

MSIP Performance Standard	Goal #	Written Goal	Action Step(s) / Strategy to Meet Goal	Alignment to Strategic Plan	Person(s) Responsible	Data Source	Start Date	End Date	Met/Progressing/Not Met
Academic Achievement	1	All students will be reading on grade level or show one year's growth from the start to end of the year.	<p>Forder classroom teachers will conduct daily guided reading groups (use of Literacy Footprints resource), strategy groups, and or conferences to instruct students at their appropriate instructional level.</p> <p>Grade-level teams will analyze reading achievement regularly through the use of PDSA cycles and make adjustments to instructional practices. Teachers will report out student reading levels 4 times a year.</p> <p>Teachers will assess reading progress using running records, iReady, anecdotal notes and the NSGRA. iReady benchmarks will be given 3 times and year and the NSGRA will be given once in May and for new students. Running records should be utilized as an instructional tool and determining when a student has mastered a level.</p> <p>Students will utilize iReady for personalized instruction at least 45 minutes weekly.</p> <p>LLI and Phonics First will be used by the Reading Specialist for intervention. Title 1 Reading TA supports will be given to students who are on the bubble of qualify for reading support.</p> <p>Classroom teachers will collaborate with Reading Interventionist to maximize student supports during daily reading instruction.</p>	Continuous Improvement	Principal(s) & Teachers	NSGRA Running Records iReady Reading	August 21	May 2022	
Academic Achievement	2	Increase the percentage of K-5 standards in the meeting expectations category on district benchmark assessments from the beginning to the end of the year.	Utilize iReady benchmark assessments to show student growth from the beginning to the end of the school year. Classroom teachers will administer iReady benchmark assessments in math and reading to all students in grades K-5th. Teams will analyze and compare the data with formative and summative teacher given assessments. iReady will be used as a resource for teachers to pull intervention materials. Students will also engage in iReady lessons as a supplement to core instruction. CCI PDSA data cycles will be utilized to engage in goal setting on the student, class and building level.	Continuous Improvement	Principal(s) & Teachers	iReady Benchmarks	August 21	May 2022	
Attendance Rate	3	Increase the percentage of students meeting the 90/90 attendance requirement to meet or exceed 90% of all students.	Identify students with concerning attendance patterns and make personal phone calls by the classroom teacher, counselor and/or principal. Reach out to families and determine areas of support needed to increase participation and attendance. Contacts will be documented through a google sheet or in Panorama. Utilize individual student attendance data in SIS and Pulse to analyze attendance data.	Student Engagement	All Staff	SIS Pulse Panorama	August 21	May 2022	
Personalization	4	Increase student engagement and ownership through opportunities for increased depth of knowledge and authentic, transferrable learning experiences through differentiation and personalized learning.	When appropriate use Kagan Cooperative Learning strategies for student engagement in conversation both through team building and of academic nature. Increased opportunities for innovation and student choice, expanded use of design processes with an increase in the opportunities to present student learning before an audience.	Student Engagement	Principal(s) & Teachers	PDSA Cycles Student Data Notebooks iReady	August 21	May 2022	
Subgroup Achievement	5	Collaboration between general education, special education, English Language, and reading teachers to ensure targeted instruction is being provided to all students.	A building-wide schedule has been created to ensure that IEP, EL, and Reading services are not being delivered in place of core curriculum, and to increase opportunities for co-teaching in core subjects. Reading Interventionist will push into classrooms during independent reading time and provide additional supports through guided reading and strategy groups. Classroom teachers and Reading Interventionist will collaborate by sharing student progress and instructional strategies. Student interventions will be tracked using Panorama student success. Student data meeting will take place with all stakeholders to plan, adjust and implement interventions.	Access & Opportunity	All certified staff	Panorama Student Success, iReady Benchmarks	August 21	May 2022	
Safety	6	Create an environment where students believe they have the power to achieve their goals both academically and social emotionally rooted in a personalized learning approach.	Utilize the Panorama SEL assessments to determine the area of focus (grit and self-efficacy). Address areas of focus through buddies and class meetings. Integrate Portrait of a Graduate Language into Buddy Lessons and Falcon of the Month Assemblies. Second Steps taught to all classes weekly through counseling lessons. Individual student goal setting through the PDSA process and iReady Data Chats. Zones of Regulation will be taught by classroom teachers in August with a refresher in January.	Belonging	All certified staff	Panorama PDSA Cycles ODR & BN	August 21	May 2022	
Access & Opportunity	7	Engage with stakeholders to contribute to solutions that will benefit Forder and the broader community.	Reach out to community organizations/entities/elected. Continue current partnership with St. Luke's Church, Faith Lutheran, Century Credit Union and Bob Burns (rep). Monthly meetings with School Resource Officer to ensure school safety and build positive rapport with St. Louis County Police.	Access & Opportunity	Principal(s)	Partnerships developed and maintained	August 21	May 2022	
MTSS & Interventions	8	Utilize the MTSS framework to implement effective practices for academic and behavioral supports while targeting students in need of tiered support.	<p>Establish MTSS Leadership Team. Develop Forder Teams (Tier 1, Tier 2 and Tier 3) through reviewing and refining existing building teams. Develop a framework of responsibilities for each Tiered Team. Provide staff with PD on MTSS and the supports provided.</p> <p>Utilize ESSER intervention positions to collaborate with teachers on intervention implementation and the collection of data to demonstrate effectiveness.</p>	Continuous Improvement, Effective & Efficient	All certified staff	iReady Benchmarks Panorama Student Success PDSA Cycles	August 21	May 2022	

