

Goal 1: Achievement for All: With equity at the core, FMSD will increase the level of success for all students while addressing learning gaps.

- McKinley Goal 1a: Students will develop their reading skills across all grades. K-3rd grade students (including multilingual learner/ELs) will grow at least 1 year on average on the NSGRA reading assessment from the beginning to the end of the school year in 2022-2023. Reading growth will be based on NSGRA grade-level correlation. 3rd-6th grade students (including multilingual learners/ELs) will grow their reading skills by at least 1 year on average on the STAR Renaissance grade level equivalency from the beginning to the end of the school year in 2022-2023.
- McKinley Goal 1b: Students will develop their math skills. 2nd-6th grades students (including multilingual learners/ELs) will grow their math skills by at least 1 year on average on the STAR Renaissance grade level equivalency from the beginning to the end of the school year in 2022-2023.
- McKinley Goal 1c: The percentage of students classified as English Learners that reclassify as Fluent English Proficient will increase from 5.3% in 2021-2022 to 10% in 2022-2023.

Goal 2: Positive School Environment, Climate, and Culture: Support the physical, mental and social well-being of all students and staff by establishing systems and creating a safe, welcoming and inclusive environment that allows students to participate fully in learning and the school community.

- McKinley Goal 2a: School attendance will improve based on pre-pandemic levels. The percentage of students who are Chronically absent (including Socioeconomically Disadvantaged, Hispanic, and Students with Disabilities) in grades K-6 will decrease 1% compared to 2017-2018 levels as measured by the California State Dashboard by June 2023. The percentage of students who are Chronically absent in our PreK program will decrease 2% compared to 2017-2018 as measured by the California State Dashboard by June 2023.
- McKinley Goal 2b: The percentage of students who feel safe at school as measured by the Panorama Student Survey will increase from 52% in winter 2021-2022 to 65% by winter 2022-2023.
 - Progress towards this goal will be monitored through our McKinley Trimester Survey Data questions on belonging, inclusivity, and reported safety
- McKinley Goal 2c: The percentage of students who feel they can succeed in achieving academic outcomes (self-efficacy) at school as measured by the Panorama Student Survey will increase from 43% in winter 2021-2022 to 60% by winter 2022-2023.
 - Progress towards this goal will be monitored through our McKinley Trimester Survey Data questions on self-efficacy and achievement.
- McKinley Goal 2d: McKinley students will be supported to have positive behavior. This will be evidenced by an increase in reported knowledge and fairness of rules and norms as measured by the Panorama Student Survey from 82% in winter 2021-2022 to 87% by winter 2022-2023.
 - Progress towards this goal will be monitored through our McKinley Trimester Survey Data questions on following school agreements. As we develop reliable and consistent systems for capturing student behavior data, we will also monitor this goal based on a decrease of students with repeated behavioral incidents.

Goal 3: Family and Community Engagement: FMSD will fully engage parents/guardians and community members in support of educational outcomes for all students.

- McKinley Goal 3: Families' sense of connection to McKinley will increase. The percentage of parents who report they have participated in school activities other than parent-teacher conferences on the Panorama Family Survey will increase from 87% in winter of 2021-2022 to 92% in 2022-2023. In addition, the number of parents that respond to the Panorama Family Survey will increase from 96 responses in winter of 2021-2022 to 105 responses in 2022-2023.
 - Ongoing parent engagement will be monitored by how many parents attend non-conference school activities, as evidenced by sign-in sheets from Gallery Walks/Learning Expositions, Tiger Talks, and Community Events

Each expenditure line in your SPSA should be outlined on this document.. Please try to keep it to two (2) pages.

Goal	Specific Actions <i>McKinley</i> Will Undertake to Meet Goal	Expenditure	Funding Source	Total Expenditure By Source
1	Implement the McKinley Literacy Block (developed in 2021-2022). Utilize consultants, professional development, and extra teacher collaboration time to develop instructional practices in foundational skills, writing, and guided reading.	\$24,000	ELSB	Total Expenditures LCFF Supp. Allocation: \$47,424
1	Provide extensive, evident-based literacy training for 4 Kinder-3rd grade teachers through participation in the Online Elementary Reading Academy.	\$0		
1	Implement DIBELS benchmark assessments 3x a year to screen students' foundational reading skills. Provide support administering assessments and time for analyzing these data.	\$700	ELSB	
1	Literacy support materials, including: pilot phonemic awareness and phonics pilot program; teacher professional learning resources; and classroom resources.	\$20,441	ELSB	
1	SEAL Collaboration and Unit Development time (extra hours or release time) to develop curriculum and adjust unit plans to meet students' academic language needs as identified by formative and summative assessment data	\$0	Funded by Ed. Services	Total Expenditures LCFF Conc.
1	Funding a 0.5 FTE SEAL/Literacy Coach to support literacy and language assessment, instruction, and collaboration (other 0.5 FTE paid by Ed. Services, meaning it will be a full-time coach position)	\$59,500	ELSB	Allocation: \$19,368
1	Funding a 0.6 FTE Literacy Intervention Teacher to provide push-in and pull-out support for below-grade level readers.	\$71,400	ELSB	
1	Copy machine lease and laminator maintenance agreement.	\$8,915	LCFF Supplemental	
1	Instructional materials such as pencils, paper, manipulatives, etc. to provide students with access to state standards.	\$21,102	LCFF Supplemental	Total Expenditures Title 1
1	Reprographics for supplemental materials.	\$1,200	LCFF Supplemental	Allocation: \$14,218
1	Field trip assistance to enrich the instructional program.	\$5,000	LCFF Supplemental	
1	Science camp stipends.	\$1,000	LCFF Supplemental	Total Expenditures General Fund
1	Online intervention programs provided by Ed. Services (Lexia/PowerUp, Imagine Learning) and site purchase (Accelerated Reader, Learning A-Z, Math Program).	\$8,803 \$4,212	Title 1 LCFF Concentration	Allocation: \$12,642
1	Extra hours for a retired teacher or classroom teacher to provide reading and/or math intervention to students on an on-needed basis	\$2,400 \$4,950	Title 1 LCFF Supplemental	
1	Teacher/sub release time to analyze student data and plan Tier I/II supports within an MTSS framework.	\$2,360 \$2,656	Title 1 LCFF Concentration	
2	Through our school Culture and Climate Committee: develop common practices around supporting students to feel capable of succeeding in school by: - Recognizing students' strengths in and out of school	\$0	-	ELSB grant Allocation: \$112,941

	<ul style="list-style-type: none"> - Building classroom and school communities where students can take risks, make mistakes, and express their ideas - Communicating student behavior and learning from an asset-based perspective - Developing common short- and long-term goal setting processes - Helping students track their progress towards their goals - Designing common lessons/language for teaching students strategies about using available resources and seeking support 			
2	Work with students and families to develop individual growth goals (personal goals as well as academic goals). Hold beginning of the year empathy interviews with families to understand students' and families' backgrounds. Communicate students' successes and growth through weekly home-school communication logs, classroom expositions, and parent-teacher conferences.	\$0	-	
2	Model goal-setting by having all teachers set professional goals and posting them in their classroom to model a mindset that emphasizes learning and development.	\$0	-	ELSB grant Carryover: ~\$60,000
2	Recognize and celebrate student strengths in non-academic areas through: <ul style="list-style-type: none"> -Students of the week -Sharing during daily SEL instruction (community circles) -Trimester awards related to special recognitions -School-wide posting where students can share their strengths and interests outside of school 	\$0	-	
2	Assess student resilience factors, including self-efficacy and safety, through a student survey for grades 3-6 every Trimester. Review this data and plan for student support.	\$0	-	
2	Partner with the National Center of Dropout Prevention to establish McKinley as a Trauma-Skilled School. Through this: <ul style="list-style-type: none"> - continue staff training in all components of the Trauma-Skilled Schools Model. - implement site-specific trauma-skilled schools plan that we will work to implement over the next 2-3 years. 	\$0	Contract previously funded	
2	Emphasize Social Emotional Learning throughout the school day: <ul style="list-style-type: none"> - Providing dedicated SEL time in every classroom during the school day. - Providing ongoing training to teachers on strategies for conducting community circles and class meetings. - Continuing to utilize the Second Step SEL curriculum to help create a more empathetic school culture. - Hosting wellness activities during recess and after school. - Increasing the amount of social skills groups led by the site social worker. - Dedicating time for upper- and lower-grade buddy classes to connect. 	\$0	-	
2	As part of the next cohort participating in MTSS training, have lead team attend professional development sessions and align current school culture, climate, and learning efforts with a multi-tiered systems of support framework.	\$0		
2	Work with Student Council and other student groupings to discuss the school climate at McKinley, identify areas of concern, and plan both fun and educational events to enhance school climate.	\$0		
2	Contract Little Heroes recess, lunch and after-school program to support student safety, enrichment, and leadership opportunities.	\$11,000	LCFF Concentration	
		\$40,000	District funded	
2	Noon Duty to provide supervision and support student safety during lunch and lunch recess and to promote a positive school climate.	\$12,542	General Fund	

3	Provide extra hours for classified and certificated staff to support community events after school hours.	\$3,258	LCFF Supplemental	
3	Provide food or materials for home use at family events to promote attendance at events	\$1,000	LCFF Supplemental	
3	Babysitting for parent meetings so that parents are able to attend to the information presented during the meeting	\$655	Title 1	
3	Translators to provide interpretation at parent meetings and translation of documents sent home so parents are able to actively engage in their child's education.	\$1,000	LCFF Supplemental	
3	Parent Institute for Quality Education (PIQE) training designed to develop skills and techniques which will empower parents to address the educational needs of their school-aged children.	\$1,500	LCFF Concentration	
3	Postage for family communication.	\$100	General Fund	
3	Monthly school newsletters and parent meetings where the school can share information and families can ask questions, share concerns, and provide feedback on school efforts.	\$0	-	