

# School 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 18, 2019	December 11, 2019

## Purpose and Description

The purpose of the School Plan for Student Achievement is to create a cycle of continuous improvement of student performance and growth, and to ensure that all students succeed in reaching state academic standards. Site administration, staff, site leadership, parent groups, students, and the school community provide active collaboration in the creation, reflection, budgeting, and site needs analysis throughout the school year on the plan.

At Miraleste Intermediate School, the focus of this plan is to reflect upon specific data measures and identify areas for growth and improvement in terms of academics, facilities, school climate and culture. Miraleste intermediate school is committed to identifying students who struggle academically and/or with the transition to intermediate school as to provide targeted interventions in the areas of both academics and social emotional well-being.

In alignment with the PVPUSD District's Local Control Accountability Plan (LCAP), the Miraleste Intermediate School's SPSA addresses all three approved LCAP categories and all specific site related actions as approved. The plan also provides specific site related measures to these District-wide goals to support improvement and growth.

In addition, parent, family, community, and other stakeholder involvement continues to modify the plan, provide avenues for involvement, expenditures, and reflection, as well as assists in obtaining feedback for the District and Board of Education to further transparency. At the site level, the following information is shared to seek feedback:

1. Professional Development and Targeted Teacher Collaboration Specific to Site
2. Supplemental Programs and Data Analysis to Support Growth of All Learners
3. Site Funds Targeted to Support Specific Learners

## Stakeholder Involvement

### Involvement Process for the SPSA and Annual Review and Update

**Process to Obtain Stakeholder Feedback and Involvement:** Data is shared annually with various stakeholders for goal creation of site plan and actions for improvement shown below.

#### **Dates for Review:**

- Initial Presentation, Review, and Goal Setting with School Site Council: October 7, 2019
- Boosters – September and October Booster Meetings
- Initial Presentation, Review, and Goal Setting with School Site Staff: October 14, 2019

- SPSA Draft and Goal Approval with School Site Staff: October 28, 2019
- SPSA Draft and Goal Approval with School Site Council: October 18, 2019
- Presentation and Feedback with ELAC Members: October 18, 2019
- SPSA and Budget Update with School Site Council: December 2019
- Presentation at Parent/Teacher Student Association Meeting: November 2019
- Mid-Year Evaluation and Progress Reporting with School Site Council: March 2020
- Annual Evaluation with SSC: March 2020
- Annual Evaluation Presentation with ELAC: March 2020

## Resource Inequities

FAC – Needs assessment and review – Spring 2019

Faculty Meeting: Data analysis of CHKS and review of CAASPP data – August 26, 2019

Faculty Meeting: Counselor presentation and deeper dive into CHKS data – August 27, 2019

PTSA Meeting/Principals Coffee: CHKS data presentation - August 30, 2019

PBIS Team – Discussion of SPSA goals – September 26, 2019

Miraleste Cabinet – SPSA goal development including counseling – September and October 2019

Department Chairs – SPSA goal development for subject areas – September 18, 2019 and October 24, 2019

## Goals, Actions, Expenditures, & Annual Review

### Goal 1

Maintain district facilities (as measured by SARC) and employ a highly-skilled staff (as measured by CALPADs and SARC) to deliver TK-12 curriculum aligned with the CA State Standards (as measured by CA Dashboard Academic Indicator, English Learner Progress Indicator, and Local Measures) giving all students access to required college and career readiness (as measured by College/Career Readiness Indicator, where appropriate).

### Identified Need

Miraleste Intermediate School (MIS) is dedicated to a cycle of continuous improvement. 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 align with the culture of MIS. 2019-20 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. The ELA department will continue implementation of CA State Standards through the *StudySync* adoption and will explore conference opportunities, including CATE. The mathematics department will continue implementation of CA State Standards through the

*Big Ideas Math* adoption including expanding use of online resources. The math department will also explore conference opportunities including CMC-South. The Social Studies department will review and align curriculum to the CA State Standards. All departments will have a department chair lead for the 2019-20 school year to assist with program implementation and growth.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	Students met or exceeded the standard 2019: 6 <sup>th</sup> grade: 74% 7 <sup>th</sup> grade: 72% 8 <sup>th</sup> grade: 68% Overall: 71.3%	Increase the number of students who have met or exceed the standard by a minimum of 2%.
CAASPP Math	Students met or exceeded the standard 2019: 6 <sup>th</sup> grade: 69% 7 <sup>th</sup> grade: 63% 8 <sup>th</sup> grade: 65% Overall: 65.67%	Increase the number of students who have met or exceed the standard by a minimum of 2%.
CAST Baseline Results	2019 baseline results not available	Analysis of baseline results to drive instruction
iReady Diagnostic	Baseline data to be established in 2019-20 school year for grade 6 ELA and Math, EL students, SPED, and Intervention during first trimester	Second diagnostic to be administered between second and third trimester. Data analysis to inform instruction after each diagnostic and to monitor growth.
SARC Report	100% of certificated employees have “full teacher credential”	100% of certificated employees have “full teacher credential”
CHKS Results: Summary of Key Indicators	Facilities Upkeep: 2017-18: 23% 2018-19: 67%	Increase “Facilities Upkeep” as measured by CHKS by 2%
FAC Recommendations	2018-19 FAC meetings to establish immediate and long term site needs	Continue work with FAC to address immediate site needs and narrow long term site needs
Student access to technology on campus	General Use Carts = 6 (4 carts with approximately 40 Chromebooks/cart, and 2 carts with 35 Chromebooks each) ELA Carts = 6 (40 Chromebooks/cart) Science = 2 (35 Chromebooks/cart)	Provide 2 additional Chromebook carts with 35-40 Chromebooks in each to support core academic areas.

Math = 1 (40 Chromebooks)  
Total Carts = 15

## Actions Taken on Goal (Strategies/Activities Completed)

### Students to be Served by this Strategy/Activity

#### Action 1

All Students

Maintain baseline levels of technology and site facilities in good repair, prioritizing classrooms/student areas for improvement.

Continue FAC meetings during the 2019-20 school year and collaborate with District offices to address next steps for the replacement of bleachers in the Miraleste Gym, resurfacing of the blacktop, and refurbishing of the Miraleste pool.

MIS will address facilities needs and prioritize site and classroom facilities needs as measured by School Accountability Report Card (SARC) and Williams’s compliance.

MIS will increase technology access by adding 2 new Chromebook carts to support implementation adoptions and CA State Standards across all academic areas.

Campus beautification to include updates to garden boxes and plants.

Upgrade computer systems, site-wide, to Windows 10.

### Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
TBD – Bleachers, Blacktop, Pool	District
\$20,740 – 2 Chromebook Carts	\$11,250 – PTSA \$11,250 - Boosters
\$4000 - Campus beautification	\$4000 – Boosters and ASB
\$0 Upgrade computer systems	N/A

#### Action 2

All Students

Hire and support highly-trained and qualified staff for new positions, collaborating with mentor and lead teachers, as well as the Induction Office to ensure skilled site staffing.

Year 1 implementation of Intermediate Department Leads. Monthly meetings will be held with department leads and cabinet. Information from those meetings will be disseminated during department meetings. Department Leads to support and mentor all new staff.

Support all staff through ongoing site professional development focused on using data to drive instructional practices. Support staff through district professional development.

## Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$25,000 – Department Leads	District General Fund
\$0 – Site based professional development	N/A

## Action 3

All Students

Monitor and evaluate implementation of state standards, current adoptions, and Technology Scope, including supplemental and support software/programs, providing staff with timely, data-driven feedback to improve learning outcomes, student achievement, continuous improvement, and staff proficiencies if needed. Evaluation of programs includes: core content areas, ELD, VAPA, World Language, and College/Career Readiness.

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

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

Districtwide professional development on 9/30/19 to support all current adoptions including *Big Ideas* Math, *StudySync*, NGSS science pilots, and CA State Standards for Social Studies.

Use of Flocabulary software to support grades 6-8 social studies content with current events and news stories to help students master standards, build vocabulary and develop 21st-century skills.

Use of Turnitin solutions promote academic integrity, streamline grading and feedback, deter plagiarism, and improve student outcomes.

Purchase of Adobe Video Product – Movie Maker Pro for Video Production.

## Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Naviance	District

Amount(s)	Source(s)
\$0 - Informational sessions on High School prep	N/A
\$0 - District PD	N/A
\$600.00 Flocabulary software	Site Discretionary
\$3594.50 Turnitin software	Site Discretionary
\$600 Movie Maker Pro	Site Discretionary

## Action 4

### STEM students

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 2019-20 school year.

At the 6<sup>th</sup> grade level, students can participate in *Introduction to STEM* where students learn about coding, 3D CAD, Micro Bits, and Robotics with VEX programming. The class will be incorporating new kits allowing 2 students per team to construct and program robots.

In 7<sup>th</sup> grade, students have the opportunity to participate in *Automation and Robotics*. This year the class will incorporate new V5 VEX robotics equipment programming with C++ and the new VEX coding studio. The design class will have the opportunity to use 3D printers, laser cutter and fabric cutters and will switch from Autodesk Inventor to Autodesk Fusion 360 software.

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. Electronics class will also be soldering circuits.

Program updates this year will include purchasing additional materials to support increased enrollment. New equipment for Robotics including upgrades to hardware. Continued support of our school robotics teams with equipment and entrance fees. Upgrading software licenses including Sketchup, Autodesk, and Kerbal Space World.

## Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Insight – – license renewed last year, no cost this year	District
Sketch-up - Free	N/A
\$20,000 - STEM	STEM – Peninsula Education Foundation (PEF)

## Goal 2

Provide a comprehensive and inclusive instructional program to provide measureable growth and achievement for all students, including those recognized as English Language Learners, identified for Special Education or Multi-Tiered Support Services, and those qualified as Gifted and Talented (GATE), as measured by State and Local Measures of Proficiency, Qualification and Exit Criteria Figures, and Comparative Annual Program Participation.

## Identified Need

Miraleste Intermediate School will continue to address 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 iReady diagnostic trimester assessments, ELPAC annual assessments, CAASPP subgroup scores, and annual IEP goals and objectives. Specific targeted interventions for mathematics, reading, writing, and executive functioning will be provided to students to support their learning and access core curriculum. Training and professional development on interventions will continue throughout the 2019-20 school year for staff to support the achievement all students. Miraleste staff will also specifically focus on use of data analysis of student subgroups for CAASPP, interim assessments, the PVPUSD mathematics summative assessment, and iReady diagnostic assessments to inform instruction. 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.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Subgroup Scores for Students with Disabilities and English Learners (% proficient or advanced) <i>Data from 2019-20 Aeries Analytics (current student population)</i>	English Learners 2019: 67.7% Special Education 2019: 30.2% 504: 66.7%	English Learner: 70% or higher Special Education: 33% or higher 504: 69% or higher

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>CAASPP Math Subgroup Scores for Students with Disability and English Learners (% proficient or advanced) <i>Data from 2019-20 Aeries Analytics (current student population)</i></p>	<p>English Learners 2019: 58.1% Special Education 2019: 23.7% 504: 46.6%</p>	<p>English Learner: 60% or higher Special Education: 26% or higher 504: 49% or higher</p>
<p>ELPAC Summative – Aeries Analytics 2019-20 (<i>current student population</i>)</p>	<p>ELPAC Overall: 17.9% Minimally Developed 7.1% Somewhat Developed 42.9% Moderately Developed 32.1% Well Developed</p>	<p>Use ELPAC data to drive instruction to raise levels to 80% of students to be moderately or well developed.</p>
<p>ELPAC Summative – Aeries Analytics 2019-20 (<i>current student population</i>)</p>	<p>SRI Lexile Proficiency Level N/A – 4.3% Below Basic: 12.8% Basic: 14.9% Proficient: 55.3% Advanced: 12.8%</p>	<p>Use ELPAC data to drive instruction to raise levels to have 85% of the students at basic, proficient, or advanced levels.</p>
<p>CAST Baseline Results Subgroup Scores for Students with Disability and English Learners</p>	<p>CAST data not available</p>	<p>N/A</p>
<p>CA Dashboard (Red/Orange/Yellow Areas)</p>	<p>Students with Disabilities: ELA: Orange (44.3 points below standard) Math: Orange (56.4 points below standard) Suspension Rate: Yellow (2.1% suspended at least once)</p>	<p>Students with Disabilities: ELA: Increase 10 points Math: Increase 10 points Suspension Rate: Reduce suspension rate to 1.5% or lower</p>
<p>CA Dashboard (Red/Orange/Yellow Areas)</p>	<p>English Learners: ELA: Yellow (7.4 points above standard)</p>	<p>English Learners: ELA: Increase 5 points</p>
<p>iReady Diagnostic</p>	<p>N/A</p>	<p>Establish baseline data in 2019-20</p>
<p>OLSAT (2016 and 2017) NNAT 3 Test (2018 and 2019)</p>	<p>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%</p>	<p>Use NNAT results to provide enrichment opportunities to students classified as GATE</p>



## Actions Taken on Goal (Strategies/Activities Completed)

### Students to be Served by this Strategy/Activity

#### Action 1

English Language Learners

Miraleste Intermediate School will offer 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.

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

Miraleste will have an EL Site Lead and will host ELAC/SSC meetings throughout the year to discuss supports for EL students.

#### Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$1700.00 (EL HW CLUB)	Supplemental Fund
\$32,000.00 (Student Center)	Supplemental Fund
(EL Site Lead)	District Funds

#### Action 2

Special Education/Receiving Tiered Supports/EL/Homeless/Low Income

Miraleste Intermediate School will administer diagnostic assessments two to three times throughout the year to all grade 6 students, all English Learners, and all Special Education students. 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.

Miraleste Intermediate School will offer targeted, daytime, intervention classes in the areas of Mathematics, Reading, and Writing/Executive Functioning. Classes will be instructed by credentialed Math or ELA teachers. Classes will take the place of a student's elective. Students will be identified for interventions through a variety of measures including CAASPP scores, iReady diagnostic, grades, teacher recommendation, and interim assessments.

A Miraleste ELA teacher will be trained on targeted reading intervention strategies and materials will be purchased to be utilized during a daytime reading intervention class.

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 HW Club support 3 days a week, audio books for core novels, technology, and additional intervention programs and materials.

## Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$10,000 – Intervention materials and Miraleste HW Club to support EL, homeless, and low income students	Supplemental Fund
\$ 45,000 - (3 intervention classes)	0.6 FTE Staffing
\$10,000 - (Reading Intervention Training and Materials)	District Funds
N/A - iReady diagnostic and online resources	District Funds

## Action 3

Gifted and Talented Students (GATE)

Miraleste Intermediate School and the Miraleste Gate Coach 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)	Source(s)
\$5000.00 – Math Club	Site Discretionary Funds
\$1500.00 – GATE Coach Stipend	District Funds
\$1000.00 – GATE Site Grant	District Funds

## Goal 3

Provide a comprehensive and rigorous instructional program which annually raises achievement and facilitates growth for all students in all four core content areas, as measured by CA Dashboard Academic Indicator, State and Local Assessment Measures (specify below), Student Report Card/Grades, and Site Extra-/Co-Curricular Program Participation Information.

### Identified Need

Miraleste Intermediate School is dedicated to providing a comprehensive academic program that encourages raising the achievement for all students in core subject areas. Training and professional development will continue throughout the 2019-20 school year for staff to support the achievement all students. Miraleste staff will also specifically focus on use of data analysis for CAASPP, interim assessments, the PVPUSD mathematics summative assessment, and iReady diagnostic assessments to inform instruction.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	Students met or exceeded the standard 2019: 6 <sup>th</sup> grade: 74% 7 <sup>th</sup> grade: 72% 8 <sup>th</sup> grade: 68% Overall: 71.3%	Increase the number of students who have met or exceed the standard by a minimum of 2% for 2020.
CAASPP Math	Students met or exceeded the standard 2019: 6 <sup>th</sup> grade: 69% 7 <sup>th</sup> grade: 63% 8 <sup>th</sup> grade: 65% Overall: 65.67%	Increase the number of students who have met or exceed the standard by a minimum of 2% for 2020.
ELPAC Summative – Aeries Analytics 2019-20	ELPAC Overall: 17.9% Minimally Developed 7.1% Somewhat Developed 42.9% Moderately Developed 32.1% Well Developed	Use ELPAC data to drive instruction to raise levels to 80% of students to be moderately or well developed.
ELPAC Summative – Aeries Analytics 2019-20	SRI Lexile Proficiency Level N/A – 4.3% Below Basic: 12.8% Basic: 14.9% Proficient: 55.3% Advanced: 12.8%	Use ELPAC data to drive instruction to raise levels to have 85% of the students at basic, proficient, or advanced levels.
CAST Baseline Results	2019 baseline results not available	Analysis of baseline results to drive instruction

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Diagnostic	N/A	Establish baseline data in 2019-20
CHKS: Summary of Key Indicators	Academic Motivation: 2017-18: 51% 2018-19: 82%	Increase “Academic Motivation” to 85% or higher
CHKS: Summary of Key Indicators	High Expectations: 2017-18: 49% 2018-19: 75%	Increase “High Expectations” to 78% or higher
CHKS: Summary of Key Indicators	Meaningful Participation: 2017-18: 21% 2018-19: 36%	Increase “Meaningful Participation” to 40% or higher

## **Actions Taken on Goal (Strategies/Activities Completed)**

### **Students to be Served by this Strategy/Activity**

#### **Action 1**

All Students

In collaboration with staff, administration will analyze student performance measures to identify areas of need for specific site-based Professional Development in addition to what is district provided.

Miraleste administrators along with the PVPUSD Instructional Coach will utilize data protocols to promote collaborative conversations, reflection, and data analysis for staff when reviewing various data including CAASPP, CAST, Interim Assessments, CHKS, iReady, etc.

These analyses will be utilized to drive an instructional program focused on raising the achievement for all students in core subjects. Data will be used to identify students and focus on targeted interventions to support learning across the core curriculum. Training, increased data analysis, and professional development will continue throughout the 2019-20 school year for all staff to support the achievement all students.

### **Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$0 – Data analysis and protocols	N/A
\$0 – Site-based professional development	N/A

## Action 2

All Students and At-Risk Students

Teachers and Administration will continue to implement Interim Assessments and other research-based assessments to monitor student performance in grade-level standards, adjust instructional programs using related performance reporting, and prepare students for success on state assessment measures, specifically students within targeted populations who are not meeting standard/proficiency.

Miraleste Intermediate School will offer targeted, daytime, intervention classes in the areas of Mathematics, Reading, and Writing/Executive Functioning. Classes will be instructed by credentialed Math or ELA teachers. Classes will take the place of a student's elective. Students will be identified for interventions through a variety of measures including CAASPP scores, iReady diagnostic, grades, teacher recommendation, etc.

A Miraleste ELA teacher will be trained on targeted reading intervention strategies and materials will be purchased to be utilized during a daytime reading intervention class.

## Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$ 45,000 - (3 intervention classes)	0.6 FTE – District Funds
\$10,000 - (Reading Intervention Training and Materials)	District Funds

## Action 3

All Students

Students will be provided access to counseling for goal setting, academic pathway planning, course access, post-secondary opportunities, and graduation requirements.

Utilizing the PVPUSD Essential Counseling Standards, counselors work with students in the areas of social-emotional health, academics, and college readiness. Through family, school, and community partnerships, counselors are committed to creating a safe and fun space where students thrive and feel connected. The counseling goal is to help develop productive citizens who are resilient, self-advocating, life-long learners. Counseling services include 1:1 counseling two times a year for all students, direct access to counselor for self or others, transition lessons for grades five and eight, peer mediation, Social Emotional Lessons (SEL) three times a year, and college and career counseling through Naviance. The counseling department will provide information through Edlio on the Miraleste website. High school counselors will meet with 8<sup>th</sup> grade students at Miraleste to address the transition to high school.

## Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0 – Counseling Expenses	N/A

### Goal 4

Provide a school environment that fosters physical and emotional security, encourages community and family involvement, and focuses the school climate on creating opportunities for student engagement, as measured by the Graduation Rates, Site Parent Participation Rates, CA Healthy Kids Survey, Attendance, Tardy, and Truancy Rates, State Assessment Participation Rates, and Discipline Data.

### Identified Need

MIS will support a positive school culture for all staff and students. 2019-20 will mark year three of Positive Behavioral Interventions and Supports (PBIS), including but not limited to a site-developed and implemented behavioral expectation matrix, behavioral expectation videos, year 2 of an implemented student incentive program including expanded incentives to include both immediate and long-term rewards, implementation of a progressive discipline model for “minor” behaviors, minor vs. major flowchart, and site analysis of disciplinary data.

MIS will continue to promote positive student engagement through student activities including year three implementation of a student and staff intramural lunch time sports program, year two 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.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard (Red/Orange/Yellow Areas)	2018 Chronic Absenteeism: Yellow (5% chronically absent)	Reduce chronic absenteeism by 0.5% or more to reflect 4.5% or less chronically absent
CHKS Results: Summary of Key Indicators	Parent involvement: 2017-18: n/a 2018-19: 66%	Increase parent involvement as measured by CHKS by 4%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Aeries Analytics (Attendance Data)	2018-19 SART/SARB letters: 125 letter sent (13.74% of student population)	Address attendance through SART and SARB as needed for 2019-20
Aeries Analytics (Discipline Data)	Cell Phone Misuse: 231 referrals Teacher Referral: 138 referrals School Rule Violations: 63 referrals Cheating: 15 referrals	Reduce overall disciplinary incidents in these areas by a minimum of 10%
Aeries Analytics – Program Participation (Special Education)	2018-19: 11.4% of student population in Special Education	Support students as needed through current IEPs, assessments, and initial IEPs.
Aeries Analytics – Program Participation (504 Program)	2018-19: 5.2% of student population with 504 plans	Support students with current 504 plans and evaluate needs of students who may better support with a 504.
Aeries Analytics (Attendance and Administration)	#of SSTs 2018-19: 116 SSTs	Continue to address SSTs as needed to support students academics and social emotional well being

## **Actions Taken on Goal (Strategies/Activities Completed)**

### **Students to be Served by this Strategy/Activity**

#### **Action 1**

All Students

Provide inclusive school environment for all students by providing opportunities for school community participation during and outside of the school day, recognizing the strength of cultural and linguistic diversity, the importance of leadership roles, the experience of co-/extra-curricular activities, and commitment to life-long learning.

Miraleste, in partnership with the MIS PTSA, will host Multi-Cultural Day. The focus will be on promoting understanding and appreciation a diversity of cultures.

Miraleste will host a Spirit Game and Half Time Hero’s to promote school spirit. The whole school will attend the Spirit Game to cheer on fellow Marauders as they compete against another school. During half time, Miraleste students will cheer for students from our Basic Skills class as they have the opportunity to shoot on goal against the Principal.

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. Miraleste will partner with the MIS PTSA to support field trips for all grade levels. This year 8<sup>th</sup> grade students will visit the Museum of Tolerance and the trip will be aligned to specific curriculum instructed in grade 8 ELA classes. The 7<sup>th</sup> grade class will participate in Science Field Day. 6<sup>th</sup> grade

teachers will collaborate to determine a field trip that would best fit our 6<sup>th</sup> grade class and the grade 6 curriculum.

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, 2019-20 will serve as year two implementation of the WEB program on the Miraleste campus.

MIS ASB will promote leadership opportunities and student engagement through student elections and lunch time activities.

MIS will host a Japanese exchange program where students from a sister school in Japan stay with host families and the school holds an assembly to educate students on Japanese culture.

## Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$20,000: PTSA Activities: Multi-Cultural Day, YYW, RRW, Field Trips, Mock Elections	PTSA Donations – Student Activities
\$1,000: ASB/Leadership	ASB Funds
\$5,000: WEB	TUPE Grant and PTSA Donations
\$500: Half Time Heroes/Spirit Game	Boosters Funds
\$1,440: Japanese Exchange Program	ASB Funds

## Action 2

All Students

Provide Parent Involvement and Education Opportunities within the school community and PTSA, communicating and engaging frequently, timely, and transparently, and in collaboration with the District Parent Organizations (PEF, PTSA, etc.).

MIS will offer an evening presentation to parents and teens titled “The Teenage Brain”. The program features Truth Pharm’s West-Coast Director, molecular biologist Barbara Veit, whose research focuses on the long-term impact of addictive substances on the developing brain.

Miraleste will offer a program titled, Parents on Campus. In this program parents are encouraged to help supervise students on campus during lunch. The parents are trained by counselor. The program is another way to engage parents and help to encourage parent participation on the campus.

Miraleste will encourage stakeholder participation through a variety of avenues including the MIS Parent Teacher Student Association (PTSA), School Site Council (SSC), Facilities Advisory Committee (FAC), and MIS Booster Club.

Miraleste will promote involvement and donations to the Peninsula Education Foundation (PEF).

Miraleste will promote parent education supported by PTSA and PVPUSD Educational Services including current research, trends, and support programs/services on our school campuses. The



topics for this year will include vaping, suicide prevention and social media, in addition to a mental health symposium.

## Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$ N/A - Parent Education	PEF/District Funds
\$0: Parents on Campus Program	N/A
\$150 (donation) – The Teenage Brain	TUPE Grant

### Action 3

All Students

Staff and administration will continue to develop social/emotional learning and progressive discipline supports by implementing guidance lessons, restorative practices, procedures for crisis and threat, and identifying school climate indicators to improve overall culture.

Miraleste intermediate School will implement Social Emotional Learning (SEL) lessons delivered by 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.

MIS enters year three of Positive Behavioral Interventions and Supports (PBIS) including but not limited to continuing to promote and teach students from the MIS site-developed and implemented behavioral expectation matrix, behavioral expectation videos and announcements, year two of a student incentive program expanding to include both immediate rewards and long-term rewards, implementation of a progressive discipline model for “minor” behaviors, and continued site analysis of disciplinary data. The MIS PBIS team will continue to attend professional development and work collaboratively to grow the MIS PBIS program.

MIS will promote a progressive discipline and restorative practice model. Professional development for the PBIS team and MIS team will include various classroom interventions and how to use a progressive discipline model to address “minor” classroom behaviors.

MIS will create a safe environment and prepare for various disasters through development of the Comprehensive Safe Schools Plan, formation of a Search and Rescue Team, and practice drills to include earthquake drills, evacuations off campus, lock down drills, etc. MIS staff will be trained in procedures for Run-Hide-Fight. MIS staff will work with PTSA to refill disaster supplies and expand use of radios on the campus.

MIS staff will use protocols for data analysis of the CA Healthy Kids Survey and will participate in professional development run by site counselors, to dive deeper into specifics of the CA Healthy Kids Survey.

## Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$7500 - PBIS	Boosters Funds
\$0 – SEL Lessons	N/A
\$0 – Progressive Discipline and Restorative Practices	N/A
\$0 – Safety procedures	N/A
\$0 – Data analysis CHKS	N/A
\$1700 – Disaster funds and radios	PTSA Donations

## Goal 5

School Connectedness

### Identified Need

Miraleste wants to create a culture where both kids and families feel connected to school through academics and activities that encourage involvement and build relationships between students and families.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CHKS	School connectedness: 2017-18: 39% 2018-19: 76%	Increase school connectedness, as measured through the CHKS by 2%.
CHKS	Caring adult relationships: 2017-18: 38% 2018-19: 68%	Increase caring adult relationships, as measured by the CHKS by 2%

## Actions Taken on Goal (Strategies/Activities Completed)

### Students to be Served by this Strategy/Activity

#### Action 1

All Students

Student engagement opportunities:

Miraleste will continue the tradition of the Mighty Marauder Club. This club rewards students and offers incentives for academics and citizenship. Mighty Marauder Madness activities will be held on various Friday’s during lunch throughout the year as a way to engage all students on campus.

Miraleste will continue to host the MIS Ambassadors Program. The program promotes leadership and offers opportunities for students to volunteer at a variety of school events as well as meet with grade 5 students during the spring as to introduce and make incoming students feel welcome to Miraleste.

Miraleste ASB will offer ASB sponsored events throughout the year including dances, movie nights, and contests.

MIS will introduce a lunch time games club hosted by an MIS teacher. The games club offers students a safe space to interact with other students and challenge themselves to a variety of games.

MIS will promote responsibility and comradery through student management of the “MIS Ball Shack”. Students will work together to manage and sign out equipment.

MIS Boosters will sponsor the MIS Student Play. The play offers an opportunity for students to be engaged with other students in a variety of roles and allows students to both learn and showcase various talents.

Miraleste will offer a robust lunchtime intramural program focusing on sports including kickball, soccer, corn hole, and basketball. All students and staff are encouraged to participate. The goal of this program is to promote healthy lifestyles, teamwork, and comradery. 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.

Miraleste Booster Club will offer a variety of sports, club activities, Cotillion, and an elaborate school play. These sports and activities help to get students involved in a variety of afterschool programs, promote student interests, and expose students to new activities.

## Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$6,000 Drama – School Play	Boosters Funds
\$150 MIS Games Club	ASB Funds
\$0 MIS Ambassadors	N/A
\$2,000: Intramurals	Boosters Funds
\$10,000 Mighty Marauder Club	ASB Funds
\$1000 – ASB Events	ASB Funds
\$ N/A: Booster Club Sports and Clubs, Cotillion	Boosters Funds
\$1000 – Ball Shack	ASB Funds

## ACTION 2

All Students

Parent/student engagement opportunities:

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”.

Miraleste Intermediate School will recognize students each month through a Student of the Month program. MIS will engage parents with their students and their teachers by inviting them to attend a lunch-time ceremony to celebrate their accomplishments.

Miraleste Intermediate School will offer a variety of opportunities for students to showcase their talents through events such as the MIS Talent Show, the MIS Dance Performance, and the MIS Band Performance. With each of these events MIS will encourage parents and families to attend the events and celebrate the successes of their children.

Miraleste will host a 5<sup>th</sup> Grade Parent Night to welcome incoming 6<sup>th</sup> grade families to the school. The evening will focus on engagement opportunities for students and parents.

## Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$2500 – Student of the Month	ASB Funds
\$3,000 – Dad’s Club	PTSA Funds
\$0 – Talent Show, Band Performance, Dance Performance	N/A
\$0 – 5 <sup>th</sup> Grade Parent Night	N/A

## Annual Review

SPSA Year Reviewed: 2018–19

## Analysis

The 2018-19 Miraleste SPSA focused on a variety of areas. There was a strong focus on school climate and connectedness as identified through multiple actions documented in the 2018-19 SPSA. Miraleste saw a dramatic increase in both school connectedness and caring adult relationships as measured by the California Healthy Kids Survey (CHKS). Specifically, “School Connectedness” went from 39% in 2017-18 to 76% in 2018-19 and “Caring Adult Relationships”

went from 38% in 2017-18 to 68% in 2018-19. In 2018-19 Miraleste implemented Positive Behavior Intervention and Supports (PBIS) campus-wide and also started with the first year of the Where Everyone Belongs (WEB) programs. Miraleste entered the second year of lunchtime intramural sports. All of these actions played a role in the increase seen in the data from the CHKS.

In the 2018-19 SPSA, there was also a strong focus on improving academics site-wide. Actions associated with this included intervention programs, homework clubs, conferences, professional development, and site analysis of data to drive instructional decisions. Miraleste saw an increase in “Academic Motivation”, as measured by the CHKS, from 51% in 2017-18 to 82% in 2018-19. Miraleste also saw growth in the area of Math as measured by CAASPP data. In Mathematics, grade 6 Miraleste students who met or exceeded the standard increased from 64.62% in 2018 to 69% in 2019. In Mathematics, grade 7, Miraleste students who met or exceeded the standard increased from 60.48% in 2018 to 63% in 2019. Grade 8 students saw growth in mathematics from grade 7 scores. In grade 7 this cohort group of students scored 60.48% as met or exceeded the standard and in 8<sup>th</sup> grade they scored at 65% met or exceed the standard.

Miraleste also saw growth in the area of ELA as measured by CAASPP data. In ELA, grade 6 Miraleste students who met or exceeded the standard increased from 70.85% in 2018 to 74% in 2019. In ELA, grade 7, Miraleste students who met or exceeded the standard increased from 65.63% in 2018 to 72% in 2019. Grade 8 students saw growth in ELA from grade 7 scores. In grade 7 this cohort group of students scored 65.63% as met or exceeded the standard and in 8<sup>th</sup> grade they scored at 68% met or exceed the standard.

The budgeted expenditures identified in the 2018-19 SPSA aligned closely to actual expenditures utilized to implement the strategies and activities to meet each of the articulated goals. The one area not identified in the 2018-19 SPSA that did have significant expenditures associated with it was the implementation of an afterschool intervention program for all grade levels in the areas of both mathematics and language arts. Students for this program were identified through a variety of measures including teacher recommendation, student grades, and state test scores. Intervention classes were developed for grade 6, 7, and 8 mathematics and grade 6, 7, and 8 ELA. These six classes were taught by credentialed Miraleste teachers after school and each session ran for 6 weeks with students meeting 2 times per week. Teachers utilized iReady for diagnostic data, strategic grouping, and instructional resources. The program was funded through the District with no site costs incurred.

Specific changes in the 2019-20 SPSA reflect the need for targeted daytime intervention, use of diagnostic data, interim assessments, and continued data analysis to drive instructional decisions.

Teachers and Administration will continue to implement Interim Assessments and other research-based assessments to monitor student performance in grade-level standards, adjust instructional programs using related performance reporting, and prepare students for success on state assessment measures, specifically students within targeted populations who are not meeting standard/proficiency.

MIS will offer targeted, day time, intervention classes in the areas of Mathematics, Reading, and Writing/Executive Functioning. Classes will be instructed by credentialed Math or ELA teachers. Classes will take the place of a student’s elective. Students will be identified for interventions through a variety of measures including CAASPP scores, iReady diagnostic, grades, teacher recommendation, etc.

A Miraleste ELA teacher will be trained on targeted reading intervention strategies and materials will be purchased to be utilized during a daytime reading intervention class.

The above is reflected in the 2019-20 SPSA.