrate coaching cycles into existing PLC+ structures to ensure implementation and accountability.

• **Cultural Proficiency Professional Learning (PL)**

- Embed cultural proficiency training into the annual PD calendar to ensure all staff receive structured learning opportunities.
- Utilize leadership teams to model and lead cultural proficiency discussions in department and grade-level meetings.
- Implement action steps from the training into classroom practices and schoolwide policies

Section D: 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.

SSC:	ELAC:	Staff:
- Bring back family engagement events and opportunities. - Continue the efforts around supporting students with SEL and behaviors (Student Support Center). - Increase the number of days a Social Worker on campus.	N/A	- continue the efforts to recruit staff that reflects the diversity of our student body.

Action 1 :

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:

- Consultant - Equity Focused Coaching for Teachers and Staff
- Full time Campus Culture Director (2024). Expand responsibilities to include the implementation of a PTO for the 2025-26 school year
- Cultural Proficiency PL
- Ethnic Studies curriculum elective course and ongoing PL for teacher
- Conferences for staff on JEDI (Social Justice, Equity, Diversity and Inclusion)

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 to support with ELD, ELA, and math
- Continue partnering with Community Ed Teachers
- Baird Staff to attend educational conferences on equitable instructional practices (grading etc.)

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 2:

- Cultural Proficiency Training (FUSD)
- Consultant support
- Ethnic Studies curriculum and PL
- Community Ed Teachers to bring diverse opportunities for student engagement
- Conferences for students
- Contract for a certificated teacher to provided academic support during BSP and ASP to students.
- Contract for classified tutors to provide Tier 2 support during the regular school day, alongside certificated teachers.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Conduct PL on culturally responsive teaching strategies to improve instruction and engagement for EL students.
- Integrate training on implicit bias, inclusive classroom practices, and linguistic diversity
- Hire or contract with community educators to provide after-school and/or weekend support tailored to EL students
- Offer small-group instruction, tutoring, and enrichment activities focusing on language development and academic skills
- Hire bilingual tutors to bridge communication gaps and reinforce students' home language skills alongside English proficiency.
- Partnership with EL Services and Parent University for resources and support

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

- 1.Create sub-agreements w/vendors to provide student support in academics and SEL.
2. Work with Taylor'd consulting to support with the work we have started around equity and cultural proficiency initiatives.
3. Purchase technology to support students at Tier 2 and Tier 3 of instruction, focusing on intervention, personalized learning, and progress monitoring.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

1. Give departments planning days
2. Create contracts for teachers to provide student supports
3. Fund student study trips
4. Create classified supplemental contracts for student and family engagement
5. Create incentives, give rewards, host SEL assemblies, and purchase SEL curriculum and resources.

As a site: What are the planned actions to support this student group?

Socio-economically Disadvantaged (SED):

Students with Disabilities (SWD):

Students with Disabilities (SWD):

Long Term English Learner (LTEL):

African American (AA):

English Learner (EL):

Planned actions to focus on the following:

Parent workshop topics and certificated teacher training and support:

- Understanding the school system
- help with homework/literacy skills
- Understanding the ELPAC
- Understanding importance of a strong home-school connection
- Supporting social emotional well-being of their student
- Understanding the role of technology and digital literacy
- College and career readiness
- Parent advocacy.
- Academic student supports
- SEL student supports

Progress Monitoring: Outcomes

Reasoning for using this action ☐ Strong Evidence ☒ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Measures: • Increase in survey favorability ratings in key areas (e.g., trust in leadership, staff collaboration, feeling valued) • Increase in classified staff participation results on organizational culture • Improved teacher engagement from Fall to Spring surveys Monitoring Responsibility: • Principal – Conducts check-ins and informal discussions • Vice Principal or GLA– Collects pulse survey data • Instructional Leadership Team – Gather feedback on collaboration and engagement	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Measures: • Increase participation rates in staff meetings, PLCs, and school initiatives and school-wide student events • Staff feedback from informal check-ins, focus groups, or pulse surveys • Qualitative data from exit tickets after professional development sessions • Increase participation in professional learning and school-wide initiatives Monitoring Responsibility: • Principal – Tracks survey trends and adjusts leadership actions accordingly • HR or District Support Team (if applicable) – Monitors staff retention rates • Instructional Leadership Team – Reviews progress and adjusts strategies	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Measures: • Sustained improvement in staff survey favorability scores over multiple years • Improved teacher morale • Increased teacher leadership opportunities and staff-initiated efforts • Positive correlations between organizational culture and student outcomes (e.g., engagement, behavior, academic growth) Monitoring Responsibility: • Principal & District Leadership – Evaluate long-term trends in survey data • Instructional Leadership Team – Ensure continuous improvement strategies are in place • HR/District Staff Support – Assess impact on retention and recruitment

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0030 Baird Middle (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	In-House Instructional Staff Devel	Travel			Travel/lodging for conferences and registration	8,000.00

\$8,000.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	95.5 %	90.4 %	2024-2025	100 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Despite a high overall favorable rating of 90.4% in the family engagement domain, it is important to consider whether all subgroups of families feel equally engaged and whether there are specific areas for improvement that might be masked by the overall percentage.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- 1. Disparities among different demographic groups
- 2. Language backgrounds
- 3. Experiences offered at the different grade levels for parents and students

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- 1. Equity in engagement (inclusive participation opportunities, creating multiple avenues for involvement, establish a PTO etc.).
- 2. Ensure that **all** communication, events, and parent involvement opportunities are accessible to all families by providing comprehensive translation resources. This includes both written translations for documents, announcements, as well as spoken interpretation services for meetings, and school events.
- 3. Move beyond engagement to deeper family partnership and involvement in student learning. Encourage two-way conversations where families feel like partners in their child's education, not just recipients of information.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Goal 5 Actions - FAMILIES: Increase opportunities

Partially Implemented

Full implementation:

- Camp WINK for all new and returning students (orientation, re-engagement)
- Block 8 Enrichment Classes
- 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)
- Hire a 1.0 Campus Culture
- Fall & Spring Festivals
- Jog-a-thon, etc.
- Parent meetings with Academic Counselor
- School Site Council
- 5th Grade Goal 2 Trip
- Clubs and Club Field Trip
- 8th Grade Civic Learning
- Science Olympiad team
- Academic Decathlon
- Tournament of Technology
- Minecraft eSports, Rocket league etc.
- Sports Banquets
- Academic Awards Banquets
- Young Men's Alliance & Young Women's Alliance
- Summer Math and Literacy Program
- After School Program

Partial implementation:

- 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, Idea Fest, mobile Farmer's market
- Updated sound system for Baird Amphitheater and cafeteria

Not implemented or not yet implemented

- Supplemental/Independent contracts for Parent Engagement Coordinator (hired a full time CCD, and this position was no longer needed).
- Student Showcase event (Will occur late Spring)
- Work with an Equity Consultant (We will begin working with a consultant in the Fall of 2025)
- Targeted Parent Workshops (Spanish-speaking, Parenting Skills, SEL, etc.)
- Saturday Academy

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Goal 5 Actions - FAMILIES: Increase opportunities

Partially Effective

Full implementation: **(Fully implemented actions below were all effective, in that we have high levels of engagement in these activities. Additionally, we have implemented these activities for several years, while making only minor changes if needed).**

- Camp WINK for all new and returning students (orientation, re-engagement)
- Block 8 Enrichment Classes
- 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)
- Hire a 1.0 Campus Culture
- Fall & Spring Festivals
- Jog-a-thon, etc.
- Parent meetings with Academic Counselor
- School Site Council
- 5th Grade Goal 2 Trip
- Clubs and Club Field Trip
- 8th Grade Civic Learning
- Science Olympiad team
- Academic Decathlon
- Tournament of Technology
- Minecraft eSports, Rocket league etc.
- Sports Banquets
- Academic Awards Banquets
- Young Men's Alliance & Young Women's Alliance
- Summer Math and Literacy Program
- After School Program

Partial implementation:

- Ethnic studies elective course for 7th and 8th graders **(Effective-** This year, we had full implementation and this class has been very successful. We have increased enrolled by 50%)
- Back to School Night **(Effective -** We hosted one event instead of holding two nights. We had more parents come. We tracked this data with sign-in sheets).
- Fundraisers **(Effective -** We were more intentional about how the funds would be utilized and went directly to grade levels, elective classes, and to teachers to enhance their bk. 8 offerings).
- Grade Level Field Trips **(Effective -** Trips are still in progress, but we have added more local learning experiences with various organizations throughout Fresno)
- 6th Grade Camp
- Clubs that promote family involvement (Adventure Club, BSU, Pride Club etc.) **(Effective -** This year, we have seen an increase in clubs being sponsored by non-certificated teachers.)
- Ag program brings in families - AG EXPO, Idea Fest, mobile Farmer's market **(Somewhat effective -** Our Ag program did not participate in the Idea Fest or host Farmer's markets this year. In part, the elective dept. focus has been on developing portfolio's. This requires students to spend more time in class focused on curriculum.)
- Updated sound system for Baird Amphitheater and cafeteria **(Effective -** Both sound systems have been updated and/or replaced with newer equipment)

Not implemented or not yet implemented (The items below were not implemented, therefore **not effective**)

- Supplemental/Independent contracts for Parent Engagement Coordinator (hired a full time CCD, and this position was no longer needed).
- Student Showcase event (Will occur late Spring)
- Work with an Equity Consultant (We will begin working with a consultant in the Fall of 2025)
- Targeted Parent Workshops (Spanish-speaking, Parenting Skills, SEL, etc.)
- Saturday Academy

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

There will be no major changes for next year. We will continue to provide the activities, events, and learning opportunities that we have been providing to students and families.

Section D: 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.

SSC:

- Increase fundraising opportunities to potentially offset budget reduction
- PTO is needed at the site
- Bring back family engagement events and opportunities.

ELAC:

N/A

Staff:

- Continue hosting "Coffee Chats" with families
- Continue working to put a PTO in place for the 2025-26 school year.

Action 1 :

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:

- Work with an Equity Consultant
- Camp WINK for all new and returning students (orientation, re-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)
- Fall Festival
- Spring Career Fair
- Mom's Tea, Dad's Breakfast, Jog-a-thon, etc.
- 7th Medieval Fair or similar activity
- Ethnic studies elective course for 7th and 8th graders
- Back to School Night
- Open House/Student Showcase Event
- Fundraisers to support clubs and extracurricular activities
- 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, Idea Fest, mobile Farmer's market
- Updated sound system for Baird Amphitheater and cafeteria

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
- Parent volunteers that support in classrooms (reading in sm. group and individual)
- Targeted Parent Workshops (Spanish-speaking, Parenting Skills, SEL, etc.)
- School Site Council
- 5th Grade Goal 2 Trip
- Clubs and Club Field Trips
- 8th Grade Civic Learning
- Science Olympiad
- Academic Decathlon
- Tournament of Technology
- Minecraft eSports, Rocket league, etc.
- Sports Banquets
- Academic Awards Banquets
- Zero period PE
- Saturday Academy

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
- Equity Consultant
- Math Coach

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Engagement via Extended Learning Coordinator
- Student Support Center Coordinator
- Campus Culture Directors
- On/Off Site Family Events & Engagement Opportunities
- Books, workshops, refreshments, incentives, classified staff supplemental support, etc.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Spanish-language parent workshops and enrichment trips

Spanish literacy instruction

Cultural clubs

Moreno tutors and coordinators

California Teaching Fellows (CTFF)

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

- 1.Create sub-agreements w/vendors to provide student support in academics and SEL.
- 2. Work with Taylor'd consulting to support with the work we have started around equity and cultural proficiency initiatives.
- 3. Purchase technology to support students at Tier 2 and Tier 3 of instruction, focusing on intervention, personalized learning, and progress monitoring.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

- 1. Give departments planning days
- 2. Create contracts for teachers to provide student supports
- 3. Fund student study trips
- 4. Create classified supplemental contracts for student and family engagement
- 5. Create incentives, give rewards, host SEL assemblies, and purchase SEL curriculum and resources.

As a site: What are the planned actions to support this student group?

All families:

- 1. Utilize consulting services for all teachers, across the curriculum, to assist teachers in the implementation of daily lessons that incorporate content and social-emotional learning with an emphasis on ensuring grade-level outcomes and a gradual release of responsibility.
- 2. Provide funding for teachers to attend additional training support, as needed, outside of the regular duty day.
- 3. Seek out additional funding to establish teacher steering committee to review progress in ELA/Literacy and ELD
- 4. Provide teachers with additional time for lesson study, planning, and examination of student progress through quarterly planning days and summer planning hours.
- 5. Engage the staff in common readings (professional books) to build a shared understanding of Tier 1 instruction and equitable practices..
- 6. Summer planning retreats for Instructional Leadership Team and Climate Culture Teams to develop yearly school-wide plans based on SPSA
- 7. Summer PL for new teachers to on-ramp new staff to school-wide instructional focus areas.
- 8. Provide additional support for EL students and students needing Tier 2 & Tier 3 Academic Support in math and ELA

Progress Monitoring: Outcomes

Reasoning for using this action ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • Regular Communication – Ensure families receive consistent updates on student progress, upcoming assessments, and classroom expectations through parent square messages, emails, etc. • Accessible Parent-Teacher Conferences – Offer flexible scheduling options where possible to accommodate different work schedules and ensure all families can attend. • Homework & Study Support Resources – Provide parents with guides, videos, or workshops on how to support their child's learning at home, particularly in math and literacy.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • Academic Workshops for Families – Host hands-on workshops where families learn about curriculum, instructional strategies, and ways to support their student's academic success. • Parent Participation in Goal-Setting – Involve parents in setting individual learning goals for students during conferences or special academic planning meetings. • Interactive Learning Nights – Organize math, reading, and science nights where families engage in academic activities that mirror classroom instruction.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • Family-Led Academic Support Groups – Create parent-led tutoring networks where families collaborate to support student learning outside of school. • Parent Advisory Roles in Curriculum Discussions – Invite parents to serve on committees that provide feedback on academic programs, intervention strategies, and school improvement plans. • School-Home Learning Partnerships – Implement structured programs where parents receive training and materials to reinforce classroom instruction at home, ensuring a strong bridge between school and family learning environments. This is similar to what was offered through a summer program we hosted several years ago called Springboard Collaborative.

2025-2026 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	Bks & Ref			Parent engagement resources	2,000.00
G5A1	Sup & Conc	Instruction	Direct-Maint			Technology repair	2,000.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			EL Parent Involvement	2,409.00

\$6,409.00

2025-2026 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	Bks & Ref			Books and educational resources for staff and students	3,000.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology for students	3,460.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			TBD : Sub-agreement w/vendor to provide student support in academics and SEL at all Tiers.	7,000.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			TBD : Consulting services & PI to support equity and cultural proficiency initiatives	8,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Dept. planning days	7,156.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Contracts for teachers to provide student supports	7,356.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.2000	Raaktin R Praseutsky (Employee # 1061816). Hired 8/9/2021. He will have a .8 and a .2	30,240.00
G2A1	Title 1 Basic	Instruction	Direct-Graph			Graphics for projects, student agendas, student showcase	3,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp			CCTE materials and supplies	1,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp			student incentives/rewards/SEL/assemblies	11,506.00
G3A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Classified supplemental for parent and student engagement	18,326.00
G3A1	Sup & Conc	Parent Participation	Mat & Supp			Supplies/incentives/family engagement and events	1,500.00
G3A1	LCFF: EL	Instruction	Mat & Supp			: EL Students	2,409.00
G4A1	Sup & Conc	In-House Instructional Staff Deve	Travel			Travel/lodging for conferences and registration	8,000.00
G5A1	Title 1 Basic	Parent Participation	Bks & Ref			Parent engagement resources	2,000.00
G5A1	Sup & Conc	Instruction	Direct-Maint			Technology repair	2,000.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			EL Parent Involvement	2,409.00
							\$118,362.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$26,460.00
Sup & Conc	7090	\$87,084.00
LCFF: EL	7091	\$4,818.00
Grand Total		\$118,362.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$66,212.00
G2 - Expand student-centered and real-world learning experiences	\$4,000.00
G3 - Increase student engagement in their school and community	\$33,741.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$8,000.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$6,409.00
Grand Total	\$118,362.00