

School Year: 2018-19

Single Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Miraleste Intermediate School	19 64865 6021331	October 30, 2018	December 12, 2018

Stakeholder Involvement

Involvement Process for the SPSA and Annual Review and Update

Miraleste Intermediate School involved the following groups for planning, input, and development of the SPSA:

- Miraleste Faculty – faculty, department, data analysis, and grade-level meetings throughout September and October
- MIS ELAC – October ELAC meeting
- SSC – October SSC meeting
- PTSA – September and October PTSA and EB PTSA meeting
- Boosters – September and October Booster meetings
- MIS Cabinet (Administration, Counseling, and Psychologist) weekly meetings throughout September and October
- PBIS Team – October PBIS team meeting

Goals, Strategies, & Proposed Expenditures

Goal 1

Maintain district facilities and a highly skilled staff to deliver TK-12 curriculum aligned with the CA State Standards giving all students access to required college and career readiness.

Basis for this Goal

Miraleste Intermediate School (MIS) will continue to improve site facilities. The Miraleste staff will work collaboratively as a site and as departments to identify and enhance instructional strategies aligned to the CA State Standards to meet the needs of all students. MIS will continue to improve the infrastructure of instructional technology for students and staff by increasing availability and access. MIS will work to recruit and retain a highly skilled staff by increasing staff morale, building positive relationships, and

seeking highly qualified staff that will fit with the culture of MIS. 2018-19 will be a continuation year for Naviance, college and career counseling program in grades 7-8 at Miraleste Intermediate School. Counseling and guidance lessons will continue for grade 8 on high school preparation, including understanding GPA, A-G requirements, scheduling, and counseling resources offered to prepare students for the transition to high school. The Science department will continue professional development on NGSS, review potential curriculum for NGSS, and continue to develop lessons and course content aligned to NGSS.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CHKS	2017-18 CHKS Facilities Upkeep: school is clean and tidy, agree or strongly agree 72%	Increase by a minimum of 2% on the 2018-19 CHKS
Student access to technology on campus	11 Chromebook carts with 40 Chromebooks in each 2 Chromebook carts with 20 Chromebooks in each	Provide 4 additional Chromebook carts with 36-40 Chromebooks in each
SARC	School Climate Report Card (Middle School) 2017-18 School Climate Index (SCI) 2018 score for Miraleste 354	Increase the SCI to 356 for 2019.

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be served by this Strategy/Activity

All Students

Strategy/Activity

Address facilities needs and prioritize site and classroom facilities needs as measured by School Accountability Report Card (SARC) and Williams' compliance. Increase technology access to science classes at Miraleste by adding 4 new Chromebook carts to support implementation of NGSS.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$41,480
Source(s)	District: \$20, 740 PTSA: \$10,370 Boosters:\$10,370
Budget Reference(s)	District: District PTSA: Gifting Boosters: General Fund

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Campus updates including a new speaker system installation with Bluetooth and wireless microphone to be used for class competitions, spirit days, Red Ribbon week events, PBIS events, and ASB events.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$7282.48
Source(s)	ASB: \$2000 Site Discretionary: \$5282.48
Budget Reference(s)	Equipment: \$6989.00 Materials and supplies: \$292.58

Strategy/Activity

Students to be Served by this Strategy/Activity

All students in grades 7 and 8

Strategy/Activity

Continued implementation of college and career guidance lessons using Naviance for grades 7 and 8.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$0
Source(s)	N/A
Budget Reference(s)	N/A

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All students in grade 8

Strategy/Activity

Informational sessions with grade 8 students on high school preparation, including understanding GPA, A-G requirements, scheduling, counseling resources, etc. presented by Academic and Safe Schools counselors.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$0
Source(s)	N/A
Budget Reference(s)	N/A

Strategy/Activity 5

Students to be served by this Strategy/Activity

All students

Strategy/Activity

Campus beautification to include updates to garden boxes and plants.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$2000
Source(s)	Leadership Funds
Budget Reference(s)	Materials

Strategy/Activity 6

Students to be served by this Strategy/Activity

STEM students

Strategy/Activity

MIS will continue to promote high-level STEM access and opportunities for students. MIS will offer a variety of STEM activities available to students including grade-level developed STEM course access, and the VEX Robotics Team. MIS will host 32 teams in a VEX competition during the 2018-19 school year. At the 6th grade level, students can participate in Introduction to STEM where students learn about coding, 3D CAD, Micro Bits, and Robotics with VEX programming. In 7th grade, students have the opportunity to participate in Automation and Robotics which includes programming with Robot C and mechanical engineering with VEX parts. Also, 7th graders have the opportunity to participate in Design and Modeling including 3D design to build prototypes using Autodesk and Inkscape. In grade 8, students can participate in Digital Electronics including electronic components and Arduino programming. In grade 8, students can also participate in Flight and Space which includes construction of flight, space history and future, construction of lunar rovers, and X-plane. The third opportunity for STEM students in grade 8 is Science of Technology including design, construction, racing and programming of CO2 dragsters, Green Car, and/or Arduino drones. Purchases to support STEM include replacement parts, general purchases to support the STEM MIS program, purchases to support VEX, new electronics for automation and robotics, 3D printer, and new laptops.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$24,000 (PEF) \$4,000 (PTSA) \$4,000 (Boosters) \$1300 (Chuck Miller Grant – Make Bot) \$1400 (Chuck Miller Grant – Circuit Playground – collaboration with all 3 intermediate schools)
Source(s)	PEF, PTSA, Boosters, Chuck Miller Grant
Budget Reference(s)	STEM/Technology

Goal 2

Provide an instructional program which raises achievement for all students in all four core content areas

Basis for this Goal

MIS will continue to provide an instructional program focused on raising the achievement for all students in core subjects. Targeted interventions will be provided to students to support their learning and access core curriculum. Training, increased data analysis, and professional development will continue throughout the 2018-19 school year for all staff to support the achievement all students.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP Mathematics	<p>66% of all MIS students were proficient or advanced in mathematics in 2018</p> <p><u># of students in the areas of proficient or advanced:</u></p> <p>Grade 6 (2017): 58.76%, Grade 7 (2018): 60.48%, Grade 8 (2019): TBD</p> <p>Grade 6 (2018): 64.62%, Grade 7 (2019): TBD</p>	<p>68% of all MIS students to be proficient or advanced in mathematics in 2019</p> <p>Students to show a minimum of 2% growth in the area of proficient or advanced on math CAASPP scores between 2018 and 2019 as they matriculate between grade levels.</p>
CAASPP ELA	69% of all MIS students were proficient or advanced in ELA in 2018	70% of all MIS students will be proficient or advanced in ELA in 2019
CA Science Test (CAST)	Baseline data to be determined in Spring 2019	Science teachers will analyze baseline data from Spring 2019 to inform instruction in the 2019-20 school year.

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be served by this Strategy/Activity

All students - Math

Strategy/Activity

MIS mathematics teachers will attend professional growth opportunities and implement differentiated instruction strategies in the classroom. Members of the mathematics department along with an administrator will attend the California Mathematics Council (CMC) South conference, will share instructional strategies with the department, and will implement what they learn in the classroom. The entire mathematics department and SPED department will participate in three days of training in the area of Cognitively Guided Instruction (CGI). Teachers will then implement these strategies in their classroom. Mathematics teachers will also attend a professional training on Big Ideas

Mathematics to support the continued implementation of the Big Ideas mathematics curriculum.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$3000 for CMC registration and expenses
Source(s)	PTSA
Budget Reference(s)	PTSA Gifting

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students - ELA

Strategy/Activity

Year 2 English Language Arts (ELA) implementation of grades 6-8 Study Sync curriculum and core literature. ELA teachers will attend professional training on Study Sync to support year 2 implementation of curriculum. An ELA department member will attend the 2019 California Association of Teaching English (CATE) conference focusing on literacy.

Proposed Expenditures for this Strategy/Activity

Amount(s)	N/A – StudySync Training - District covered \$1000 – conference - PTSA
Source(s)	District covered PTSA
Budget Reference(s)	District and PTSA

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All students - Science

Strategy/Activity

Science teachers will continue to align curriculum to the Next Generation Science Standards (NGSS) for grades 6-8. Science teachers will attend professional trainings offered through PVPUSD and will pilot NGSS materials throughout 2018-19. MIS science teachers will work collaboratively within their department to develop NGSS lessons and labs to be implemented in grades 6-8. Members of the MIS science department will attend the CSTA conference, will share instructional strategies with the department, and will implement what they learn in the classroom. MIS staff to attend CSUDH conference on NGSS. Pilot materials for NGSS implemented in classrooms and provided by publishers.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$600 – Site
Source(s)	Site Discretionary – Subs
Budget Reference(s)	Site Discretionary - Subs

Strategy/Activity 4

Students to be Served by this Strategy/Activity

Students struggling in mathematics

Strategy/Activity

MIS will implement year one of a mathematics intervention program. Students are identified by the mathematics department to participate in trimester long courses of targeted mathematics intervention including the instruction of foundational mathematics and building number sense. The mathematics department will work collaboratively to develop lessons and activities to be implemented in the program.

Proposed Expenditures for this Strategy/Activity

Amount(s)	0.2 FTE
Source(s)	District
Budget Reference(s)	General Fund

Strategy/Activity 5

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

MIS will offer after school homework support for all students. The MIS HW Club runs Tuesday, Wednesday, and Thursday each week for one hour after school with a credentialed teacher in the area of (Math, ELA, and Social Studies).

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$4860.00
Source(s)	Booster Club
Budget Reference(s)	General Fund

Strategy/Activity 6

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Miraleste staff will utilize data reflection sessions to identify academic areas of strength, weakness, and trends. Staff will utilize the analysis of data to identify interventions and next steps. ELA and Mathematics teachers will identify students at the high end of the “standard nearly met” category for 2018 CAASPP scores and try and promote these students to the “proficient” category for 2019 CAASPP scores.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$0
Source(s)	N/A
Budget Reference(s)	N/A

Goal 3

Provide an instructional program which raises achievement for all students who are identified as English Learners, receiving Special Education services or identified as Gifted and Talented (GATE)

Basis for this Goal

Miraleste Intermediate School will meet the educational needs of student subgroups. Teachers, support staff, and the administration will target those students who are identified as being “at risk” or who scored below the national average for continued support in EL and Special Education and will show growth via SRI trimester assessments, ELPAC annual assessments, CAASPP subgroup scores, and annual IEP goals and objectives. In addition, the staff will continue to provide challenging and differentiated Math and ELA instruction and programs to meet the individual needs of GATE students.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
OLSAT (2016 and 2017) NNAT 3 Test (2018)	MIS GATE identified for 2016: 114/912 = 12.5% of the student population MIS GATE identified for 2017: 97/920 = 10.5% of the student population MIS GATE identified for 2018: 101/934 = 10.8%	Use OLSAT results to provide enrichment opportunities to students classified as GATE
SRI results	2017-18 Lexile Proficiency Level: 45% of EL students advanced or proficient	Raise the Lexile Proficiency Level to 50% of EL students as advanced or proficient
ELPAC results	2017-18 ELPAC Overall Results Level 4: 56.5% Level 3: 21.7% Level 2: 4.3% Level 1: 17.4%	Raise the % of students from Level 1 to Level 2 by a minimum of 4% Raise the % of students from Level 3 to Level 4 by a minimum of 2%
CAASPP Subgroup Scores for Students with Disability	<u>CAASPP ELA for Students with Disability (met or exceeding the standard)</u> 2018: 26.67% <u>CAASPP Math for Students with Disability (met or exceeding the standard)</u> 2018: 25.00%	Increase CAASPP ELA and Math (<u>met or exceeding the standard</u>) scores for Students with Disability subgroup by 2%
CAASPP Subgroup Scores for English Learners	<u>CAASPP ELA for English Learners (met or exceeding the standard)</u> 2018: 35% <u>CAASPP Math for English Learners (met or exceeding the standard)</u> 2018: 40%	Increase CAASPP ELA and Math (<u>met or exceeding the standard</u>) scores for English Learner subgroup by 2%

MAZE	% of students assessed within the average or above average range in reading comprehension 6 th Grade: establish baseline 7 th Grade: 97% average or above average 8 th Grade: 96% average or above average	% of students assessed within the average or above average range in reading comprehension 6 th Grade: establish baseline 7 th Grade: 98% 8 th Grade: 97%
------	--	--

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

English Learner Students

Strategy/Activity

Miraleste Intermediate School will implement the English Learner Homework Club, run by a credentialed teacher, one day a week, to offer specific supports for English Learners in all academic areas.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$1620.00
Source(s)	Booster Club
Budget Reference(s)	General Fund

Strategy/Activity 2

Students to be Served by this Strategy/Activity

Special Education Students, English Learner Students, Students identified for interventions

Strategy/Activity

Miraleste Intermediate School will offer support and interventions through a Learning Center model.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$32,000
Source(s)	Supplemental
Budget Reference(s)	Salary

Strategy/Activity 3

Students to be Served by this Strategy/Activity

English Learner Students, Special Education Students, General Education Students identified for targeted interventions.

Strategy/Activity

Targeted interventions in mathematics and language arts for English Learner Students, Special Education Students, and General Education students will be implemented through the use of iReady diagnostic assessments, leveled-learning platform, strategic grouping, and intervention lessons. Teachers will receive professional development on iReady specific to utilization of data, targeted grouping strategies, and intervention lessons.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$0
Source(s)	N/A
Budget Reference(s)	N/A

Strategy/Activity 4

Students to be Served by this Strategy/Activity

English Learner Students, Special Education Students, General Education Students identified for targeted interventions.

Strategy/Activity

English Language Arts, Opportunity (intervention class), and Special Education teachers will receive professional development on the StudySync curriculum specific to implementation of designated EL supports for students in the areas of emerging, expanding, and bridging. Professional development on the use of these supports will include how to utilize them as scaffolding supports for struggling learners.

Proposed Expenditures for this Strategy/Activity

Amount(s)	N/A
Source(s)	N/A
Budget Reference(s)	District covered

Strategy/Activity 5

Students to be Served by this Strategy/Activity

English Learner Students

Strategy/Activity

Miraleste Intermediate School teachers will receive site delivered professional development on the California ELD standards to increase awareness of the standards and support ELD students across all disciplines. MIS will utilize the ELA/ELD instructional coach for support and professional training.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$0
Source(s)	N/A
Budget Reference(s)	N/A

Strategy/Activity 6

Students to be Served by this Strategy/Activity

GATE Students

Strategy/Activity

Miraleste Intermediate School will provide instructional activities and resources for GATE students to promote student engagement and enrichment opportunities. The Miraleste GATE coach will work with staff to encourage differentiated instruction and classroom activities. Miraleste Intermediate School will provide opportunities for students to engage in challenge and enrichment activities through the MIS Mathematics Club. MIS will promote PVPUSD Gate Enrichment courses.

Proposed Expenditures for this Strategy/Activity

Amount(s)

District: \$1,000.00 - GATE

District: \$5,000.00 – Math Club

Source(s)

District General Fund – GATE funds provided to site

District General Fund - Salary

Budget
Reference(s)

District General Fund – GATE funds provided to site

District General Fund - Salary

Strategy/Activity 7

Students to be Served by this Strategy/Activity

Strategy/Activity

Miraleste Intermediate School will provide resources to support instructional activities, assessments, and interventions for EL, homeless, and low income students to promote student engagement opportunities and targeted instruction. Resources will include, but are not limited to, Texas Instruments graphing calculators, Texas Instruments CX Navigator Systems, Texas Instruments Calculator-Based Rangers, audio books for core novels, and additional intervention materials.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$18,500
Source(s)	Supplemental
Budget Reference(s)	Materials/Supplies

Goal 4

Provide a school environment that fosters physical and emotional security, encourages community involvement, and focuses the school climate on creating opportunities for student engagement

Basis for this Goal

MIS will support a positive school culture for all staff and students. 2018-19 will mark year two implementation of Positive Behavioral Interventions and Supports (PBIS) including but not limited to a site developed and implemented behavioral expectation matrix, behavioral expectation videos, a newly implemented student incentive program, implementation of a progressive discipline model for “minor” behaviors, and site analysis of disciplinary data. MIS will continue to promote positive student engagement through student activities including year two implementation of a student and staff intramural lunch time sports program, year one implementation of WEB, expansion of the Mighty Marauder Club to not only reward students for citizenship and academics, but to support positive behaviors on campus for all students. ASB will engage students through various lunch time competitions throughout the school year as well as fundraising and donation activities to support local organizations. MIS will continue to work with the PTSA and engage students and their parents through the Donuts with Dads program, Reflections contest, field trips, Mock Elections, and Red and Yellow Ribbon Weeks.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
PBIS Tiered Fidelity Inventory (TFI)	Baseline data to be determined in the 2018-19 school year	Establish baseline data in the 2018-19 school year through the PBIS team completing the TFI at appropriate intervals determined by the PBIS program and pbisapps.org
CHKS 2017-18	'School Connectedness' average reporting "strongly agree" 39%	Increase a minimum of 2%
PBIS Self-Assessment Survey (SAS)	Baseline data to be determined in the 2018-19 school year	Establish baseline data in the 2018-19 school year through staff completing the SAS as determined through the PBIS program and pbisapps.org
WEB Participation	Establish baseline data in 2018-19	100% of grade 6 students to be paired with a WEB leader to support the transition to intermediate school.

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Year two implementation of Positive Behavioral Interventions and Supports (PBIS) including but not limited to a site developed and implemented behavioral expectation matrix, behavioral expectation videos, a newly implemented student incentive program, implementation of a progressive discipline model for "minor" behaviors, and site analysis of disciplinary data.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$3500 – Boosters \$500 – PTSA N/A - District \$250 - printing
Source(s)	Boosters – PBIS implementation support and incentives PTSA District – subs and training Site printing
Budget Reference(s)	Boosters PTSA District Site

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

In an effort to promote peer mentoring, helping students with the transition to intermediate school, enhancing anti-bullying efforts, reducing discipline issues, and increasing school safety, 2018-19 will serve as year one implementation of the WEB program on the Miraleste campus.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$6500.00
Source(s)	TUPE Grant

Amount(s)	\$6500.00
	Miraleste ASB Miraleste Leadership Funds
Budget Reference(s)	Supplies, Substitutes, Teacher Hourly Pay

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Miraleste intermediate School will implement Social Emotional Learning (SEL) lessons delivered by our counselors in all grades through Social Studies classes. Miraleste Intermediate School will continue year two of Project Alert lessons to be delivered in Health classes for grade 7 students and in PE classes for grade 8 students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	N/A
Source(s)	N/A
Budget Reference(s)	N/A

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

MIS in partnership with PTSA will provide a variety of activities to engage students including; PTSA Reflections, Red Ribbon Week, Yellow Ribbon Week, International Day, Field Trips, and Mock Elections.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$22,000
Source(s)	PTSA
Budget Reference(s)	Student activities

Strategy/Activity 5

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Miraleste Intermediate School will continue with year 2 of the lunch time intramural program. This program is open to all students in an effort to engage students in a positive and healthy environment during lunch time. This program also promotes staff morale and staff/student interactions through staff teams.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$700
Source(s)	Booster Club
Budget Reference(s)	Booster Club

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Miraleste Intermediate School will provide a forum for students and their dads or someone in a dad-like role to engage in continued improvement in their child's education, and collaboration on shared issues facing students and parents today through annual scheduled breakfasts called, "Donuts with Dads" modeled after the PTA-endorsed program "All Pro Dads".

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$2,000
Source(s)	PTSA
Budget Reference(s)	PTSA

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

Maintain district facilities and a highly skilled staff to deliver TK-12 curriculum aligned with the CA State Standards giving all students access to required college and career readiness.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Staff and Stakeholder surveys	Use of 2017-18 data to drive decision making for 2018-19 school year.	Creation of a targeted math intervention class for 2018-19 Creation of a progressive discipline model
Instructional supplies and technology needs	Will review instructional supplies inventory, yearly	Increase of 4 Chromebook carts each holding 40 computers
Professional development needs assessment	Monitor progress through surveys, leadership team, and SSC	Increased planning time for NGSS Implementation of WEB PBIS planning time iReady site training

Metric/Indicator	Expected Outcomes	Actual Outcomes
Naviance	90% of all students 2017-18 will participate in a career/guidance lesson	Naviance training for all 7 th and 8 th grade students
SARC	Williams Compliance 100% Teacher Credentialing 100% Facilities: good	Williams Compliance 100% Teacher Credentialing 100% Facilities: good

STRATEGIES/ACTIVITIES

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Address facilities needs and prioritize site and classroom facilities needs as measured by School Accountability Report Card (SARC) and Williams's compliance.	Monitor progress through surveys, leadership team, and SSC	\$0	\$0

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Implementation of college and career guidance lessons using Naviance for grades 6-8.	Implementation of college and career guidance lessons using Naviance for grades 7 and 8.	\$0	\$0

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Implementation of site-based instructional rounds.	none	\$1600	\$0

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Teacher Induction Program - BTSA	100% participation of 1 st and 2 nd year teachers	\$0	\$0

Strategy/Activity 5

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Continue to provide opportunities for growth on-site and off-site trainings, conferences, substitute coverage. <u>See goal 2</u>	See goal 2 for specifics	See goal 2 for specifics	See goal 2 for specifics

Strategy/Activity 6

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Evaluate and prioritize equipment needed to support STEM/STEAM program in order to maintain opportunities for Technology, Engineering, Arts, and	Through use of PEF and Boosters funds, MIS STEM was able to maintain and update opportunities in STEM. Updates included technology, general	\$1500.00	PEF: \$16,000 Boosters: \$6,000

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Mathematics (STEAM) and Science, Technology, Engineering, and Mathematics (STEM) coursework.	purchases, Drones, and materials for VEX.		

Strategy/Activity 7

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Academic and Safe Schools counselors to run informational sessions with grade 8 students on high school preparation, including understanding GPA, A-G requirements, scheduling, counseling resources, etc.	Academic and Safe Schools counselors to run informational sessions with grade 8 students on high school preparation, including understanding GPA, A-G requirements, scheduling, counseling resources, etc.	\$0	\$0

Strategy/Activity 8

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Campus updates and beautification including locker movement and new benches.	Lockers moved, 48 new lockers installed, and new benches installed.	\$15,000	\$18,000

Strategy/Activity 9

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Access to clean and filtered water	Installation of 5 filtered and chilled water filling stations.	\$15,000	\$24,000

Strategy/Activity 10

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Develop and implement a site based needs assessment survey, inclusive of materials, technology, training, and climate	Developed and implemented a site based needs assessment survey, inclusive of materials, technology, training, and climate	\$0	\$0

ANALYSIS

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Through a staff needs assessment and analysis of data, MIS will develop and implement a classroom progressive discipline model focused on specific interventions and PBIS. This can be found in the 2018-19 SPSA in Goal 4. MIS added 4 Chromebook carts, including 40 Chromebooks in each cart. We are now able to provide all ELA teachers a permanent cart in each of their classrooms to support the implementation of StudySync.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Campus updates and beautification including the addition of 5 filtered water stations, 48 new lockers, relocation of lockers, and addition of new benches have made an impact on the aesthetics of the campus. In addition, students use the lockers, benches, and filtered water stations on a daily basis.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

In the areas of STEM, campus beautification, and access to clean and filtered water, MIS exceeded proposed expenditures. For campus beautification, MIS found a need to move lockers, install new lockers, and install benches in an area where lockers had been moved. The actual expenditure for this exceed the proposed by \$3,000. For clean and filtered water, MIS made the decision to increase the number of water filling stations to five stations in total raising the actual expenditures. In the area of STEM, MIS did not account for Boosters and PEF expenditures in the 2017-18 SPSA. Site based instructional rounds were not implemented and there were no expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

MIS will account for PEF and Booster expenditures for STEM in the 2018-19 SPSA, this can be found in Goal 1, Strategy 6. Naviance lessons were implemented in grades 7 and 8 in the 2017-18 school year. Through feedback from staff and students these lessons will be continued in these grade levels and are included in the 2018-19 SPSA under Goal 1. MIS will continue with incremental campus beautification and updates. This is reflected in Goal 1, strategies 2 and 5.

Goal 2

Provide an instructional program which raises achievement for all students in all four core content areas

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>CAASPP Math Data (met or exceed the standard)</p>	<p>2016: Overall Math 67% 2017: Overall Math 63.07%</p> <p>Overall CAASPP Math scores to increase 3% or more in the areas of met or exceeded the standard from 2017 to 2018.</p>	<p>2018: Overall Math 66.01%</p> <p>2018 CAASPP Math results showed an approximate 3% increase in students who met or exceed the standards from 2017, meeting the expected outcomes</p>
<p>CAASPP ELA Data (met or exceed the standard)</p>	<p>2016: Overall ELA 71% 2017: Overall Math 69.95%</p> <p>Overall CAASPP ELA scores to increase 3% or more in the areas of met or exceeded the standard from 2017 to 2018.</p>	<p>2018: Overall ELA 69.28% 0.67% decrease in students who met or exceed the standards from 2017</p>
<p>NGSS professional development time</p>	<p>Implementation of NGSS instructional strategies and lessons in all science classes.</p>	<p>Increased professional development time by grade-level. Provided departmental planning time on Monday afternoons at least once a month. Implementation of NGSS lessons and instructional practices at all grade levels in all science class at MIS in 2017-18.</p>
<p>Intermediate Social Science professional development time. (framework)</p>	<p>Increased professional development time focused on the CA Social Science Framework.</p>	<p>District has not begun professional development time focused on the CA Social Science Framework. Provided</p>

Metric/Indicator

Expected Outcomes

Actual Outcomes

		departmental planning time on Monday afternoons at least once a month.
--	--	--

STRATEGIES/ACTIVITIES

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Implement 6-8 newly adopted English Language Arts material.	Implementation of 6-8 newly adopted English Language Arts curriculum and new core novels associated with the adoption.	District: N/A Site: \$2,000	District: N/A Site: \$0

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Provide initial professional development to staff aligned to the California State Standards for History Social Science including the shifts in the newly adopted framework inclusive of diversity education at all grade levels	Provided initial professional development to staff aligned to the California State Standards for History Social Science including the shifts in the newly adopted framework inclusive of diversity education at all grade levels	District: N/A Site: \$500	District: N/A Site: \$0

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Begin to align science curriculum to the Next Generation Science Standards for grades 6-8 and implement units of study for grades 6-7.	Science teachers aligned science curriculum to the Next Generation Science Standards for grades 6-8 and implemented units of study for grades 6-7.	PTSA: \$6000 District: N/A Site: \$3000 EEF: \$1500	PTSA: \$5833 District: N/A Site: \$639 EEF: \$0

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Utilize 3 years of CAASPP data to drive instructional decisions including strategies and pacing for ELA and Mathematics.	Through analysis of 3 years of Math and ELA CAASPP data, teachers made instructional decisions including strategies and pacing for ELA and Mathematics.	\$0	\$0

Strategy/Activity 5

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Math teachers continue to implement the math adoption with fidelity. Math teachers will attend professional growth opportunities and implement strategies in the classroom. The site will monitor and provide feedback on summative math assessments and teachers will participate	Math teachers continued to implement the math adoption with fidelity. Math teachers implemented new strategies in the classroom. The site monitored and provided feedback on summative math assessments and teachers participated in the annual revision and	District: N/A Site Discretionary: \$1000	District: N/A Site Discretionary: \$270 PTSA: 160.50

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
in the annual revision, data analysis, and grading of the common assessment.	grading of the common assessment.		

ANALYSIS

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

MIS CAASPP Mathematics saw an overall increase of 3%. MIS CAASPP ELA saw an overall decrease of 0.67%. MIS teachers began the process of moving towards an NGSS curriculum in the 2017-18 school year through professional training, collaboration, and grade-level shifts of content. Social Studies has not begun an official review of the new CA framework.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

ELA teachers began their 1st year of implementation of StudySync. Each was provided the technologic needs for their classrooms in the form of Chromebook carts during the 2017-18 school year to help support the transition to a new program. Math continued to implement the Big Ideas curriculum and collaborate on best practice which saw an increase of 3% in CAASPP scores.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

MIS spent less than the proposed expenditures due to District level support, supplies, and professional development provided in the 1027-18 school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

MIS CAASPP Mathematics saw an overall increase of 3% and MIS CAASPP ELA saw an overall decrease of 0.67%. For the 2018-19 school year, MIS will implement data review sessions with staff with the purpose of identifying students who did not meet grade-level standards. MIS will begin to offer and explore direct intervention services. This is reflected in both Goals 2 and 3 in the 2018-19 SPSA.

Goal 3

Provide an instructional program which raises achievement for all students who are identified as English Learners, receiving Special Education services or identified as Gifted and Talented (GATE)

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP subgroup scores - EL	EL subgroups will show a 1% increase in math and ELA CAASPP scores (met or exceeding the standard).	<p><u>CAASPP ELA for English Learners (met or exceeding the standard)</u> 2017: 45% 2018: 35% (10% decrease)</p> <p><u>CAASPP Math for English Learners (met or exceeding the standard)</u> 2017: 41.66% 2018: 40% (1.66% decrease)</p>
CAASPP subgroup scores - SPED	SPED subgroups will show a 1% increase in math and ELA CAASPP scores (met or exceeding the standard).	<p><u>CAASPP ELA for Students with Disability (met or exceeding the standard)</u> 2017: 30.91% 2018: 26.67% (4.24% decrease)</p> <p><u>CAASPP Math for Students with Disability (met or exceeding the standard)</u> 2017: 23.64% 2018: 25.00% (1.36% increase)</p>
Annual EL Assessments – SRI Testing	EL students will demonstrate an increase of 2% of their original	2017 Lexile Proficiency Levels for EL Students

Metric/Indicator	Expected Outcomes	Actual Outcomes
	Lexile scores on the SRI from trimester 1 to trimester 3	10% Advanced 35% Proficient 30% Basic 20% Below Basic 5% N/A
OLSAT Results	MIS GATE identified for 2016: 114/912 = 12.5% of the student population MIS GATE identified for 2017: 97/920 = 10.5% of the student population GATE Coach will provide ongoing professional development for teachers and serve as a resource for GATE Instruction. Before/After school GATE opportunities will be offered.	GATE Coach provided ongoing professional development for teachers and served as a resource for GATE Instruction. After school GATE enrichment opportunities were advertised and offered.
AIMSweb	Implementation year for AIMSweb universal screening for reading fluency and comprehension to identify specific areas of need	AIMSweb universal screening was implemented in the 2017-18 school year for reading fluency and comprehension to identify specific areas of need

STRATEGIES/ACTIVITIES

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Continue to provide professional development to certificated staff, as well as classified English Learner instructional	Continued to provide professional development to certificated staff aligned to the California State Standards with an	District: N/A Site: \$0	District: N/A Site: \$0

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
-------------------------------	------------------------------	-----------------------	-------------------------------

aides, that is aligned to the California State Standards with an emphasis on Integrated and Designated English Language Development Standards to improve communication and collaboration which supports student achievement.

emphasis on Integrated and Designated English Language Development Standards to improve communication and collaboration which supports student achievement.

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
-------------------------------	------------------------------	-----------------------	-------------------------------

Continue to provide instructional activities, resources, and counseling for GATE students with an emphasis on their social/emotional learning and development as the students matriculate and keep them engaged through classroom guidance lessons and student activities

MIS continued to provide instructional activities, resources, and counseling for GATE students with an emphasis on their social/emotional learning and development as the students matriculate. Students were engaged through classroom guidance lessons and student activities. Naviance lessons were implemented in grades 7 and 8. Project Alert lessons were implemented in grades 7 and 8.

\$4,000

\$250

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
-------------------------------	------------------------------	-----------------------	-------------------------------

Explore supplemental resources in EL class to support StudySync with leveled reading.	Teachers began to explore supplemental resources in EL class to support StudySync with leveled reading. This will be continued in the 2018-19 school year with specifics included in the training from the publisher.	N/A	N/A
---	---	-----	-----

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
-------------------------------	------------------------------	-----------------------	-------------------------------

Targeted intervention for students in General Education and Special Education in math and ELA will be implemented through the use of Reading Plus, Read Naturally, Soliday, and iReady programs.	Targeted intervention for General Education students through iReady implementation in Opportunity class grades 6-8. Targeted intervention for Special Education students through the use of Reading Plus, Read Naturally, Soliday, and iReady programs to support student goals.	N/A	N/A
--	--	-----	-----

Strategy/Activity 5

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
-------------------------------	------------------------------	-----------------------	-------------------------------

District will provide three parent education opportunities to support the development of the	Three parent education opportunities through Parent University, were advertised, encouraged,	N/A	N/A
--	--	-----	-----

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
-------------------------------	------------------------------	-----------------------	-------------------------------

whole person, as well as strategies to connect with gifted students and keep them engaged.

and provided to families to support the development of the whole person, as well as strategies to connect with gifted students and keep them engaged.

Strategy/Activity 6

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
-------------------------------	------------------------------	-----------------------	-------------------------------

After school homework support

MIS provided homework club three days a week after school, for one hour a day, throughout the school year.

\$5000
(Boosters)

\$4725
(Boosters)

Strategy/Activity 7

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
-------------------------------	------------------------------	-----------------------	-------------------------------

Student support and intervention through a Learning Center model.

MIS provided support for both general education and special education students through a learning center model called the MIS Student Center.

\$34,000

\$29,790.14

ANALYSIS

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

While Homework Club and support for students through the Learning Center model have been successful strategies implemented at MIS, additional targeted interventions and specific data analysis also need to be implemented to address students not performing at grade level. This can be found in Goals 2 and 3 of the 2018-19 SPSA.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

In reviewing subgroup scores for EL students and students in special education it is apparent that additional interventions need to be implemented to support student performance. These interventions can be found in Goal 3 of the 2018-19 SPSA.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

In the areas of the Learning Center Model and after school support, MIS spent less than the proposed expenditures. MIS worked to reduce the number of days for the Learning Center taking into account "low use" days for students such as the start and end of the school year. MIS HW Club was just slightly below the proposed expenditures, the actual expenditures came in lower due to some holidays where HW Club was not held. In the areas of providing instructional activities, resources, and counseling for GATE students with an emphasis on their social/emotional learning and classroom guidance lessons and student activities, MIS came in significantly below the proposed expenditures. This was due to using current staff and resources during the school day to address these areas.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

During the 2018-19 school year MIS will implement a variety of strategies to address student subgroups including English Learners, SPED and GATE students. Targeted interventions, data review sessions, EL Homework Club, Homework Club, and a math intervention class will be specifically implemented in the 2018-19 school year. This is reflected in the 2018-19 SPSA under Goal #3.

Goal 4

Provide a school environment which fosters physical and emotional security, encourages community involvement, and focuses the school climate on creating opportunities for student engagement

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
California Healthy Kids Survey	<p><u>CHKS 2016 results:</u> 7th Graders: 46% indicated caring adult relationships, 32% experienced harassment or bullying, 10% indicated have been in a physical fight.</p> <p>Using data, Miraleste found a need to support PBIS</p> <p>Site will analyze 2017-18 CA Healthy Kids Data to determine specific school needs</p>	<p><u>CHKS 2017 results:</u> 7th Graders: 38% indicated caring adult relationships, 41% experienced harassment or bullying, 15% indicated have been in a physical fight.</p> <p>In 2017-18 MIS created a PBIS team and attended trainings at LACOE. The PBIS team took all necessary steps in the 2017-18 school year for implementation of PBIS at MIS beginning day one of the 2018-19 school year.</p>
Attendance Data	<p>Chronic Absenteeism 2016: 3.68% Approaching Chronic Absenteeism 2016: 14.5%</p> <p>Decrease the percentage of chronic absenteeism and approaching chronic absenteeism in 2017 by 5% of the 2016 percentages.</p> <p>Site will regularly use attendance data to monitor student attendance.</p>	<p>Chronic Absenteeism 2017: 4.72% Approaching Chronic Absenteeism 2017: 13.9%</p> <p>Chronic absenteeism increased by 1.05% Approaching chronic absenteeism decreased by 0.6%</p> <p>In 2016 a total of 105 letters were mailed home to address attendance. In 2017 a total of 279 letters were mailed home to address attendance. In</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
		2017 MIS completed the following letters and meetings for attendance issues: 235 1 st SART letters, 33 SST SART letters, 10 SARB letters, 1 district letter.
Suspension Data	Decrease the number of suspended students by 2%	2016: 17 students suspended one incident, 3 student suspended 2 incidents 2017: 12 students suspended one incident, 5 students suspended 2 incidents, 1 student suspended 3 incidents
School Communication	Weekly email from administration with updates from site administration	Weekly email(s) from administration with updates about Miraleste.

STRATEGIES/ACTIVITIES

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
In compliance with new legislation, sites will utilize a progressive discipline model that includes alternate means of correction, counseling support for students and identify root problem to correct behavior. Administration will receive professional development and District support as needed in this	MIS formed a PBIS team inclusive of an administrator, certificated staff members, classified staff, and parent. The administrator attended 3 admin/coaching trainings at LACOE and the entire team attended 3 additional trainings at LACOE. The PBIS team met at the site	District: N/A	District: N/A (subs for trainings and team meetings)

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
-------------------------------	------------------------------	-----------------------	-------------------------------

area. MIS will participate in year 1 Positive Behavior Intervention Supports (PBIS).

throughout the year to plan for implementation of PBIS at MIS for the 2018-19 school year. The team presented to staff at multiple faculty meetings and worked collaboratively with the staff to create an understanding of PBIS, a behavioral expectation statement, behavioral expectations focused around Mindfulness, Integrity, and Success. Collaboratively a behavioral expectation matrix was developed along with a rewards system. A progressive discipline model was developed to be implemented in the 2018-19 school year.

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
-------------------------------	------------------------------	-----------------------	-------------------------------

Implement SARB procedures and utilize analytics dashboard on the AERIES Student Information System to monitor student attendance. Increase use of attendance letters for both tardy and absent students.

Miraleste implemented a 166% increase in the use of attendance letters.

In 2016 a total of 105 letters were mailed home to address attendance.

N/A

N/A

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
	In 2017 a total of 279 letters were mailed home to address attendance. In 2017 MIS completed the following letters and meetings for attendance issues: 235 1 st SART letters, 33 SST SART letters, 10 SARB letters, 1 district letter.		

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Train all teachers on the CA Healthy Schools Act	All teachers were trained in the Fall of 2017 on the CA Healthy Schools Act.	\$0	\$0

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
100% teacher membership/participation with MIS PTSA	MIS had 100% teacher membership/participation with MIS PTSA	N/A	N/A

Strategy/Activity 5

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Staff Appreciation	Staff appreciation breakfast Student of the month w/ teachers	\$1500	\$1450

Strategy/Activity 6

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Provide opportunities for intermediate school students to engage in the school community through electives and leveled course access.	Provided opportunities for intermediate school students to engage in the school community through electives and leveled course access.	N/A	N/A

Strategy/Activity 7

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Donuts with Dad	Three Friday, Donuts with Dads meeting throughout the 2017-18 schoolyear were held.	PTSA	\$2,033

Strategy/Activity 8

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Administer the CA Healthy Kids Survey to grade 7 students	MIS administered the CA Healthy Kids Survey to grade 7 students	N/A	N/A

Strategy/Activity 9

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Continue to implement, evaluate, and refine disaster and evacuation drill procedures	Resupply containers, food, water, and disaster preparedness gear.	PTSA Disaster Fund	PTSA Disaster Fund \$5780

Strategy/Activity 10

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Student activities	PTSA Reflections Red and Yellow Ribbon Week International Day Field Trips	PTSA: \$5000	PTSA: \$12,897

Strategy/Activity 11

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Lunch time Intramurals	MIS successfully implemented a lunch time intramural sports program inclusive of all	Boosters: \$1000	Boosters: \$700

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
-------------------------------	------------------------------	-----------------------	-------------------------------

	grade levels and staff teams. Sports included kickball, bean bag toss, soccer, and basketball.		
--	--	--	--

ANALYSIS

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The Miraleste PBIS team worked throughout the entire 2017-18 school year to be able to implement PBIS beginning in 2018-19. MIS formed a PBIS team inclusive of an administrator, certificated staff members, classified staff, and parent. The administrator attended 3 admin/coaching trainings at LACOE and the entire team attended 3 additional trainings at LACOE. The PBIS team met at the site throughout the year to plan for implementation of PBIS at MIS for the 2018-19 school year. The team presented to staff at multiple faculty meetings and worked collaboratively with the staff to create an understanding of PBIS, a behavioral expectation statement, behavioral expectations focused around Mindfulness, Integrity, and Success. Collaboratively a behavioral expectation matrix was developed along with a rewards system. A progressive discipline model was developed to be implemented in the 2018-19 school year.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The implementation of the lunch time intramural program was a tremendous success. Four sports were implemented inclusive of teams formed from all grade levels. Staff teams participated in all sports. The program engaged hundreds of students during lunch, promoted sportsmanship, and fostered positive relationships between students and staff. The MIS Donuts with Dads program was also a tremendous success, packing the MIS library for each presentation. The program fostered dialogue and relationships between fathers and their children. MIS teachers had 100% membership in PTSA.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

In the strategies of implementing the Donuts with Dads program and disaster preparedness the 2017-18 school year, MIS did not reflect a specific dollar amount for PTSA expenditures. In the 2017-18 school year \$5000 was estimated for “student activities” while the actual expenditures was \$12,897. When writing the SPSA the expenses for field trips was not originally considered for this category, but is reflected in the actual expenditures. MIS estimated \$1000 in expenditures for year one implementation of the lunch time intramural program and the actual expenditures was \$700.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The 2018-19 SPSA reflects estimated expenditures for PTSA supported events and activities. This can be found in the 2018-19 SPSA in Goal #4. In the 2018-19 SPSA expenses for field trips is included in the proposed expenditures column in Goal #4. MIS will continue to administer and analyze the CA Healthy Kids Survey (CKHS). MIS has included this survey in its metrics for the 2018-19 SPSA under Goal #4. The CHKS will also be utilized in data analysis sessions as reflected in the 2018-19 SPSA. PBIS implementation began on day one of the 2018-19 school year and the PBIS team will continue with training and implementation as identified in the 2018-19 SPSA under Goal #4.